

**THE IMPACT OF THE COVID-19 PANDEMIC ON ENGLISH LANGUAGE
LEARNING AND TEACHING EXPERIENCES AT A PUBLIC SCHOOL IN BOGOTÁ**

GABRIELA VELA ACOSTA

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS
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GABRIELA VELA ACOSTA

**A thesis submitted as a requirement to obtain a master's degree in foreign Languages
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Thesis Director

Ferney Cruz Arcila, PhD

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS
BOGOTÁ**

2025

Note of Acceptance

Ferney Cruz Arcila, PhD
Thesis Director

Ana Milena Morales Sossa
Juror

Jairo Enrique Castañeda Trujillo, PhD
Juror

**Acuerdo 031 del 04 de diciembre de 2007 del Consejo Superior de la Universidad
Pedagógica Nacional**

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Abstract

The COVID-19 pandemic caused a massive disruption to all areas of life, including education. The abrupt closure of schools and other institutions forced a sudden shift to virtual tools and remote learning. While this was a necessary solution, it revealed major gaps in access, preparation, and emotional well-being among teachers, students, and school communities. This qualitative study explores the experiences, challenges and opportunities of English language teachers and students at Colegio Paulo Freire IED in Usme (Bogotá), during the pandemic. Following a narrative inquiry approach, data were collected through life stories and in-depth interviews, which were analyzed to identify emerging categories and patterns in the participants' narratives. The research analyzes how remote learning and teaching affected English language instruction, motivation, and self-regulation, while also highlighting emotional, technological, and pedagogical challenges.

The findings reveal four emergent categories: (1) the digital divide and technological infrastructure, (2) institutional and administrative support, (3) the adaptation to remote learning and teachers' methodologies, and (4) the psychosocial dimensions related to emotions, motivation, and self-regulation. These categories help us understand how English language learning was impacted on crisis contexts by showing how emotional distress and limited digital resources shaped learning outcomes, and how some students and educators developed autonomous strategies to cope with adversity. These results offer valuable insights into how emergency remote teaching affected English language education in a vulnerable public-school context. Moreover, they highlight ongoing challenges still affecting schools today, such as unequal access to digital tools, insufficient emotional support, and the urgent need for more flexible, and inclusive teaching practices. By shedding light on these realities, the study

contributes to broader conversations about post-pandemic recovery, and equity in public education, emphasizing the urgent need for more realistic, emotionally supportive, and adaptable educational models in times of crisis.

Keywords: COVID-19, English Language Teaching, English Language Learning, Distance Education, Emergency Remote Learning, Digital Divide, Self-regulated Learning, Educational Crisis, Qualitative Research Methods, Grounded Theory, Narrative Inquiry, Motivation.

Resumen

La pandemia del COVID-19 generó una gran disrupción en todos los ámbitos, incluida la educación. El cierre abrupto de colegios y otras instituciones educativas obligó a una transición repentina hacia el uso de herramientas virtuales y la implementación del trabajo remoto. Si bien esta fue una solución necesaria, también reveló profundas brechas en cuanto al acceso, la preparación y bienestar emocional de docentes, estudiantes y comunidades educativas. Este estudio cualitativo explora las experiencias, los desafíos y las oportunidades vividas por docentes y estudiantes de inglés del Colegio Paulo Freire IED de Usme (Bogotá) durante la pandemia. Siguiendo un enfoque de indagación narrativa, se recopilaron datos mediante historias de vida y entrevistas en profundidad, las cuales fueron analizadas para identificar categorías y patrones emergentes presentes en los relatos de los participantes. La investigación analiza cómo el aprendizaje remoto impactó la enseñanza del idioma, la motivación y la autorregulación, al tiempo que destaca los desafíos emocionales, tecnológicos y pedagógicos.

Los hallazgos revelan cuatro categorías emergentes: (1) la brecha digital y la infraestructura tecnológica, (2) el apoyo institucional y administrativo, (3) la adaptación al aprendizaje remoto y las metodologías docentes, y (4) las dimensiones psicosociales sobre las emociones, la motivación y la autorregulación. Estas categorías permiten comprender cómo se vio afectado el aprendizaje del inglés bajo el modelo de enseñanza de emergencia en un contexto escolar vulnerable del sector público, mostrando cómo el estrés emocional y la falta de recursos digitales influyeron en los resultados del aprendizaje, y cómo algunos estudiantes y educadores desarrollaron estrategias autónomas para hacer frente a la adversidad. A su vez, se destacan desafíos vigentes que aún afectan a los colegios públicos como el acceso desigual a herramientas digitales, la falta de apoyo emocional y la necesidad urgente de prácticas pedagógicas más

inclusivas y flexibles. Al visibilizar estas realidades, el estudio contribuye a las discusiones sobre la recuperación post- pandemia y la equidad en la educación pública, subrayando la importancia de modelos educativos más realistas, emocionalmente sensibles y adaptables en situaciones de emergencia.

Palabras clave: COVID-19, Enseñanza del inglés, Aprendizaje del inglés, Educación a distancia, Aprendizaje remoto de emergencia, Brecha digital, Aprendizaje autorregulado, Crisis educativa, Teoría fundamentada, Indagación narrativa, Motivación.

Table of Contents

CHAPTER I	15
INTRODUCTION.....	15
PROBLEM STATEMENT	16
RESEARCH QUESTIONS AND OBJECTIVES	26
RESEARCH QUESTIONS:.....	26
<i>Sub-questions:</i>	26
GENERAL OBJECTIVE	26
SPECIFIC OBJECTIVES.....	26
RATIONALE.....	27
CHAPTER II.....	28
THEORETICAL CONSIDERATIONS	28
LITERATURE REVIEW	28
THEORETICAL FRAMEWORK.....	34
<i>Education and the Crisis Management Theory</i>	34
<i>Distance Education and the Transactional Distance Theory</i>	36
<i>Emergency Remote Teaching (ERT) and the Community of Inquiry (CoI)</i>	40
<i>Education Mediated by Technology and the Diffusion of Innovations Theory</i>	45
<i>Synchronous/Asynchronous Communication and Self-Regulated Learning</i>	50
<i>Digital Divide and the Resources and Appropriation Theory</i>	51
<i>Blended Learning and its Implementation</i>	54
CHAPTER III	57

METHODOLOGICAL DESIGN	57
SCOPE OF THE STUDY	57
RESEARCH DESIGN.....	57
<i>Qualitative Research Approach</i>	57
<i>Narrative Inquiry</i>	59
POPULATION AND SAMPLE.....	61
DATA COLLECTION INSTRUMENTS AND PROCEDURES	64
LIFE STORIES.....	65
<i>Life Stories Data Collection Procedure</i>	65
IN-DEPTH INTERVIEWS.....	66
<i>In-depth Interviews Procedure</i>	67
DATA ANALYSIS APPROACH	68
ETHICAL CONSIDERATIONS	71
CHAPTER IV.....	72
DATA ANALYSIS AND FINDINGS	72
DATA ANALYSIS PROCEDURE	72
<i>Hierarchy of Coding</i>	75
<i>Coding Procedure</i>	76
FINDINGS AND DISCUSSION	80
EMERGENT FINAL CATEGORIES AND PATTERNS.....	81
<i>Category 1: Digital Divide and Technological Infrastructure</i>	83
<i>Category 2: Institutional and Administrative Support</i>	91
<i>Category 3: Adaptation to Remote Learning and Teachers' Methodologies</i>	99

Category 4: Psychosocial Dimensions: Emotions, Motivation and Self- Regulation. 109

CHAPTER V119

CONCLUSIONS119

Pedagogical Implications 121

Limitations of the Study 123

Further Research 123

REFERENCES 125

APPENDICES..... 136

APPENDIX 1. CONSENT FORM..... 136

APPENDIX 2. DATA COLLECTION INSTRUMENTS: STUDENT LIFE STORY 139

APPENDIX 3. DATA COLLECTION INSTRUMENTS: TEACHER LIFE STORY..... 141

APPENDIX 4. INTERVIEW STUDENT 5 143

APPENDIX 5. INTERVIEW TEACHER 1 144

APPENDIX 6. LIFE STORY STUDENT 2 146

APPENDIX 7. TRANSCRIPTION OF AN INTERVIEW (STUDENT 8) 148

APPENDIX 8. CODING USING WORD: MEMOS ON STUDENT 6 LIFE STORY 152

APPENDIX 9. INITIAL ANALYSIS OF EMERGENT FINAL CATEGORIES AND PATTERNS USING

PARTICIPANT QUOTES. 153

LIST OF TABLES

TABLE 1. INITIAL CATEGORIES OF ANALYSIS	74
TABLE 2. HIERARCHY OF CODING.....	76
TABLE 3. EXAMPLE OF THE ANALYTIC CHAIN FROM DATA TO EMERGENT FINAL CATEGORY.	80
TABLE 4. LINKAGE BETWEEN RESEARCH QUESTIONS, SUB-QUESTIONS AND FINDINGS.....	83

LIST OF FIGURES

IMAGE 1. CLOSE UP OF CODING PROCESS USING MICROSOFT WORD TO WRITE MEMOS ON LIFE STORY FROM STUDENT 1.....	78
IMAGE 2. OVERVIEW OF THE CODING PROCESS AND THE GIVEN HIERARCHY USING MICROSOFT EXCEL TO LATER SORT AND ORGANIZE MEMOS FROM PARTICIPANT’S DATA COLLECTION INSTRUMENTS.	78
IMAGE 3. FRAGMENTS AND QUOTES FROM THE PARTICIPANTS GROUPED INTO THE EARLY EMERGENT FINAL CATEGORIES IDENTIFIED.....	79
IMAGE 4. ORGANIZATION OF CODING PROCESS, WHERE EACH COLUMN WAS DESIGNATED THE PRE-ESTABLISHED HIERARCHY ORDER, ENABLING US TO SEE PATTERNS AND EMERGENT FINAL CATEGORIES, ADDED IN A NEW COLUMN.	79

Chapter I

Introduction

Millions of lives were lost, millions of companies went bankrupt, many human activities had to stop and be modified, including education. The COVID-19 pandemic presented us with an apocalyptic scenario in which many had to undertake emergency solutions to various educational problems that it brought. The imminent closure of schools, universities, kindergartens, institutes, among other education centers, forced us to use virtual tools and remote work as our kindest and most effective option. However, this in turn generated numerous shortcomings that teachers, students, and educational communities in general (administrative, parents, tutors, etc.), have around these strategies and teaching tools around remote and virtual work.

Within the framework of this master's program in foreign language teaching, we carried out this research project on how the learning and teaching of English were impacted by the COVID-19 pandemic. This study was worth developing considering that this subject is of great interest to the educational community we worked with, specifically at Colegio Paulo Freire IED, located in the V Locality of Usme in Bogotá city. In this institution, English has been a relevant subject that has had continuous support and monitoring through different processes and strengthening programs with institutions such as the British Council and the District Bilingualism Plan (Plan Distrital de Bilingüismo), to which we will refer later.

We sought to establish a follow-up through different qualitative research techniques framed within a narrative inquiry approach, in which the changes, successes, mistakes, advantages and disadvantages present in the educational processes in a foreign language are evidenced by the members of the institution during and after the various moments of lockdown, quarantines, remote/virtual work, use of ICT, synchronous and asynchronous classes, alternated

or blended classes, gradual return, national strikes during the lockdown, mental health affectations, among others.

Problem statement

The COVID-19 pandemic forced a sudden shift from face-to-face to remote education across Colombia, with the Ministry of National Education (MEN) issuing guidelines to ensure instructional continuity in public schools. At Colegio Paulo Freire IED, these measures translated into quick adaptation to online and other methods for continuing educational processes, restricted by infrastructural limitations and uneven access to technology. While such challenges affected education broadly, they carried specific implications for English language teaching and learning, where interaction, communicative practice, and ongoing feedback are essential. This study examines those implications, exploring how teachers and students navigated the linguistic, pedagogical, and emotional demands of ELT under emergency remote conditions.

As mentioned, MEN presented a remote work strategy for public schools called "*Aprende en casa*", which included educational systems once used such as radio and TV education, continuing others somewhat more accepted and recurrent today, such as the use of printed guides and, of course, the use of virtual tools and ICT. Also, an attempt to provide platforms such as Microsoft Teams, AppEstuddy, institutional Outlook email accounts for free, among others, was made in order to facilitate synchronous encounters and communication between students, teachers, parents, and other community actors.

This strategy, "*Aprende en casa*," sought to strengthen academic work at home, giving guidance to teachers, students, parents, and guardians on what to work at home and how to evaluate such work. In turn, the same strategy helped to monitor the emotional aspect of the students, highlighting this aspect as one of the keys to keeping healthy during the contingency.

Nowadays, and due to the monitoring made to this plan, with follow-ups which are available to the public, the same strategy has continued under the name of "*Aprende en casa 2.0*", presented with some variations compared to what it was initially.

These strategies, plans and tools were planned to be implemented in every public school in Bogotá. Nonetheless, it was not a smooth process due to the lack of resources many families had regarding devices and connectivity to work with. A large majority of students did not have computers, tablets, cellphones, and so on, just as they did not have internet connection or data plans either. At the same time, a lack of knowledge that families had when facing virtual work dynamics, where apparently simple exercises such as managing an email account became evident. These shortcomings were also present to some teachers, who had to acquire devices, sometimes provided by the institutions and other times, acquired by their own means; and get constant training to use certain platforms and virtual resources, which became imperative due to inexperience or lack of familiarity to work with them.

On a positive level, we came across an organizational force, willing to transform and fortify education, on the part of most of the teachers, who despite not having enough tools and skills to work through, tried to find ways to adapt and keep these educational plans functioning. We find a similar case in some students and their close environments, since despite not having connectivity or not enough devices at home, sometimes none at all, they looked for a way to continue their process and tried to adapt, as can be well verified with what is reported by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020, p. 7):

COVID-19 has brought many existing patterns and trends to the surface. On the one hand, we have been shown many weaknesses and vulnerabilities: these include an accentuation of inequality, risks that follow from the privatization of education, and just

how unprepared we were for a massive shift to digital and distance learning. On the other hand, some positive features within our societies have also become increasingly visible. We are seeing solidarity and a strong, resilient response to challenges in many societies. We are seeing increased attention to the public good. And we are seeing resourcefulness, dedication and creativity from the many teachers, families and students who are collaboratively building remarkable learning experiences.

Another series of factors affected educational processes during the pandemic. Diverse issues emerged in the confinement such as the changes in the economy, the failure of many businesses, the physical and emotional consequences of isolation and of the virus itself, the sanitary emergency, the impossibility of movement in the city and between cities, the agitated political panorama, the situations of violence and abuse reported throughout this time and, of course, death. These, among many other situations, were presented to us as adverse and serious, therefore, we cannot ignore their presence and their influence on educational work.

Each year brought with it a series of issues. For instance, at Colegio Paulo Freire IED, the institution where this research took place, the community experienced several adverse situations in 2020: they suffered the loss of one of their teachers due to this virus, as well as the death of an elementary school student. Several family members of the community also died and, of course, several became ill and presented various complications. This happened in this school just as in others, since the elevated numbers of infected people and casualties from the virus were alarming. The groups of teachers and students who experienced these losses received psychological support from the school and the District Secretary of Education (SED) to help them deal with the grief, anxiety and worry generated. These were dark moments in which, despite everything that was happening, they had to continue. Now, having into account those

issues mentioned and the main topic that gather us here, we have to say that these adversities affected the normal teaching and learning processes not only of English but of any knowledge, because in the face of a physical ailment and grief, concentration, and motivation, among other factors, played against a normal educational environment. And it is at this point where our interest in knowing how students and teachers got through these obstacles emerged.

Another example of the issues mentioned above, regarding the political and social problems experienced in this period of pandemic touching the educational field, was the National Strike of 2021 (Paro Nacional 2021). To provide a little context, this strike started on April 28th of that year and was full of intense social situations that involved sensitive issues for the country that had to do with “taxes and health reforms, the labor and pension contracting regime. On the other hand, with demands on a basic income, equivalent to 1 monthly minimum wage, zero tuition for university entrance (matricula cero), the review of FTA (Free Trade Agreements) and compliance with agreements (signed with university students, groups of rural producers, indigenous and farming communities, and truckers). In addition, regarding the Peace Agreements, other drivers of social upheavals were the demands of full compliance of Peace Agreements, no fumigation of illicit crops as well as the elimination of the ESMAD (Escuadrón Móvil Anti-Disturbios) Mobile Anti-Disturbances Squadron, among others”, (Alvarez, 2022, para. 5. Own translation), which led to the death and aggression of several people, among them protesters, police, union members, etc. Many mobilizations exposed even more people to contagion. There were confrontations between police and protesters, damage to cities, chaos, misinformation, fear and, of course, closure of educational activities that lasted longer than expected, about 2 months, being one of the longest strikes reported in recent years in Colombia.

This problem is relevant to mention since many students and teachers at public schools delayed their activities and pedagogical processes for about three months. It happened during the first semester of 2021, while COVID-19 deaths and contagion were still at their peak. The combination of these issues brought many more shortcomings in terms of the students' education process. The teacher's role and social standing were also affected since many of them were criticized for participating in the strike instead of educating children. Without going into the political and economic background of this strike and what it brought consequently, we will only mention that criticism towards teachers, the prolonged inactivity and pressure from the public and from the different secretariats of education, put many teachers under constant stress, fear and lack of motivation.

After all of these educational challenges that confinement brought to us, we had another situation to face, the one that happened right after isolation, and which was called "*Alternancia*" (alternation/alternance). This period of alternation brought with it another series of strategies, also proposed by the MEN, such as the *RGPS* (Regreso Gradual Progresivo y Seguro- according to its acronym in Spanish -, which stands for Progressive and Safe Gradual Return). This strategy was established to combine virtual, remote, and face-to-face lessons. This could well happen through what we call Blended Learning; however, the reality was far from being so. This proposal of the MEN was aimed at returning as soon as possible to the institutions, going back to "normality", as an economic and social imperative, more than being a proposal to modify or change the educational system.

It was these governmental, economic, and social pressures that did not allow us to affirm that this *RGPS* strategy was a blended learning approach as such. In the first place, there was no strong intention to generate virtual learning environments, merely those who had some

knowledge of platforms and those who had access to the Internet could make use of this type of educational approach and given the scarce number of students and teachers with devices as a resource, remote work with printed or online worksheets was what prevailed in this period. Secondly, there was no curricular organization that allowed the groups to receive all their class hours in mixed environments, so students and teachers had to decide whether they could attend school or not, whether they could do some work online or not, and for educators, to define the criteria for evaluating one or the other in different ways.

To detail a bit more what the *RGPS* consisted of, a description is needed, so that we can offer a wider and clearer picture of the criticisms mentioned above and the ones received by the educational communities around the city.¹ Alternation involved allowing the return of only a small group of students, 10 to 15 maximum, with no comorbidities or situations that put them at a greater risk of contagion. Only a part of the public schools' groups would go 2 or 3 times per week to their institutions to see only a few classes- depending on the available teachers- if the conditions of the establishment allowed it. It should be kept in mind that the groups in public schools are usually of 40 students, a matter that brought with it many disapprovals and concerns on behalf of the teachers whose work hours would be duplicated with these groups, because while students of the same group were attending face-to-face classes, the process of the remaining group would only be virtual or remote, and both processes would demand attention, time and a proper evaluation.

The eagerness for a comeback represented great discord for the educational community, too, given the work pressures they established for teachers and the fear of catching and infecting

¹ To check the general guidelines given by the SED (Secretaría de Educación del Distrito), public data is still available online: [20210210 Circular 003 Reapertura GPS Colegios Oficiales VF.pdf](#)

others in this process of return. Adding more issues to that difficult situation, several dynamics were devised such as taking temperature before entering classes, supplying antiseptic alcohol and masks to the entire group of students, having cleaning implements in the bathrooms of the institution, quarantining the courses that had had class with a person suspected of having COVID-19 or already with the virus, forcing distance between every single student all the time, with classrooms in which there should only be 15 students on average, among others.

The problem with this type of dynamics is that some of these norms were not fully followed because the sanitation resources for this purpose were often insufficient or nonexistent in many public schools in the country. Also, because the facilities of many institutions were not suitable for such distancing: small windows, no crossed ventilation, small classrooms, etc. Also, the emotional impact for many teachers who had to face taking temperatures and approaching children with possible contagion, generated large doses of stress in many teachers and their families, not only because some of these duties do not belong to the regular activities for a teacher to perform, but also for the risk of getting sick.

Now, focusing on the teaching and learning of English, we will examine how these processes were managed during the two years of pandemic and alternation, with reference to the District Bilingualism Plan. The changes discussed earlier have also had an impact on the academic landscape, affecting various programs, plans, projects, and organizations dedicated to shaping and enhancing English language education in public schools. It is important to know them, to understand what they were about, what their scope and objectives were, as well as the criticisms and limitations they presented. In turn, this will allow us to analyze their relevance.

Under the framework of the National Bilingualism Plan that was developed in 2004, and the District Development Plan (2020-2024), the District Bilingualism Plan (*Plan Distrital de*

Bilingüismo) as a way to strengthen the use of English in public schools in Bogota comes with agreements with entities such as the British Council and Richmond, in order to provide training for the professional development of foreign language teachers in the city, support students with educational offers to learn English, develop didactic material, provide resources, offer technical and technological support, accompany, and guide the curricular and evaluative strategies of the institutions around EFL, etc., as proposed in manuals such as *Esquema Curricular Sugerido* (2016) and *Currículo Sugerido de Inglés* (2016), in the shed light of the Basic Learning Rights. This Plan and its agreement with the British Council have proposed and supported several strategies over the years, many of which have already been implemented in some of the city's institutions, such as: *Know Now*, *Bootcamps*, *Teaching Labs*, *English Without Borders*, *Guachu Güan*, *ECO Kids*, *District Spelling Bee*, *Fullbright Lectures*, *Converging Grounds*, etc. However, this project only dealt with those that were developed during the pandemic and the alternation, and that were managed at the Colegio Paulo Freire IED, (Immersion Classroom, District Spelling Bee, and online lessons to selected students).

Colegio Paulo Freire IED has been working in immersion classrooms for many years. The purpose of these immersion classrooms is to present a playful space suitable for the development and learning of English. At the beginning they were intended to be managed only with native English-speaking people, but over time this plan was criticized because it included native speakers of English who had no knowledge of teaching, no group management, etc. Currently, this immersion classroom only benefits one of the school shifts and is managed by a Colombian teacher of the institution. During the pandemic and the alternation, this classroom did not have much impact or involvement in the process of the students at the school, other than to serve as a

credit achievement protocol for some of the students of the institution who had missed the subject and needed to somehow approve these failed achievements or credits.

In addition to this provision, some of the British Council consultants or advisors have accompanied the processes of modification and improvement of an EFL Curriculum in accordance with the needs of the institution and with enough flexibility to adjust it whenever required. Also, courses have been offered for students, calls for experiences in foreign countries for public school teachers, strengthening of programs and projects, etc. However, every one of these advantages has brought numerous criticisms and realities that should not be ignored. Although the School worked on a flexible EFL Curriculum that had to be adjusted and adapted during 2020 and 2021, some institutional decisions have blurred the freedom that had been achieved and have forced adjustments without much relevance. Furthermore, the courses offered to the students at school are insufficient, since they have only benefited an average of 10 to 15 students, out of 2,600 that the institution has. This help is offered as a great opportunity for students, but reality only lets us see that this type of calls only serves to burden regular teachers with administrative work that is not part of their duties, thus helping to recruit potential students for the British Council, and, of course, that the limited courses they offer do not represent greater support to the institution.

Lastly, these BC advisors also provide support to the English areas in public schools within the classroom. These consultants have scheduled classroom observation and feedback sessions in order to enhance English teaching practices, helping regular teachers to improve their lessons. It should be clarified that these classroom observations are limited to 2 or 3 instances, where a substantial majority of these advisors, although not all, lack the experience of teaching in schools, public schools, with classes of 35 to 40 students, as is customary. Some of these

observations, as per the advisor's account, are requested to be based on a specially prepared English class with a maximum of 10 to 15 students, diverging from the reality of public-school English classes. Despite this, they seek to assert authority over the regular teacher who does possess the experience, who deals with this type of classroom daily, and who understands the evident shortcomings and significant challenges faced by the foreign language educators in that context. Of course, this is not to deny that there are many English teachers in the public sector with a low level of language proficiency, less than ideal classroom practices, and plenty of room for improvement. Though, attempting to address these issues in this way has caused significant discomfort and inconsistency among the regular teachers towards this attempt of support. A report from the British Council was delivered in 2022 to Colegio Paulo Freire IED, which corroborates the information described in the previous paragraphs. However, in this report there are no details of what has also been mentioned and criticized here. The established collaboration between Colegio Paulo Freire IED and the British Council prompts reflection on its role during the pandemic and beyond. It raises questions about the effectiveness of their support for teachers and students, their impact on pedagogical practices, and their assistance during times of crisis, while acknowledging persistent challenges that remain unresolved.

Other aspects mentioned all along this chapter, which present us a series of issues confronted during times of pandemic and alternance driving us to explore how English teachers and students at Colegio Paulo Freire IED experienced their teaching and learning processes of English through this dark period of the world history.

Research Questions and Objectives

Research Questions:

- What are the experiences, challenges, and opportunities encountered by teachers and students of English at Colegio Paulo Freire IED during the COVID-19 pandemic?

Sub-questions:

- How did the transition from face-to-face to online and remote education during the COVID-19 pandemic shape the experiences of English language learning and teaching at Colegio Paulo Freire IED?
- How did students and teachers respond to the challenges of English language learning and teaching during the COVID-19 pandemic at Colegio Paulo Freire IED?

General Objective

- To analyze the experiences, challenges, and opportunities encountered by teachers and students of English at Colegio Paulo Freire IED during the COVID-19 pandemic.

Specific Objectives

- To examine how the transition from face-to face to online education had an impact on the English language learning and teaching at Colegio Paulo Freire IED.
- To explore how students and teachers responded to the challenges of English language learning and teaching during the COVID-19 pandemic at Colegio Paulo Freire IED.

Rationale

The COVID-19 pandemic has profoundly disrupted education systems worldwide, presenting unprecedented challenges for public schools, teachers, and students. Regarding English Language Teaching (ELT), the pandemic has demanded a rapid shift to remote and online instruction, leading to significant changes in pedagogical practices and learning environments. Understanding the complex impact of the pandemic on ELT is essential for updating educational policies, interventions, and practices in the post-pandemic era.

This research project seeks to explore the experiences of teachers and students at Colegio Paulo Freire IED, in the context of ELT during the COVID-19 pandemic. By examining the challenges, strategies, and outcomes associated with remote and online English language instruction, the study aims to shed light on both the positive and negative effects of the pandemic on ELT in a public school in Bogota, Colegio Paulo Freire IED, as well as reveal the challenges and opportunities resulting from these experiences from both, students and teachers regarding the adaptation both parties faced regarding the strategies implemented, the use of virtual tools, the impact on education dynamics and governmental participation and policies behind the strategies proposed by MEN during pandemic.

Chapter II

Theoretical Considerations

In this chapter we discuss the theoretical underpinnings of the study. We start by reviewing different related literature exploring the phenomena of interest. Topics related to the challenges faced by students and teachers during the COVID-19 pandemic, the learning and teaching of English and their relationship with the emergency educational strategies that emerged during the COVID-19 pandemic are considered. Likewise, the chapter looks at conceptions and theories around distance, remote, virtual, and blended learning, offering a critical discussion of the role of socio-emotionality, motivation and self-regulation in language learning and teaching, as well.

Literature Review

The journal *Íkala, Revista de Lenguaje y Cultura*, published by the School of Languages at the University of Antioquia, focuses on academic research articles in education, communication, language, and related fields. It is highly regarded in Latin America for its dissemination and analysis of studies and research. Each year, *Íkala* publishes a special edition dedicated to a specific topic of interest. Volume 26, No. 3, published in 2021, is a special edition focusing on the challenges teachers and students confronted with technology and emergency educational strategies during the COVID-19 pandemic.

In this special edition under the title *Role of Technology in Language Teaching and Learning amid the Crisis Generated by the COVID-19 Pandemic* we found a total of 15 articles divided into Empirical Studies and Methodological Articles. The topics discussed in these articles, as well as the situations described, are part of the list of obstacles, advances, proposals, and concerns that revolve around what has happened in the global educational panorama, with research carried out in Colombia, as well as in Spain, Malaysia, and Poland, among other places.

All the articles in this issue are of great importance for the topic of this research and are an important source of reference for this study.

The study by Wilson and Langeling (2021) explores the emotions of 29 students from a public university in Mexico regarding their English language learning experiences during isolation. Employing sociocultural theory, the authors aim to understand the individual responses to the abrupt transition from face-to-face to remote learning environments. This theoretical framework allows for an analysis of the diverse dynamics, reactions, and perceptions of this complex historical and cultural moment. Additionally, the study incorporates embedded Language Learning English programs (LLE) to emphasize the emotional aspects of language learning, facilitating empathy and reflection among students as they navigate unfamiliar online platforms and technologies.

Using reflective journals as the primary data collection method, the study reveals episodes of anxiety among students, highlighting the challenges of adapting to online learning environments. Despite limitations in technology access, the study underscores the importance of reflective practices in shaping future teaching and assessment strategies. Furthermore, the study underscores the value of narrative research methods, such as reflective diaries and individualized interviews, in capturing the experiences of students and teachers. Ultimately, the study underscores the immediate attention required for addressing the emotional aspects of English language learning, which have been significantly impacted by the pandemic, influencing processes both positively and negatively.

Castañeda- Trujillo J. E and Jaime- Osorio M. F (2021), carried out a case study at a university in Neiva, Colombia, working with students and teachers of an undergraduate degree in English. The aim of their research is to report on the challenges these participants faced towards

the pedagogical strategies and technological resources that were used during the abrupt transition from face-to-face to remote and virtual environments during the pandemic.

The research discusses the concept of *Emergency Remote Teaching* (ERT) as distinct from virtual online education and remote/distance learning. While ERT may provide practical but unreliable access to learning during crises, it lacks the refinement and standards of online education, posing challenges for quality education, particularly in countries unfamiliar to distance learning. The study calls attention to clarifying these distinctions to avoid undermining progress in educational strategies and plans. To clarify, in this study, the term *online* or *virtual learning* refers to intentionally designed, technology-mediated instruction, often planned in advance. In contrast, *Emergency Remote Teaching* (ERT) denotes the temporary, unplanned shift to remote delivery during crises, as defined by Hodges et al. (2020). While ERT can use online platforms, its pedagogical and design underpinnings differ from those of fully developed online learning environments.

After establishing the differences between learning environments, the authors delve into the use of Information and Communication Technology (ICT) in education and English language teaching. They highlight the phases of Computer Assisted Language Learning (CALL) and emphasize the need for integrating CALL into syllabi while providing training and support for teachers. Pedagogical practices are explored, noting the transformative effects of external factors on teachers' decision-making processes, particularly during the pandemic.

Data collection involved questionnaires administered to both practicing and prospective teachers, revealing challenges such as understanding students' diverse circumstances and navigating reduced interaction due to technological barriers. The study highlights the adaptation of pedagogical practices and the use of social media to facilitate communication. Moving

forward, the authors stress the importance of keeping abreast of technological advancements, enhancing motivation and autonomy, and providing institutional support to address the ongoing challenges faced by educators and learners in remote and virtual learning environments.

Now, we consider a report by the organization *Humans Right Watch* due to its broader view towards what the COVID-19 pandemic caused in education, especially for children around the world (2021). Although it does not focus on foreign language education per se, it does mention another aspect that we believe is key to analyze, specifically on governmental responsibility in the aftermath of this emergency, which leads us to focus on the inequity, school dropout rates and lack of resources that affected so many families and so many students and teachers at this critical moment in world history.

The report interviewed people from 60 countries during a year (April 2020 to April 2021), finding common patterns and trends in what was evident in the pandemic, with the main focus on children's right to education. In fact, what makes this study even more interesting and complete is the variety of participants presenting several issues in terms of health, cognition, disabilities, race, etc. There were 476 “interviews including 154 with children aged 8 to 17, and 12 with older school students aged 18 to 27. Of all students interviewed 71 were male, including 2 trans boys, 84 were female, including 2 trans girls, and 1 was non-binary. *Human Rights Watch* interviewed more than 137 parents or other caregivers.”, (p. 2, 2021). As for teachers, “*Human Rights Watch* interviewed at least 177 education professionals such as principals, teachers, and school counsellors, from pre-primary schools, primary schools, secondary schools, and vocational secondary schools.” (p. 20, 2021)

Human Rights Watch as an organization, used various communication platforms to conduct such interviews, and considered families/students with various situations. This report is as

interesting as it is overwhelming. Not only does it document the different realities that are not often seen, such as the educational dynamics of children with certain disabilities and physical conditions, but it also gives us a sense of the seriousness of what happened in the pandemic in other contexts. While it is true that the COVID-19 pandemic hardly brought good things and, while acknowledging this, each situation may or may not be more serious than another, this invites us to consider and compare the position of education around the world. How much of the educational landscape of decades ago remains the same or, on the contrary, is in decline. How much of the responsibility lies with teachers, families, the economy, technology, and politics, among others.

Understanding that the present study is situated in Bogotá, the Latin American context that we see with the Chilean research conducted by Albornoz, del Pozo and Oróstica (2021), offers us a bridge of comparison and identification of many familiar situations. In this study, the authors aim to identify "the effect that the pandemic had on the work of English teachers in five communes of the Ñuble region, the obstacles they had to overcome on an emotional and professional level" (p. 3, 2021. Own translation), like many others.

The authors describe the situation in Chile in terms of municipal schools and the different situations that arose in relation to the teaching of English during the pandemic. Aspects such as the lack of teacher training, government support, effective online infrastructure, the absence of ideal feedback, the emotional burden for both students and teachers, among other conditions and adversities. It is of great relevance for our project to learn about other situations of this kind, as it helps us to understand the position of teachers concerning an emergency strategy that was not very favorable to them and caused many to feel stress and frustration at being at a disadvantage because they did not know how to use virtual tools to their advantage.

During its chapters, this study contextualizes the Chilean education system and, briefly, allows us to know how English is managed in its classrooms. It gives us to understand that "according to the information handled by the Ministry of Education (2017), Chile is "the only [Latin American] country that complies with an institutional framework for the teaching of English", however, despite this, the panorama in Bogota may not vary as much as we might think: "In this regard, Toledo and González (2016) emphasize that teachers have not had a significant enough role in the decisions that are made about education (p. 9). In addition to this, resources are not reflected in the working conditions with which teachers live. These authors also point out that teachers enter a system with "overcrowded classrooms, low salaries and few opportunities for further training" (p. 9, 2016)". (p. 12, 2021. Own translation).

The above allows us to reaffirm that the pandemic was not kind to many and that, unfortunately, we do not know how to deal with virtual environments, whether or not they are an emergency resource. Also, it is evident that this situation was not only experienced in Bogotá and other Colombian cities but common in Latin America and other parts of the world:

[...] the pandemic has resulted in a huge educational loss. Much of the knowledge that students should have acquired during the 2020 and 2021 school years was simply not achieved or was achieved in a very partial and uneven way. This has been the case all over the world. According to an OECD study, already in 2020 there were indications from several countries that many of the students had very little effective instruction. For a high percentage of students, learning appears to have been almost non-existent. [...] It is estimated that, in low- and middle-income countries, the proportion of children who are unable to read and understand simple text by the end of primary school could increase from 51% to 62% as a result of the pandemic. (Garnier, 2022, para. 15)

In conclusion, this review highlights key issues such as the abrupt transition from face-to-face to remote learning, the diverse experiences and emotional responses of students towards online education, the digital divide, alongside the role of government, families and schools in addressing the challenges that came with it and the use of narrative inquiry and other qualitative research methods. Additionally, the challenges faced by students during crises and educational disruptions like the COVID-19 pandemic, are emphasized with particular focus on how virtual tools presented difficulties not only for students but also for teachers and trainees. This study aims to contribute to this ongoing research by exploring these unresolved issues and offering new insights. These aspects provide a valuable foundation for understanding the context of this study, also to a deeper understanding of the pandemic's impact on English language learning at a conventional public-school setting.

Theoretical Framework

In this section, we review the diverse concepts and theories that were relevant in the educational process experienced in 2020 and 2021 during the COVID-19 pandemic. We will, then, identify those that are pertinent to the context in which we are doing this project.

Education and the Crisis Management Theory

The COVID-19 pandemic, as we have already mentioned several times, impacted deeply the education sector around the world, as schools and universities were forced to close due to isolation, quarantines, and the virus itself. In line with the Crisis Management Theory, which emphasizes quick adaptation and response to crises, educational institutions had to transition quickly from traditional face-to-face learning to remote and virtual dynamics. This sudden transition interrupted educational processes for thousands of learners of all ages and academic

levels, as well as challenging the pedagogical and instructional methods of teachers worldwide. However, with these challenges, opportunities and diverse conditions also emerged.

Crisis Management Theory applies to any organizational structure functioning in adverse conditions caused by accidents, catastrophes, social disturbances, or disasters. Crisis Management usually involves four stages: preparedness, response, recovery, and mitigation (Neal, 1997; McEntire, 2005), which play a vital role in minimizing the impact of a crisis. According to Neal (1997), these stages tend to overlap since disasters rarely follow a clear, linear progression through stages. In line with his critique of the traditional disaster phases, the COVID-19 pandemic made evident the need for a more flexible approach to crisis management in education.

This was evident in the way schools and universities faced the pandemic and the alternation period. These institutions were forced to simultaneously respond to immediate crisis by transitioning to remote learning dynamics or using online platforms never used before, while planning recovery for a long-term, such as improving online infrastructure or modifying curricula. Instead of following a step-by-step process, educational policymakers, and educational communities continuously adapted strategies according to the situation at the moment. This experience highlighted the importance of flexibility and continuous adaptation in managing educational crises.

Each stage in the process of a crisis may reveal issues that require immediate attention, as well as expose failures that could delay the prompt and effective solutions for a crisis. For instance, the reliability of communication channels can decrease when information is shared to a mix of random Internet sources without proper verification. As an example, students could have received conflicting or incomplete information regarding class formats (synchronous/

asynchronous), social distancing guidelines, vaccination requirements, masks protocols, and so on, from diverse channels such as social media, chat threads, and even rumors. This lack of reliability can lead to confusion and misinformation about how strictly they should follow health policies, especially with the frequent changes in guidelines during the pandemic (Li et al., 2023).

Crucial lessons for education resulting from this pandemic emphasize the importance of flexibility, preparedness, and adaptation strategies in managing crises. As McEntire (2005) highlights, effective crisis management requires addressing barriers and coordinating responses across communities, and the education sector of some places put in evidence how rapid decision-making, and technological investments can help maintain continuity. However, as Neal (1997) critiques the linear phases of disaster management, future crises will require educational institutions to embrace more dynamic, non-linear approaches. As we have already mentioned, the pandemic revealed that phases like response and recovery often overlap, in terms of education, since many schools addressed immediate needs and long-term adjustments at the same time.

In summary, education systems must be flexible when it comes to developing plans for managing crises, guaranteeing continuous learning, equitable access to technology (since digital resources were common during the crisis), acceptable workload for teachers, and adaptive hybrid learning approaches suitable for this type of situation and challenging circumstances. These lessons not only prepare education for future crises but also offer opportunities to enhance teaching and learning in this rapidly changing world.

Distance Education and the Transactional Distance Theory

Now, we will refer to distance education since this concept is strongly connected and was significant throughout the pandemic and the alternation. First of all, we must emphasize that the idea of distance education, also called Open or Distance Learning, is not new. It dates back many

years and has been the starting point for many pedagogies, strategies, methods, etc. A definition provided by The United States Distance Learning Association in 1998 by Roblyer & Edwards (2000) pointed distance education “as the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance (p. 192).” (as cited in King, 2001).

The most understandable definition of distance learning, then, is that of education provided when the student and the teacher do not share the same time or space; however, it can also transcend other factors such as cultural, social and economic distances, among others, which is why it has not ceased to be current. Moreover, it has been able to adapt to constant educational and technological changes, making use of the resources and strategies it requires according to specific contexts and times (Saykili, 2018). It was precisely this changing and flexible quality of distance education that allowed educational processes to continue around the world during the pandemic and the alternation. Although teachers and students were physically separated due to isolation and health protocols, the flexibilization of school and academic programs was crucial. This led to the adoption of recent technologies, applications, platforms, social networks, among other virtual tools, along with printed guides and modules designed by the institutions and teachers. Additionally, radio and television for education were used to a lesser extent.

According to Moore (1997), this type of distance education and its definition can be expanded by Transactional Distance Theory. In the light of this theory the author establishes how this type of distance instruction examines separations in pedagogical, psychological, and communicative terms, rather than geographical, between learners and teachers. These separations are what he called the transactions which can lead to opposite outcomes for both parties at the

levels mentioned, since ‘this separation leads to special patterns of learner and teacher behaviors which profoundly affect both teaching and learning’ (Moore, 1997., p. 22).

Considering the above, the author presents three variables in which the transactional distance occurs: Dialogue, Programme Structure, and Learner Autonomy; all of these will impact the educational process not only at distance education lessons but also face-to-face ones (Rumble, 1986, as cited in Moore, 1997, p. 22). The way in which these variables affect the educational processes depends on where and how they take place. At the communicative level, it can be evidenced that dynamics managed in distance education- such as radio, television, and correspondence- might obstruct appropriate and immediate feedback for a specific task, as well as the medium used, since often the medium itself affects communication and does not allow for effective exchanges between parties.

In relation to the context of the COVID-19 pandemic, we can consider the diverse types of communication that occurred, such as synchronous and asynchronous methods (which will be discussed later), each with its own advantages and disadvantages. Additionally, a wide range of platforms and applications facilitated interaction between students and teachers. Additionally, Moore (1997) adds that factors such as group size, frequency of interactions, and the financial, environmental, physical, and emotional factors of both students and teachers are elements that contribute to transactional distance at this level (p. 23).

Regarding the structural variable, Moore (1997) explains that the framework of an academic program determines the use of various media tools, and consequently, defines the transactional distance between teachers and students. Many of these programs are the ones that establish the number and ways of interaction, obeying how these are built from the idiosyncrasy of the institutions and the members of the educational community to which these are addressed to. The

author also points out that in programs with minimal transactional distance, learners receive guidance and direction through dialogue with an instructor in a flexible structure that facilitates individual interactions. In contrast, in programs with greater transactional distance, where little or no dialogue is possible, course materials are more rigidly structured to provide all necessary guidance and support in advance, without allowing the learner to modify or personalize these interactions with the instructor. In these cases, learners must take responsibility for making decisions about their study strategies. Even in highly structured courses, without dialogue, learners have the autonomy to decide how and when to follow the instructions. Thus, the greater the transactional distance, the more autonomy the learner exercises (Moore, 1997).

In connection to the education during the pandemic crisis and according to Moore (1997), in “programs with greater transactional distance”- characterized by a lack of direct interaction between students and instructors- students must assume greater responsibility, self-regulation and autonomy in their learning process. This became especially relevant during the pandemic, when many educational systems adopted teaching models with little or no synchronous interaction at all, forcing students to manage their time, interpret materials on their own, and make decisions about their study strategies. This context reflects how the transactional distance increased by the health emergency improving student autonomy- in some cases-, as did the need to adapt to learning environments with a slight dialogic structure, which challenged both students and educators to adjust their roles and methodologies in a period of crisis.

Precisely, the third variable that Moore discusses is learner autonomy, which directly follows from the previous variables, as can be noticed. This is the psychological factor that helps us understand how a student defines their behavior in response to the dialogue and structure provided in their academic environment. According to Moore (1997), “learner autonomy is the

extent to which in the teaching/learning relationship it is the learner rather than the teacher who determines the goals, the learning experiences, and the evaluation decisions of the learning programme” (pp. 27-28). In this context, learner autonomy depends on several factors, including curricular design, instructional methods, available resources, prior knowledge, and personal and social circumstances. These factors determine whether autonomy is self-directed or requires guidance, which, in turn, influences the success or failure of certain educational structures.

In light of this theory and the distance education strategies abruptly adopted during the COVID-19 pandemic, the three previously mentioned variables become evident. Dialogue was limited, as many platforms and applications favored asynchronous communication, significantly reducing opportunities for feedback from teachers. This shift also challenged the curricula of many institutions, which often lacked a suitable structure for managing online and remote strategies and materials. As a result, improvisation and disorganization became prevalent, directly impacting both students and teachers, and, finally, the levels of autonomy achieved by students varied widely, depending on the subjects and their contexts, leading to instances of demotivation and a lack of self-regulation in remote and virtual environments.

Emergency Remote Teaching (ERT) and the Community of Inquiry (CoI)

The aforementioned theory can also be applied to Remote Learning and Teaching, which differs slightly from Distance Education being more like a subset of it. As previously mentioned, Distance learning is used by many institutions and programs that have designed their entire curriculum around this model. In contrast, the remote learning/teaching model is implemented under different circumstances, functioning more as a strategy to deliver content and activities that were not originally intended for distance or technology-mediated learning environments. Remote learning employs a variety of tools “ranging from paper-based take-home packages to

online platforms. It is also delivered through various channels, such as mobile phones, television, radio, and tutors” (Muñoz-Najar, 2021, p. 16).

This strategy aims to “create the same organizational structure for learning in an online environment as during the face-to-face learning process, where technology is used to communicate with students, lead lessons, check that learning objectives have been met, and provide feedback on learning outcomes.” (Daniela and Visvizi, 2022). Nonetheless, Remote learning should not be confused with online or virtual Learning (both having certain slight differences between them as well), as Remote Learning uses a varied repertoire of sources and tools, as mentioned before, functioning more as an emergency strategy that can be mediated with technology, yes, but not only with technology.

It is precisely this discussion between terms, activities and scope that leads writers such as Hodges, Moore et al., (2021) to employ a more straightforward concept emerged during the COVID-19 pandemic, which they call "Emergency Remote Teaching" (ERT). These authors define ERT as a temporary solution focused on quickly providing access to instruction and support during a crisis, rather than trying to replicate a fully developed educational system. Worldwide, Emergency Remote Teaching (ERT) became the most reasonable strategy for maintaining educational processes across elementary, secondary, and tertiary levels. While efforts to integrate various tools and approaches were as expected, they introduced numerous challenges for the educational community that were difficult, and sometimes impossible, to overcome. Factors such as lack of access to technological tools, misinformation, cognitive and physical disabilities, and even mental health conditions contributed to the limited success of these strategies in certain contexts during the pandemic.

These challenges can be explained within a theory called the Community of Inquiry (CoI). This theory aimed to recognize the relevance of the environment and the context towards knowledge. According to Garrison (2009), the community of inquiry emphasizes not just access to information but the aspects of an educational experience that support the development of learning communities. These communities are actively engaged in inquiry, collaboratively exploring, creating meaning, and verifying understanding. In this theory we can identify three essential elements: social, cognitive, and teaching presence. The intersection of these presences forms the center of a community of inquiries, encouraging meaningful collaboration.

Garrison (2009) explains that the concept of social presence has evolved in both meaning and purpose. Initially, it was primarily focused on socio-emotional aspects. Over time, its complexity has been recognized, and social presence is now defined as the ability of participants to connect or identify with the learning community, engage in meaningful communication within a trusting environment, and build interpersonal relationships. The author also references Rogers and Lea (2005), noting that the absence of nonverbal communication in online interactions does not represent an obstacle for social presence. Instead, it supports the development of a shared community identity, rather than focusing on individual identities.

The above principle can be applied to the educational processes during the pandemic, where social presence was significantly impacted. As an example, communication methods have shifted, with some schools adopting less conventional platforms like WhatsApp and social media chats on Facebook. In addition, other channels such as phone calls and emails were used. While these methods helped bridge the communication gap and maintain connections between school communities, they also became burdensome for teachers due to their invasive nature and the lack of control over work hours. The media and access to it also determined the emotional and

identity aspect behind such social presence in these contexts, which had both negative and positive aspects.

The second essential element, as explained by Garrison (2009), is cognitive presence, which refers to an individual's ability to build knowledge by continuously reflecting on concepts and problems, allowing them to reaffirm their understanding. In educational contexts, this involves learners actively reflecting on information, analyzing it, and making connections to prior knowledge or experiences. This can be explained in detail with the Practical Inquiry Model which, as described by Garrison (2009), outlines four key stages of learning. First, the problem or issue is identified and defined. Learners then gather relevant information and perspectives through individual research and discussion. Next, they analyze and reflect on the information to reach a resolution. Finally, the solution is tested, either directly or through simulation, which often leads to further reflection and refinement of the solution.

During the pandemic, cognitive presence became central as learners quickly shifted to online platforms and remote education, requiring them to engage in what Garrison (2009) called 'sustained reflection' and problem-solving. With limited face-to-face interaction, students had to build and solidify meaning through continuous reflection, using digital resources to address challenges such as understanding updated content and overcoming technical issues. Stages mentioned by the author where learners and teachers identified problems, explored information through virtual channels, and critically analyzed and tested solutions, helped students and teachers adapt to the demands of emergency remote teaching, emphasizing the importance of cognitive presence in maintaining effective learning throughout the pandemic.

The last element, explained by Garrison, is Teaching presence. The author explains teaching presence as the planning, facilitation, and guidance of cognitive and social processes to support

learning (as cited in Fiock, 2020). It consists of three main components: instructional design and organization, such as setting the curriculum and creating teaching methods; facilitating discourse, which involves establishing the course tone and recognizing student contributions; and, lastly, direct instruction, including summarizing discussions and presenting content or questions (Fiock, 2020).

Teaching presence played a crucial role in Emergency Remote Teaching (ERT) by providing the structure and guidance needed for effective online learning. During this period of crisis, teachers had to quickly adapt their lessons to remote and virtual formats, aligning with the instructional design aspect of teaching presence, where they established innovative programs and methods for remote environments. As teachers worked to encourage a positive remote/online environment and keep students engaged, despite the absence of face-to-face interaction, they facilitated the discourse using several media for this purpose. Additionally, direct instruction- where teachers presented content, clarified concepts, and summarized discussions- helped ensure students understood assignments. Teaching presence helped maintain both the cognitive and social aspects of learning in the sudden shift to ERT, supporting students through structured and meaningful lessons, interactions, and guidance, despite the conditions.

In summary, the limited preparation time and technological barriers significantly affected the implementation of all three presences of CoI theory, already explained, during the ERT strategy. Cognitive presence suffered due to a lack of reflective activities, social presence was weakened by the absence of meaningful peer interaction and feedback from instructors, and teaching presence was compromised as teachers had to quickly adapt without sufficient support. All of these obstacles were added to the digital divide issue and all it involves, since not all of the students and teachers were able to access technology devices for socio-economic reasons, among

others. Also, Hodges et al. (2020) argue that Emergency Remote Teaching (ERT) should not be compared with online or distance learning, as those are typically "well-planned" and have different intentions than ERT. The exceptional context of crises, the sudden implementation, and the educational policies behind ERT must be considered when assessing its outcomes.

Education Mediated by Technology and the Diffusion of Innovations Theory

As we have seen, technology played a central role during the pandemic and the period of alternation, facilitating both educational and labor processes. Its presence at various levels has made it an essential element in contemporary society. As a result, communication and educational dynamics have undergone significant transformations, which have brought with them numerous benefits, such as access to new knowledge and opportunities for improvement. Ortíz (2022) points out that “the impact of technologies has been positive for many of the social practices of contemporary man, as it optimizes resources in terms of time and space [...]; in the context of the pandemic, the use of technologies made it possible to generate knowledge and interact to exchange information and influence the ways in which we live in society, with the main objective being new modes of communication and relationships between people” (Own translation, p. 5). However, important challenges have also arisen, including the digital divide, limitations in access to technology, and the complex social, economic, and political realities that interfere with these processes.

Terminology around the type of education mediated by technology is vast, depending on the resources used, the approaches taken, the era, among other factors. Anohina-Naumeca (2005) provides a clear explanation of the various concepts used by several authors over the last decades, where teaching and learning processes mediated by technology range from terms such as resource-based learning (Ryan et al., 2000), asynchronous learning, telelearning, flexible

learning (Picciano, 2001), assisted learning (Porter, 1997), to more contemporary terms such as Internet-based education, computer-managed learning, Web-based education (Horton, 1999), and online education (Kearsley, 2000), all cited by Anohina-Naumeca. On the other hand, Zhou (2020) defines e-learning, another widely used term, with multiple qualities, stating that "the 'e' in e-learning stands for electronic, efficient, exploratory, experiential, expanded, easy to use, and enhanced" (p. 405).

Due to this great variety of terms, Anohina-Naumeca (2005) synthesizes what these terminologies refer to under the concept of virtual learning, which is another relevant and widely spread term, since "the word 'virtual' means 'different, peculiar', so under virtual learning we understand the learning process that differs from the traditional learning process," highlighting aspects such as the roles of teachers and learners regarding communication, time, place, and the technology involved in the process (p. 91). Otherwise, Online Learning and Teaching "has three different meanings: connected to the Internet, connected to the computer or connected to a computer network." (Anohina-Naumeca, 2005). In this regard, we have been using the terms 'virtual' and 'online' interchangeably when referring to teaching and learning using ICT and technology mediated environments, such as instruction mediated by devices such as mobile phones, computers and tablets, as well as platforms, applications and social networks that were present during this period of quarantine and that are still in use today, such as WhatsApp, Facebook, Google Classroom, Microsoft Teams, and so on.

Although with remote and distance modalities the printed tools were used in pandemic- just as the worksheets used by public schools in Bogotá around the "*Aprende en Casa*" strategy-, the ones that had the greatest acceptance in this moment were those mediated by technology, specifically through the Internet and by means of devices such as mobile phones, tablets and

computers, due to its effectiveness and flexibility. It can be stated that the effective use of these tools has enhanced pedagogy by improving the interaction between students and knowledge, as information is now more readily accessible. This progress has required teachers at all levels (primary, secondary, and university) to gradually adapt to new ICT trends to provide the highest quality education possible. Additionally, the integration of these technologies has facilitated access to cognitive processes necessary for learning various subjects, allowing educational institutions to engage students more easily with interactive resources and subject-specific support, helping them keep pace with ICT competencies (Graells, 2012 as cited in Ortíz, 2022).

Considering this terminology and what this type of teaching and learning involves, we will rely on the Diffusion of Innovations Theory (DOI), developed by E.M. Rogers in 1962- 2004. This theory allows us to analyze how this modality of instruction was consolidated as a key educational tool during the pandemic by addressing concepts related to the adoption and diffusion of technologies in various contexts. García-Avilés (2020) explains that Rogers (2003) defines diffusion as the process through which an innovation is shared over time among members of a social system. Innovation can refer to an idea, behavior, product, or technology per se (LaMorte, 2022), while a social system includes individuals, informal groups, organizations, and/or subsystems (Singer, n.d.), that will be referred as adopters, according to this theory.

Communicating new ideas or technologies involves several key elements, including innovation, communication channels, time, and social systems. It also encompasses the five stages of the Innovation-Decision Process: knowledge, persuasion, decision, implementation, and confirmation. Additionally, the diffusion process includes five categories of adopters: innovators, who introduce the innovations; early adopters, who are the first to implement them; early majority, a large group that adopts the innovations relatively early; late majority, who adopt

them later; and laggards, who are slowest to adopt (García-Avilés, 2020; Sahin, 2006). The goal of this process is to reduce uncertainty surrounding innovation and evaluate whether to adopt or reject it, depending on the stages and previous communication. As García-Avilés (2020) notes, in the Innovation-Decision Process, "an individual or decision-making unit moves from initial knowledge of an innovation to forming an attitude toward it, to making a decision to adopt or reject, to implementing the new idea, and finally to confirming that decision."

To connect this theory to the educational context of the COVID-19 pandemic, we can view the sudden shift to remote learning, mediated by technology, as an innovation in education. Digital platforms, social media apps, and other internet-based tools were adapted for learning purposes, and new apps and platforms were developed, earning the label of "innovative." Despite the diverse communications channels used for creating awareness and facilitating the use of modern technologies, some channels contributed to confusion and misinformation among communities. Also, since many of these technologies were unfamiliar to some members of the school communities, uncertainty was inevitable, creating a need for constant evaluation before adoption.

Regarding the role of time in the Innovation-Decision process, the sudden shift from traditional to remote/online learning pushed educational communities into the knowledge stage, where they became aware of various tools and platforms. Given the urgency and the progressing conditions of the pandemic, this awareness quickly transitioned into the persuasion stage, where these tools and platforms were seen as essential. This perceived need led to the next stage, the decision to implement remote/online learning as quickly as possible. Finally, in the confirmation stage, school communities focused on solidifying and optimizing these technologies and tools for long-term use.

About the various categories of adopters described in DOI theory, we can observe each category during the pandemic. Innovators were members of the educational community already familiar with virtual learning tools, who did not struggle much with the proposed remote strategies. Early adopters represent the teachers and students who quickly learned to use new platforms to adapt to urgent circumstances and helped guide others through the process. Educators and learners who accepted the new dynamics and required guidance on how to implement them fall into the Early Majority, distinct from the Late Majority, which included teachers and learners who resisted using these tools due to various issues such as unfamiliarity, reluctance, or technological complications. Lastly, the Laggards were teachers and students with limited access to technology and the Internet, minimal knowledge on devices and web-based platforms, and who were the last to adopt digital tools, often avoiding them entirely.

Reducing uncertainty around digital tools and remote learning dynamics was one of the main objectives during the pandemic. According to DOI theory, communities can decrease this uncertainty by gaining more knowledge and training on these innovations, as well as by observing others using them and sharing their experiences. While some experiences may have been negative, others were smooth and had a positive impact on education. Eventually, improving communication, technological infrastructure, training, and access to information will contribute to better practices and reduce uncertainty, thereby facilitating the adoption of innovation.

In summary, Diffusion of Innovations Theory provides a strong framework for understanding how education mediated by technology worked during the pandemic. Elements of the theory, such as innovation, communication channels, time, social systems, and adopter categories, help explain the varied responses of educators, institutions, and students to the shift to online/remote

learning. Understanding these dynamics can help policymakers and educators to develop more effective strategies for future crises, ensuring that educational communities can adapt more quickly and effectively to disruptions in education.

Synchronous/Asynchronous Communication and Self-Regulated Learning

In remote education, communication can be categorized into two main types: synchronous and asynchronous, both intended to be placed outside the classroom. Both terms began to be used by the educational community during the pandemic, as well as understanding the concept and dynamics of each one. Although we have already mentioned them, each concept differs from the other. On the one hand, synchronous communication occurs in real time, students need to be present simultaneously. Students and teachers can interact at the same time during the class, giving the opportunity to assess and give feedback immediately. In contrast, asynchronous communication allows participants to engage at different times, using tools like discussion boards or email (Bates & Poole, 2003). As we can see, asynchronous communication is stated as the opposite of synchronous being a more flexible way to reach instructions, but also, it is stated as a more demanding type of learning since it needs more discipline from the learner.

The shift to online education during the pandemic highlighted the importance of self-regulated learning, particularly in asynchronous and synchronous contexts. Zimmerman (2002) defines self-regulation as more than a cognitive ability or an academic skill, but more as a self-directed process that enables learners to control their learning and turn their mental capacities into effective academic performance. According to Song and Hill (2007), for learners to take control of their learning, they must engage in planning, monitoring, and evaluating their progress. This engagement depends not only on their motivation but also on the resources and strategies they use. In both asynchronous and synchronous learning environments, students were

required to adapt these strategies to suit the online context, which influenced their self-regulation skills.

The online learning context itself plays a significant role in shaping how students manage these processes. As Song and Hill (2007) point out, the learning context can influence learners' motivation and how they employ various strategies to achieve their goals. During the pandemic, asynchronous learning allowed students the flexibility to plan and manage their time independently, requiring higher levels of self-regulation, while synchronous sessions provided real-time interaction and feedback, helping in monitoring and adjustment of strategies. The blend of these contexts encouraged students to develop autonomy and adapt to the dynamic educational landscape of the pandemic. According to a meta-analysis by Zhao et al. (2005), courses that integrate both synchronous and asynchronous communication methods tend to be more effective than those that rely on only one type of interaction (as cited in Owens, Hardcastle, & Richardson, 2009, p. 55).

Digital Divide and the Resources and Appropriation Theory

Throughout this chapter, we have discussed how some of the disadvantages of using digital tools have lowered the effectiveness of strategies devised to address the challenges caused by the COVID-19 pandemic, particularly in education. One of the key disadvantages extends beyond communication and the digital tools themselves, touching on social and political issues that affect a substantial portion of the population and, consequently, education. Van Dijk (2019) noted that in 1995, several newspapers and other media referred to these access and usage inequalities as the Digital Divide. Baraka (2024) defines the digital divide as "the gap between individuals who have access to modern information and communication technologies (ICT) and those who do not, leading to significant social inequality." Also, the author manifests that the digital divide

entails more than just having or not access to technology, since education and skills behind the use of these tools are also a part of this gap and might be unequal, as well, representing several advantages and disadvantages for society.

There are several social theories that attempt to explore the digital divide from different points of view: economic, political, pedagogical, digital, etc. Among these theories is Van Dijk's Resources and Appropriation Theory, developed in 2005, which sought to make the concept of the digital divide more understandable. Resources and Appropriation theory discusses that categorical inequalities in the world produce unequal resources distribution which causes unequal access to the Internet (Van Deursen and Van Dijk, 2019). Kuhn et al., (2023) explain that this theory proposes four aspects that affect the quality of access to technology: “the dimension of motivation, physical access, cultivation of skills, and usage typologies–personal categories (e.g. age, sex, gender, ethnicity), positional categories (e.g. labor, education, household), and resources.” In the same way, the authors mention that Van Dijk establishes four types of access: absence of technological experiences due to lack of interest, unfamiliarity with technological devices and lack of confidence, even fear, towards these digital tools; the fact of not having computers or devices that allow connection to a network, as well as connectivity itself; lack of education and digital skills due to the rejection of certain communities to new or inexperienced users; and finally, the lack of significant opportunities that favor the use of these tools (Van Dijk, 2017 as cited in Kuhn et al., 2023). In the pandemic context, these types of access shaped the capacity of English teachers and students to engage with remote learning tools.

Socio-economic factors affected both students' and teachers' possibility to engage in remote virtual learning and teaching during pandemic. Van Deursen and Van Dijk (2019) point out that income level affects material access, such as connectivity and devices. The quality of the Internet

connectivity and devices acquired depending on the income produces changes in how communities receive information and manage technology. Although this situation already existed, the pandemic made it even more evident as it not only identified the issue but made it able to address governmental responsibility behind it, as well. Regarding the educational background, with strategies such as the Emergency Remote Learning new menaces emerged to educational environments making the digital divide more evident and greater, as well as generating more inequalities at the social level, “as high-income countries will be able to invest in technology and knowledge and in the development of different types of educational services, while in low- and middle-income countries, resources for educational development are lower and this may lead to a situation where only privileged groups of people have access to knowledge.” (Daniela and Visviziz, p.24, 2022).

Pandemics also highlighted the lack of digital literacy- which is the capacity to use digital tools efficiently-, and education around technology, the use of devices, platforms and apps mediated by the Internet, and so on, which generated concerns regarding how educational communities face the current world. Van Deursen and Van Dijk, (2019) call this ability Internet skills, which are the ones needed once an individual has access to materials and connectivity. In order to get these skills, the authors presented us with two phases. The first phase is motivational access which, according to Van Dijk (2005) is built around attitudes towards technology. These attitudes can be both negative and positive, represented in computer anxiety, chances, avoidance, unfamiliarity, and so on. Instead, positive attitudes might be related to interest, opportunities, and access to resources. The second phase, then, is getting material access. Considering both phases, adoption of technology and acquiring resources, Internet skills- digital literacy- are a need.

During both pandemic and alternation, the digital divide was one of the greatest obstacles for education, not only at the district level, but also at the national and global levels. The pandemic made even more visible the technological disadvantage in which education is immersed, from its policies to its infrastructure, thus impacting the training of teachers and students. It was evident that some communities had different educational experiences according to their economic income, ranging from students who did not even have a mobile to being able to read or attend classes to teachers with some devices they did not know how to use, and in which they did not feel capable of teaching through. The knowledge and skills in the use of technology and Internet-mediated devices, platforms and programs also exacerbated the gap that today has not been overcome, since although this situation motivated many teachers to strengthen their knowledge and skills in this area, others were overwhelmed and have abandoned any idea of reinforcing them. In terms of material access, although many platforms and devices have become common and for daily use, becoming imperative for society at many levels, there are still groups that cannot access them, mainly for economic and political reasons, since Government are often responsible for the lack of access or limited access to many devices and dynamics mediated by technology.

Blended Learning and its Implementation

To conclude this chapter, we will mention an approach, also a model, which was very useful during the pandemic, specifically during the alternation, and which, given its flexibility, was proposed as an ideal approach to strengthen remote teaching and learning processes in virtual and emergency contexts. This approach is called blended learning, also termed hybrid learning or mixed model. This model combines online and face-to-face instruction and learning. According to Owens, Hardcastle and Richardson (2009), blended learning incorporates various tools

ranging from print to digital, thus offering the best outcomes. In this regard, Muhamad (2020) manifests blended learning, combining both traditional with current methods, has proven to be preferred by policymakers and educators due to its convenient nature and how it increases autonomy and skills in students, giving higher outcomes in comparison with traditional methods.

From theories already discussed in this chapter such as Community of Inquiry and Diffusion of Innovations Theory, we can see how it fulfills the stages of acceptance, adaptation and implementation by the educational systems of most of the world, as well as the teaching, cognitive and social presences mentioned by Garrison (2009). According to Mahmud (2020), researchers have given evidence of how blended learning builds a deeper sense of community between students as opposed to traditional learning. Also, the author establishes that interaction between learners and instructors is relevant as it creates effective and meaningful learning experiences. Nonetheless, aside from the theories, blended learning follows a level of implementation we consider.

According to Mahmud (2020) the level of implementation of blended learning considers three phases: Enabling, enhancing, and transforming. Enabling is when blended learning's main objective is to allow flexibility for learners in terms of access and equal learning opportunities. Enhancing is when blended learning allows using online resources combined with face-to-face ones to nurture designed methodologies. And lastly, Transforming is blended learning leading to changing the traditional pedagogical dynamics by computer mediated activities and Problem Based models. Groups experimenting with hybrid learning approaches, supporting educational methods, and aiming to improve positive outcomes may experience some or all of these phases.

In the alternation period, last semester of 2021, some schools and institutions globally began to return to the classroom, following some safety protocols such as the use of masks, the use of

thermometers, among other actions. In public schools in Bogota, the RGPS (*Regreso Gradual Progresivo y Seguro*) strategy was chosen. This RGPS began to be implemented during the first semester of the year and became effective in August. The central dynamic of this strategy was hybrid learning and teaching, where both students and teachers spent a specific number of hours face-to-face and the rest of the time working online, as well as through printed guides. This hybrid dynamic was not entirely successful because the digital gap was still the biggest issue, resulting in students who barely benefited from 2 to 3 face-to-face sessions per week, missing their virtual sessions due to the lack of devices or Internet connection to attend synchronous classes or even access asynchronous material. In addition to this, the fear of getting sick led many parents to avoid sending their children to classes, regardless of possessing the resources to attend online classes. In spite of this situation, blended learning is the model educators need to improve and apply in order to be aware of the use of technological tools for education, to obtain better outcomes and to be prepared for future crises.

Chapter III

Methodological Design

In this chapter, the research design is presented, as well as the population, sample, data collection instruments and procedures, type of analysis and the ethical considerations behind the study.

Scope of the Study

This research is framed into the ***qualitative research approach***, employing a ***narrative inquiry*** and ***grounded theory*** method to collect and analyze data to explore the personal experiences of 2 teachers and 14 high school students from a public school in Bogotá. The study focuses on how these participants were impacted by the sudden educational changes during the COVID-19 pandemic and alternation periods. Data was collected through 16 life stories and 16 in-depth interviews, conducted between 2023 and 2024. The analysis was conducted using narrative and grounded theory procedures for data collection, transcription and analysis through coding and categorization in Microsoft Word and Microsoft Excel to identify challenges and opportunities related to English language learning and teaching during this time. This research study excludes non-English language classes, students and teachers from private schools and perspectives unrelated to the pandemic's impact on education. The finding aims to provide insights into educational experiences, challenges, and opportunities during emergencies, contributing to future strategies for remote, blended, and virtual learning and teaching.

Research Design

Qualitative Research Approach

This study adopts a Qualitative Research Approach since it aims at exploring and providing a deeper understanding and description of a social phenomenon, giving insights into real-world

problems through the perceptions and individual experiences of participants (Oranga and Matere, 2023). For this study, special attention was given to personal contributions of the participants by means of life stories and unstructured interviews regarding their anecdotes, perceptions, beliefs and transitions concerning education and English learning and teaching during the COVID-19 pandemic and alternation., collecting evidence in order to generate conclusions applicable to other studies and to the ELT field.

As Mack et al. (2005) states, qualitative research seeks to comprehend the problem or research topic considering the perspectives of the population that is intended to be studied, thus providing us with important and specific information about the chosen group and its context, which is what this study sought to understand. As expressed by the authors: “qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.” Since the topic discussed in this document is quite sensitive, it is important to note that this type of research allows us to take a human look at what the students and teachers involved in this research can contribute to this regard, as well: “The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the “human” side of an issue – that is, the often-contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals.” (Mack et al., 2005). Considering this human approach, Narrative Inquiry was chosen as the methodological framework, emphasizing the stories and lived experiences of the participants of this study. Narrative Inquiry allows us to go deeper into their contexts, realities, perceptions, emotions and responses towards pandemic and alternation.

Narrative Inquiry

As Savin-Baden and Van Niekerk define, narrative inquiry is an approach that focuses on the use of stories as data, since stories collected are the means in which perceptions, historical moments, behaviors, and ideas can be understood (2007). Researchers also emphasize several key aspects to keep in mind when conducting a narrative inquiry, such as the active listening researchers must have towards the stories shared by the participants, recognizing the collaborative nature of the relationship between both the researcher and the participant, since both contribute to the storytelling process. They also highlight the importance of understanding that individuals not only live their experiences as ongoing narratives but also articulate and reflect on those experiences through the stories they share with others. (2007)

As already mentioned, in order to gather and comprehend information regarding the individual experiences of the participants of this study around education and English learning and teaching during the COVID-19 pandemic and alternation, a narrative approach method to collect data (life stories or storytelling) was selected. Pino Gavidia & Adu (2022) explain that individuals build and comprehend their lives through stories they tell about themselves and others, interpreting their past experience through those narratives. Stories serve as a lens through which people engage with the world, since they are crucial to examine real contexts leading to reflexivity, making sense of their experiences, and attaching personal meaning to them. Narrative methods, therefore, emphasize the connections between social context, time, and place as these elements meet in the life stories shared by participants.

Considering the ideas of Pino Gavidia and Adu (2022), we highlight that life stories not only reveal how individuals interpreted their learning and teaching journeys during the COVID-19 pandemic, but also how their social, temporal, and contextual realities at the moment shaped

their experiences and generate challenges and opportunities worth understanding. In line with this, Bogdan and Biklen (1997) note that “qualitative researchers in education can continually be found asking questions of the people they are learning from to discover "what they are experiencing, how they interpret their experiences, and how they themselves structure the social world in which they live", aligning with the narrative approach to achieve accurate perceptions.

The narrative inquiry approach was the most suitable for this study as it allowed an in-depth exploration of the lived realities and specific contexts of both students and teachers. As Barkhuizen’s (2014) observes, narratives often follow expected thematic patterns based on participants’ roles. Teachers, for instance, tend to discuss their professional development and pedagogical practices, while students focus on their learning experiences and use of language. This methodology, then, facilitated not only the identification of such nature, but also an understanding of the conditions surrounding their experiences during the pandemic and alternation periods.

Concerning the specific period, we are referring to in this study, as Squire et al. (2014) state, qualitative research holds significant value in illuminating phenomena that are not well-understood, particularly by exploring the life circumstances or individual and communities. Narrative inquiry connects with this purpose by permitting participants to articulate their stories, providing insights into their unique perspectives and challenges. Moreover, the narrative approach acknowledges the fundamental role of context in understanding personal narratives. As Squire et al., (2014) emphasizes, narratives are rooted with broader historical, social, and cultural contexts that shape and give meaning to individual experiences. This study includes these dimensions, recognizing the participants’ narratives reflect not only individual experiences but also the societal and educational circumstances in which they are situated. By using narrative

inquiry, this study captures these multilayered aspects, offering a deeper understanding of how students and teachers navigated the complexities of remote and virtual education during the pandemic.

Finally, written narratives from both groups of participants were included, which serve as a crucial source for understanding their respective perspectives and contexts, following an autobiographical line. As Squire et al. (2014) explain, written life stories reveal an “orderly, phased/staged unfolding” of individuals’ lives, offering valuable insights into participants’ realities evolved during critical periods like the pandemic and the alternation. The specific elements and aspects managed in this study under the narrative inquiry approach are discussed in further sections.

Population and Sample

This research focused on 14 students from the Fifth Cycle (10th-11th grade), and 2 English language teachers, elementary and secondary respectively, of the afternoon shift at Colegio Paulo Freire IED, for a total of 16 participants. Students-participants were aged 15 to 18, having been in 8th and 9th grade during the pandemic and 9th and 10th grade during the period of alternation, however, to ensure legal procedures, informed consent was applied to every single student despite their age. The majority of students had been at Colegio Paulo Freire IED since elementary school, but some attended other public schools, including those from areas outside Bogotá, and even outside Colombia. Despite the diversity in their backgrounds, the students shared several common conditions, as well. The students were selected based on convenience and practical motives, as they were part of the groups we had at the time of the study. This allowed easier coordination of time and shared spaces, facilitating data collection process. Participation in the study was voluntary.

In addition, two English teachers from the afternoon shift at Colegio Paulo Freire IED were included in the study. One taught at the primary level, while the other was the English teacher for the students participating in the study during 2020 and 2021. Both teachers have formal training in pedagogy and EFL teaching. Also, they count on experience dealing with diverse groups of learners. The teacher at the primary level is from a public university, teaches at a private university as well, and she is currently studying for a PhD. The teacher who belongs to Cycle IV (8th and 9th grades) is from a private university, works in two schools- one of them is private-, and has just finished her masters' degree in a private university. Just recently, one teacher took part in meetings and collaborated with the British Council agreement- previously explained in Chapter I-, while the other did not. However, both teachers participated in the strategies implemented by the *Ministerio de Educación Nacional* (MEN), *Secretaría de Educación del Distrito* (SED) and the school itself. Although their working conditions, including their respective student groups and tasks, differed, their experiences, challenges, and opportunities as English teachers were similar, providing valuable contrasts worth highlighting.

Our setting, as previously mentioned, is the Colegio Paulo Freire IED, located in Usme, Bogotá. Established 17 years ago, this institution is known as a “*Megacolegio*” due to its size. Situated in the Porvenir neighborhood, it is located in front of Altavista shopping mall and is surrounded by newly constructed residential complexes and local businesses. The school operates with two shifts- morning and afternoon. Its Institutional Educational Project (PEI: Proyecto Educativo Institucional) is titled: *CONSTRUYENDO UNA EDUCACIÓN CON RESPONSABILIDAD, LIBERTAD Y SENTIDO SOCIAL* (*Building and education with responsibility, freedom, and social sense*), (Colegio Paulo Freire IED, 2013). The institution's philosophy honors the Brazilian pedagogue Paulo Freire and his principles of education with a

critical perspective. Therefore, the school has promoted freedom, critical pedagogy, and social pedagogy as central principles to guide all projects and classroom plans. These socio-critical approaches aim to align with the pedagogical and curricular theories outlined in the PEI, emphasizing constructivism with a humanistic and cultural perspective as the principal approach. From this framework, other theories may emerge that the teacher, in their freedom of teaching, may choose to promote (Colegio Paulo Freire IED, 2013).

Since its beginning, this school's curriculum has been aligned with higher education in Cycles IV and V (upper secondary and secondary education), framing it as a technical institution. It offers students the opportunity to choose between the three areas offered, called "specializations": design and communication, business management, and systems (programming). This structure has led to the school year to be divided into semesters. As a result, students in grades 8th, 9th, 10th, and 11th receive a higher intensity of English instruction compared to the other grades. Specifically, according to the standards set by the educational policies ruling district schools, English is taught for 5 hours per week during the semester it is offered. However, it is not taught in the following semester, which has proven to be an obstacle that remains unresolved due to resistance from the school's administration.

This institution has 124 teachers which six are English teachers: two for primary school and four for secondary school, divided into three for the morning shift and three for the afternoon shift. Within the framework of the District Bilingualism Plan (*Plan Distrital de bilingüismo*), the English department began aligning its work with current agreements, such as the British Council agreement. This process has been ongoing for nearly six years, bringing both advantages and disadvantages throughout its implementation. These challenges are explored through the

perspectives of the two teachers participating in this study, highlighting how these challenges were exacerbated during the COVID-19 pandemic and alternation.

Data Collection Instruments and Procedures

The research methods selected for this inquiry aim to provide a comprehensive understanding of the experiences of students and teachers during the pandemic and alternation periods. The data collection instruments, and their respective analysis enable comparisons with the current post-pandemic context in relation to teaching and learning, with a focus on English as a Foreign Language (EFL) and the use of remote, virtual, or blended tools. The instruments were designed to connect with the participants lived realities, motivating their spontaneous and flexible nature. Specifically, life stories were employed following a narrative approach, and in-depth interviews with open-ended questions based on the stories shared by the participants in order to explore and deepen their experiences. These methods were carefully chosen to fit with the study's objectives regarding the impact of the pandemic on education and English learning and teaching experiences, challenges, and opportunities.

The use of life stories and in-depth interviews aligned with the narrative and grounded theory approaches of this study allowed participants to narrate their experiences in depth from their own perspectives and voices. These instruments provided deep, contextualized data that were sufficient to meet the study's objectives, as they captured both the emotional and pedagogical dimensions of the transition to remote learning, and revealed the personal and institutional responses to the challenges of the pandemic. Both the life stories indications and interview questions were structured around the objectives to be aligned with the research questions, having into account the challenges, experiences, and opportunities encountered during English language teaching and learning in the pandemic context.

Life Stories

The first step for data collection was asking the participants for their life stories regarding their experiences and thoughts during the pandemic and alternation in terms of their educational processes, the management of the crisis from school, the transitions from face-to-face to remote learning and virtual tools, and so on. We chose a narrative inquiry approach since it contributes to a wider perspective of the educational issues we want to describe and fully understand. As Mendieta (2013) mentions, stories help researchers to understand education through the look of learners and teachers, since these actors are storytellers who share their knowledge and experiences full of cultural and social meanings with their narratives.

According to Tagg (1985), the value of life stories relies on the premise that individuals can interpret and make sense of their past experiences providing insights that other instruments might fail to capture. To effectively apply life stories, researchers have to balance control over their interpretation with recognition of the challenges faced along with the participants. In order to do so, procedures including coding, interpretation and comparative analysis might be helpful.

Life stories fit this study since they allow participants to share their experiences in a deep, detailed, and authentic way, expressing the complexity of their experiences learning and teaching English during the pandemic. This method aligns well with the narrative approach as it emphasizes the participants' own voice, in their own language, enabling their interpretations, beliefs, reflections and knowledge of their own realities, social and temporal contexts, etc.

Life Stories Data Collection Procedure

Life stories were designed and implemented during the last semester of 2023. Initially, the life story framework was structured to provide a coherent flow, helping participants to organize their thoughts and contributions while connecting their responses to the specific moments aimed to be

explored. Since the study involved two groups of participants- students and teachers- the life stories shared a common structure but were slightly adjusted depending on the type of participant. On average, participants' life stories ranged from approximately 350 to 1000 words (one to five typed pages), depending on individual writing style and the level of detail they chose to include. The model for the Student Life Story can be found in *Appendix 2*, while the Teacher Life Story model is presented in *Appendix 3*.

A pilot testing group of students and teachers was selected after the design and the informed consent forms were completed, to evaluate the life story models and assess their pertinence. Based on the pilot, minor adjustments were made to clarify wording in the prompts and to ensure that questions were accessible and meaningful for both student and teacher participants. Once the pertinence of the instruments and the questions guiding the participants' stories was confirmed, the final group of students and teachers for the study was selected. The number of student participants was determined based on the number of volunteers. A WhatsApp group with students, and another group for the teachers was created for communication and to provide information about the dates, delivery, and flexibility in the length of their stories. All life stories were submitted in digital formats and remained almost exactly as they were sent, regarding fonts, styles and title given, in order to preserve the instruments as faithfully as possible. As a result, some submissions may differ in format, length, font, or even lack spelling corrections. For the analysis, only the title of the documents, the conversion of some formats and the real names of the participants were modified. (*See sample of a student's life story in Appendix 4*).

In-depth Interviews

The second instrument employed in this study was in-depth interviews, applied during the last semester of 2023 and the first term of 2024. After analyzing and carefully reading the

participants' life stories, the interviews were designed according to each individual, recognizing each participant had unique experiences and diverse economic, family, technological and emotional backgrounds. In line with Mears (2012), in-depth interviews are purposeful interactions where the researcher seeks to understand the participants' thoughts, experiences, perceptions and feelings about a particular situation, topic, or idea, and how these are meaningful from them, fitting with the focus of this study. Furthermore, as Oranga and Matere (2023) states, "in-depth interviews are optimal in the collection of data on individuals' personal perspectives, histories and experiences, particularly during the exploration of sensitive topics", which is what these challenging periods between 2020 and 2021 represented for so many individuals.

As soon as the life stories were submitted, open-ended questions were designed for the interviews. As Mack et al. (2005) note, qualitative methods such as interviews allow more spontaneity and flexibility in the interaction between the researcher and participants. For instance, qualitative methods often use "open-ended" questions that are not necessarily worded the same way for each participant. Open-ended questions enable participants to answer in their own words, and these responses tend to be more complex than simply "yes" or "no." Similarly, Bogdan and Biklen (1997) emphasize that the open-ended nature of this approach allows the participants to answer from their own perspectives, rather than being restricted by prearranged, structured questions. In this type of interview, traditional questionnaires are not used; instead, loosely structured interview guides may be employed to encourage participants to freely share thoughts on specific topics.

In-depth Interviews Procedure

These interviews were designed to consider what each participant shared in their life stories. While some questions followed a similar structure, others were adapted to specific details shared

by the participants. Additionally, the questions differed in topics between the two groups, students, and teachers. The purpose of these interviews was to go deeper into the topics, experiences and perceptions students and teachers started to explore in their life stories. To view examples of the interview models, refer to *Appendix 5* for the interview with Student 5 and *Appendix 6* for the interview with Teacher 2.

These interviews were scheduled in coordination with the school's planning. Communication regarding dates and any necessary adjustments was facilitated through WhatsApp groups, allowing for flexibility to adapt participants' schedules and unexpected activities. Once the schedule was defined for each participant, the interviews were recorded using mobile apps and WhatsApp's audio recording feature, which provided good sound quality and did not limit the length of the recordings. All interviews were conducted in the school spaces. To minimize excessive noise, interviews were conducted in quiet and private classrooms and lounges, allowing students and teachers to be comfortable and at ease when discussing sensitive topics about their lived realities during these periods of isolation, quarantines, and other difficulties experienced during the pandemic.

Data Analysis Approach

This study employs Grounded Theory method to analyze the experiences, challenges and opportunities of students and teachers at a public school in Bogotá, during de COVID-19 pandemic and the alternation period. As explained by Charmaz (2006), Grounded Theory Analysis was established in 1967 with researchers and sociologists Barney G. Glaser and Anselm L. Strauss. This type of analysis, according to these authors, has components such as building analytic codes and categories from data, the use of constant comparative methods during each stage of the analysis, elaborating categories, specifying their properties, defining relationships

between categories, and identifying gaps, among others. Although this type of analysis has evolved with time, it has become an important method to analyze and comprehend data.

The grounded theory method was the one employed for analyzing data and generating final categories, systematically, in this study, as previously mentioned. Charmaz (2006) explains this method simplifies the process of qualitative research by allowing the data itself to guide the development of theoretical analysis, rather than relying on pre-existing theoretical framework. This method is characterized by several key practices: collecting and analyzing data simultaneously, deriving analytic codes and categories directly from data, and constructing theories to explain behaviors and processes. The author also includes the writing of memos to elaborate such initial categories, making comparisons between data and codes, final categories, and concepts.

Charmaz (2006) explains that grounded theory is an analytical approach that begins with closely examining data through coding, which includes separating, organizing, and interpreting the collected information. Coding involves assigning labels to specific segments of data to capture their meaning, which helps sorting the information and enables comparisons between different segments, groups, categories, or emerging final categories. For this study, grounded theory method focuses on understanding the context in which the data is being analyzed, following the processes linking specific parts of the instruments to codes, insights, thoughts and appearing subcategories for further connections to broader final categories and patterns derived from the research objectives and questions. Additionally, this method ensures accuracy since it allows transparency and traceability throughout the analytical process sorting, labeling, and interpreting the data with Open or Initial Coding, Axial Coding and Selective Coding.

According to Vollstedt and Rezat (2019), in the grounded theory methodology Open coding is the initial stage of the process and it involves breaking the data into smaller parts to conceptualize and categorize phenomena. This stage is guided by the constant comparison of data and codes, enabling the development of preliminary categories. In line with the authors, Axial Coding depends on Open Coding and explores the relationships between the identified categories, concepts and subcategories that might emerge. This stage considers how conditions, contexts, strategies, and consequences are related, enabling a deeper understanding of how participants faced the educational challenges during the pandemic. Finally, Selective Coding integrates the categories developed during Axial Coding into a more generalized understanding of the participants' experiences. This stage involves refining and validating the relationship between categories to develop a core or final category representing the essence of the data. The systematic application of grounded theory methods, as outlined by Vollstedt and Rezat (2019), ensures the rigor and depth of this analysis.

The analysis made here followed a structured step-by-step approach that starts with the transcribed interviews (*see sample in Appendix 7*), then with Open Coding, the interviews and life stories are examined line by line- or paragraph by paragraph when necessary- to identify Initial or Open Codes, which synthesizes the stories and experiences of each participant. Then, these codes led us to group them into bigger categories through Axial Coding, which established, identified and looked for connections between previously identified codes. Finally, Selective Coding was used to refine these categories into final categories of analysis that allowed us to have a deeper understanding of what was shared by the participants. The detailed procedure and resulting findings will be described in the following chapter.

Ethical Considerations

For this research, participants were asked to complete a consent form from the Universidad Pedagógica Nacional (See *Appendix 1*) and Colegio Paulo Freire IED, in order to protect their personal information. The school required a letter signed by both the *Consejo Académico* and *Consejo Directivo*, in which the researcher described the type of study being conducted and the number of participants needed. Once both counsels approved the research proposal, each session with participants (both students and teachers) was scheduled and organized in coordination with the school activities and spaces available. Although this process caused some delays and interruptions in the inquiry, it contributed to the ethical and legal integrity of the study.

Chapter IV

Data Analysis and Findings

In this chapter, the procedures and methodology employed for data analysis are described, along with a detailed presentation of the findings derived from this process. The chapter outlines how the data, collected through life stories and in-depth interviews- as previously mentioned-, was systematically analyzed using grounded theory techniques. It explores the initial categories, which we included in the research questions and objectives of the study, as well as subcategories, emergent final categories and patterns that revealed the participants' experiences, challenges, and opportunities during the COVID-19 pandemic around their English learning and teaching processes. Additionally, the findings are interpreted and discussed in light of the theoretical frameworks from the previous chapters, applying these perspectives to provide a deeper understanding of the educational impact of remote and virtual learning and teaching during this period.

Data Analysis Procedure

This study employed only two data collection instruments, as previously mentioned: life stories and in-depth interviews, since these qualitative tools allowed for a rich, in-depth exploration of participants' lived experiences during the COVID-19 pandemic, and were sufficient to capture emotional responses, contextualized experiences, and significant perspectives on English teaching and learning during this moment of crisis. Following their implementation, the analysis process began. Initially, a thematic analysis was considered, but it was later determined that grounded theory analysis, which is similar but more detailed, would better serve the purposes of this study since it allows the emergence of categories directly from the participants' narratives, ensuring that the analysis remains grounded in their lived

experiences. This approach provides a systematic yet flexible structure for exploring the dynamic interactions and contextual factors surrounding their challenges, experiences, and opportunities during the pandemic.

Once the life stories and the interviews were completed, the written narratives and the audio recordings from each participant were uploaded to a cloud storage platform to ensure easy access when needed. Subsequently, a transcription for each audio interview process was carried out using platforms such as Transkriptor and Microsoft Word transcription tools. However, all transcriptions required significant corrections for spelling and coherence, as these tools often produce errors. To protect the participants' identities, the names mentioned during life stories, or the interviews transcripts were replaced with asterisks. Also, the process of transcription and correction of spelling mistakes facilitates the familiarization with the data of each participant.

Following this step, each participant was assigned a unique identification number and abbreviation: students were numbered from ST 1 to ST 14, and teachers with TE 1 and TE 2, respectively, labeling their respective life stories and interviews from 1 to 16. These numbers corresponded to the order in which participants were interviewed and facilitated the organization and coding of the data. Each document, containing both the life story and the interview transcription, was named according to the assigned number.

Defining the main categories, relevant concepts, and other aspects to the coding process was essential to establish how the analysis would be conducted. The initial categories of analysis were derived from the participant's narratives (*see Table 1*) and used to classify relevant information and quotes from the data according to their content. When new categories emerged, subcategories and descriptive labels were created inductively. To organize this process systematically in Excel, a coding hierarchy was developed (*see Table 2*), which helped structure

codes, participants, and excerpts consistently. As the analysis progressed and patterns became clearer, these initial codes and subcategories were refined and eventually grouped into four broader emergent categories, which are discussed in detail in the findings chapter.

<i>Initial Categories of Analysis</i>	
<p><i>Research Question:</i></p> <p><i>What are the experiences, challenges, and opportunities encountered by teachers and students of English at Colegio Paulo Freire IED during the COVID-19 pandemic?</i></p>	<p><i>Initial Category 1: Experience</i></p> <p>The participants' experiences were categorized based on what they went through during the pandemic and the subsequent alternation. Experiences are more anecdotal contributions that shed light on the realities and contexts of the participants. Many of these experiences directly connect to the other two main categories, as well as to the emerging subcategories.</p>
	<p><i>Initial Category 2: Challenge</i></p> <p>One of the most prominent categories in our analysis was <i>Challenge</i>, as it highlighted the several difficulties and obstacles faced by teachers and students during the pandemic and alternation periods, regarding diverse levels such as learning, teaching, technology, emotionality, among others.</p>
	<p><i>Initial Category 3: Opportunity</i></p> <p>Finally, <i>Opportunity</i> was also a category widely observed in our analysis. Many positive experiences or advantages identified by participants during quarantines and isolation revealed numerous opportunities related to their language learning, work, educational processes, and even personal aspects.</p>

Table 1. Initial Categories of Analysis

These initial categories- *Experience*, *Challenge*, and *Opportunity*- along with the emerging subcategories and descriptive codes, provided the foundation of the data analysis offering a structured framework for understanding the participants' lived realities during the pandemic and the period of alternation. By categorizing the data this way, the study enabled the identification of wider categories, patterns and connections that respond to the research question and objectives. Moreover, these categories allow for a proper exploration of both the struggles and the possibilities encountered by students and teachers, while supporting these with relevant theoretical frameworks, already established in a previous chapter. The insights derived from these categories will be detailed further in the analysis, revealing the complex presence of each one in these disrupting and transcendent moments of education.

Hierarchy of Coding

Another essential step before beginning the coding process was to establish the order or hierarchy of the codes to be added as memos to each line, paragraph, or question of our participants' data. This ensured proper organization and clarity. By using identifiers like "***ST + NUMBER***" and "***TE + NUMBER***"- employed to name each document with life stories and interviews per participant-, distinguishing between participants was simpler and enabled precise tracking of data sources. Data was further categorized by level or grade and instrument type (life story or interview; secondary or elementary level; 11th grade), maintaining context and specificity throughout the analysis. Initial categories such as *Experience*, *Challenge* and *Opportunity* were established, with flexibility to incorporate emerging *subcategories*, allowing adaptability during the coding process. In addition, the use of descriptive codes and fragments connected the analysis in the original data, aligning with the principles of grounded theory.

<i>Code Order</i>	<i>Codes</i>	<i>Description</i>
1	ST + NUMBER	“ST” stands for “Student”, plus the number of the participant organized in the order they were interviewed. Also, it makes a difference between the two groups of participants: Students and Teachers. Ex: ST 5 = Student 5 (Fifth student in being interviewed).
	TE + NUMBER	“TE” stands for “Teacher”, plus a number for each of the two teachers that participated in the study. Also, it makes a difference between the student groups.
2	Level or Grade	In the case of students, the grade they belong to is placed (11th). In the case of teachers, if they belong to Elementary or Secondary levels.
3	Life Story or Interview	The type of instrument where the code, category and/or description is taken from.
4	Question #	For Interviews, refers to the question answered. (This spot is empty when it comes to life stories coding in the sheet since they do not have questions.)
5	Category 1: Experience	Regarding the Research Question, these three categories are going to be the main ones to outline the analysis.
	Category 2: Challenge	
	Category 3: Opportunity	
6	Subcategory: (Name of the emergent subcategory)	Any emerging categories besides those established in the Research Question will be presented next, if applicable.
7	Descriptive Code	Single word or phrase that synthesizes the idea of what is being said.
8	Fragment	Excerpt or direct quote where the codes, categories and final categories are present.

Table 2. Hierarchy of Coding

Coding Procedure

The tools used to assist this process were traditional programs such as Microsoft Word and Microsoft Excel, as already mentioned. Microsoft Word was used for initial coding, applying a

line by line, paragraph by paragraph analysis of the participant's narratives, with comments or memos documenting codes and subcategories (*see sample in Image 1*). Microsoft Excel helped with axial coding, enabling systematic organization, refinement, and categorization of these comments. First, the process began by pasting all the comments or memos made into a single Excel sheet, using semicolons to separate each code (*see sample in Image 2*). Aside, the perceived most relevant excerpts from each participant in each instrument were selected and grouped into a Word document, where an initial identification of potential final categories and patterns were established, as well as the quotes that might illustrate every aspect we categorized (*See Appendix 9 and sample in Image 4*). Once this analysis process was completed, all codes, excerpts, categories, descriptions, and subcategories were organized into columns, according to the preestablished hierarchy (*see Table 2*). Additional filters and a new column were added in order to organize and identify emerging patterns, which were grouped into four final categories, extending the analysis and starting the development of the findings (*see sample in Image 4*). This allowed us to make constant comparisons as well, ensuring that codes, categories, subcategories, and descriptions were connected. Both processes of analysis, by codes or from participant's quotes, helped us to continuously modify, regroup, synthesize, and define the emergent final categories and choose the excerpts to be discussed in this study. This approach guarantees a detailed analysis of the *challenges, experiences, opportunities*, and other aspects that participants encountered during the pandemic regarding their English language learning and teaching process.

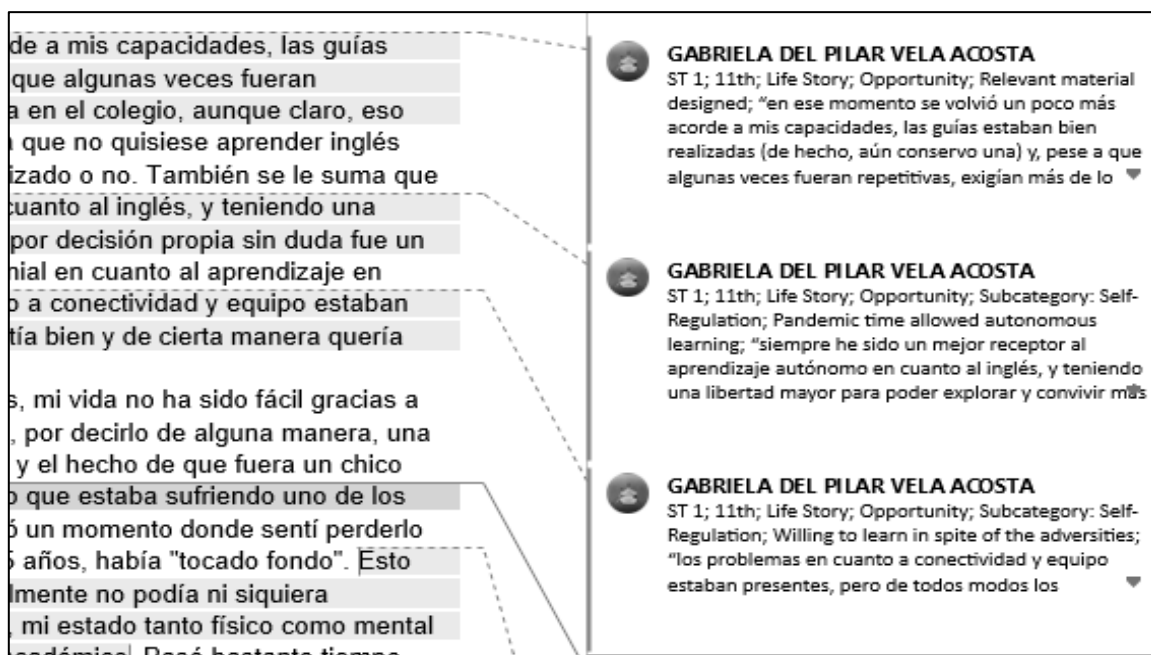


Image 1. Close up of coding process using Microsoft Word to write memos on Life Story from Student 1.

A140	
46	ST 2; 11th; Interview; Question 13; Opportunity; subcategory: Positive impact; subcategory: Self-Regulation; The pandemic allowed autonomous learning and reflexivity
47	ST 2; 11th; Interview; Question 13; Challenge; Opportunity; Conflict between having connectivity and devices, but not knowing how to use them to start planning how to l
48	ST 2; 11th; Interview; Question 13; Opportunity; A chance to learn about the use of virtual tools and organizing information autonomously; "fue como un aprendizaje para
49	ST 2; 11th; Interview; Question 13; Opportunity; Subcategory: Self-reflection; Subcategory: Personal growth; Transformation of negative and complex experiences into po
50	ST 3; 11th; Life Story; Experience; Subcategory: Lack of motivation; "Mi experiencia en general con la educación remota fue complicada, ya que si bien contaba con tod
51	ST 3; 11th; Life Story; Challenge; Subcategory: Learning gaps; Struggles transitioning from isolation to alternation; "En noveno, el primer semestre en virtualidad fue má
52	ST 3; 11th; Life Story; Challenge; Subcategory: Socialization issues; Subcategory: Emotions and Mental Health; Social discomfort derived from the isolation during the p
53	ST 3; 11th; Life Story; Experience; Subcategory: Pandemic impact on motivation; Lost of interest for English as an structured subject but leading to unconventional lear

Image 2. Overview of the coding process and the given hierarchy using Microsoft Excel to later sort and organize memos from participant's data collection instruments.

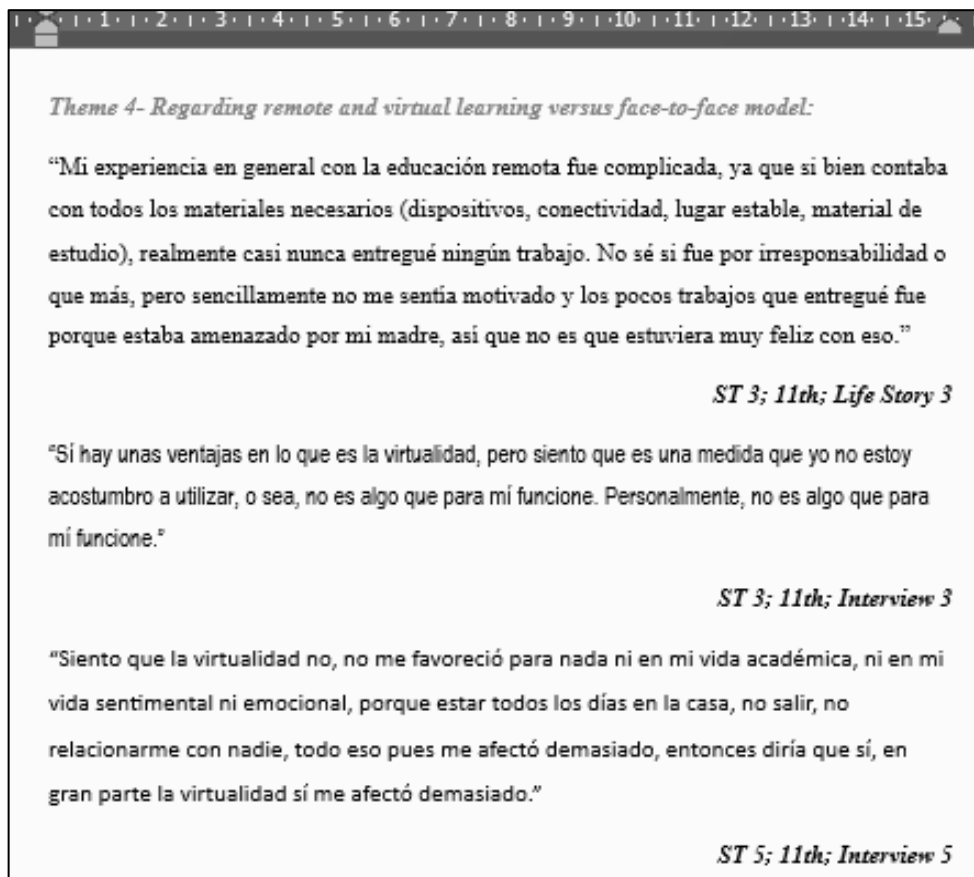


Image 3. Fragments and quotes from the participants grouped into the early emergent final categories identified.

A	B	C	D	E	F	G	H	I
Participa	Level	Instrume	Questio	Initial Category	Subcategory	Description	Emergent Final Categories	Quote
ST 1	11th	Life Story		Challenge		Problems with devices and connectivity	Digital Divide and Technological Infrastructure	“[...] al asunto de la pandemia con relación al inglés, he de decir que no fue nada agradable en educación en general, puesto que contaba con bastante precario en el momento, realizar los trabajos era un infierno total y más cuando tú computado congelado cada dos por tres.”
ST 1	11th	Life Story		Challenge		Problems with devices and connectivity	Digital Divide and Technological Infrastructure	“[...] a eso se le suma el hecho de que nuestro sistema era todavía más incompetente que mi computadora, trabajar era una odisea.”
ST 1	11th	Life Story		Opportunity		Relevant material designed	Adaptation to Remote Learning and Teachers Methodologies	“en ese momento se volvió un poco más acorde a las capacidades, las guías estaban bien realizadas y yo conservo una) y, pese a que algunas veces fuera exigían más de lo que realmente sentía que se e

Image 4. Organization of coding process, where each column was designated the pre-established hierarchy order, enabling us to see patterns and emergent final categories, added in a new column.

To complement the analytical process already illustrated in *Image 4* with the Excel Data Analysis and Coding process, the following table provides a simplified and clearer example of the analytic chain from data to the final emergent categories. While the worksheet in *Image 4* shows the complete coding matrix for all participants and instruments, this condensed version concentrates the process into a single row to illustrate the logic of constant comparison and category development at a glance. It traces the path from the original data fragment, through the descriptive code and subcategory, to the final category, making explicit the link between the participants' voices and the themes reported in the following Findings chapter.

<i>Source</i>	<i>Fragment</i>	<i>Descriptive Code</i>	<i>Category/Subcategory</i>	<i>Emergent Final Category</i>
ST 4, 11 th , Interview, Question 5	“[...] los trabajos eran muy fáciles, pero, la verdad, me aburría la manera en la que tocaba hacerlos.” (“[...] <i>the activities were very easy, but to be honest, I was bored with the way they had to be done.</i> ”)	The material was not challenging or interesting.	Challenge Subcategory: Lack of motivation	Adaptation to Remote Learning and Teachers Methodologies

Table 3. Example of the Analytic Chain from Data to Emergent Final Category.

Findings and Discussion

Throughout the initial phases of analysis, three initial categories emerged from the open coding of participant narratives: Experience, Challenge, and Opportunity. These categories helped organize early interpretations of the data and provided a structure for the axial coding phase. As the analysis progressed and categories were compared, refined, and related to one

another, a more defined set of four final analytical categories emerged. These final categories: (1) Digital Divide and Technological Infrastructure, (2) Institutional and Administrative Support, (3) Adaptation to Remote Learning and Teachers' Methodologies, and (4) Psychosocial Dimensions: Emotions, Motivation, and Self-Regulation, form the foundation of this chapter. These are referred to as "Emergent Final Categories", and reflect the broader conceptual reflections developed through constant comparison and coding, discussed in relation to relevant theoretical concepts and supported with quotes from the participants (in both their original Spanish and the researcher's own English translation), in order to offer a deeper understanding of the educational tests brought by the COVID-19 pandemic.

As Bogdan and Biklen (1997) argue, qualitative research emphasizes process over outcomes and relies heavily on the written word, both to record and communicate findings. This justifies the inclusion of direct quotes and thematic narratives, as they help capture participants' perspectives in their own words. In this sense, the analysis does not aim to assess hypothesis, but to understand complex educational experiences through patterns emerging from the data. Moreover, acknowledging the researcher's position- as a teacher and interpreter of these stories- is not only inevitable but enriches the interpretation process. As they note, "the goal is to become more reflective and conscious of how who you are may shape and enrich what you do, not to eliminate it."

Emergent Final Categories

After transcribing and coding the narratives collected through life stories and the in-depth interviews, a series of ideas, emotions, and situations appeared and were recurrent. These were gradually grouped into broader categories of analysis based on their frequency, relevance, and relation among concepts. The process was oriented by the principles of grounded theory in which

inductive reasoning, analytical flexibility, and ongoing interaction with the data helped the analysis process and category construction (Charmaz, 2008) and played a significant role rather than forcing the data to fit predetermined objectives. What follows is the presentation of the emergent final categories, built from patterns identified across participants' explanations, which reflect how they experienced, and interpreted English language learning and teaching during the COVID-19 pandemic.

To ensure coherence between the research questions and the findings of this study, each question was directly addressed through these Emergent Final Categories that appeared from the data analysis. The grounded theory approach allowed for the identification of four main categories: (1) Digital Divide and Technological Infrastructure, (2) Institutional and Administrative Support, (3) Adaptation to Remote Learning and Teachers' Methodologies, and (4) Psychosocial Dimensions: Emotions, Motivation and Self-Regulation. These categories capture the experiences, challenges, and opportunities described by participants and demonstrate how the narratives gathered through the interviews and life stories relate to the research question, sub-questions and objectives. The following table presents the explicit link between each research question and the corresponding emerging final categories, making the analytical thread of the study visible and clear.

<i>Research Question and Sub-questions</i>	<i>Emergent Final Categories (Findings)</i>
What are the experiences, challenges, and opportunities encountered by teachers and	Addressed holistically by all four categories: (1) Digital Divide and Technological Infrastructure, (2) Institutional and Administrative Support, (3) Adaptation to

students of English at Colegio Paulo Freire IED during the COVID-19 pandemic?	Remote Learning and Teachers' Methodologies, and (4) Psychosocial Dimensions: Emotions, Motivation and Self-Regulation.
How did the transition from face-to-face to online and remote education during the COVID-19 pandemic shape the experiences of English language learning and teaching at Colegio Paulo Freire IED?	Primarily addressed by Categories (1) Digital Divide and Technological Infrastructure and (3) Adaptation to Remote Learning and Teachers' Methodologies.
How did students and teachers respond to the challenges of English language learning and teaching during the COVID-19 pandemic at Colegio Paulo Freire IED?	Primarily addressed by Categories (2) Institutional and Administrative Support and (4) Psychosocial Dimensions: Emotions, Motivation and Self-Regulation.

Table 4. Linkage Between Research Questions, Sub-Questions and Findings

Category 1: Digital Divide and Technological Infrastructure

One of the most mentioned aspects in the interviews and life stories was the lack of resources and connectivity during the pandemic. This unequal access to devices and unfamiliarity with online learning and teaching environments highlighted the significant digital divide mentioned by Van Dijk in his Resources and Appropriation Theory. According to this theory, inequalities are material or physical but also, they can be related to digital skills and usage (Van Dijk, 2017). Throughout the narratives of the participants, it became clear that these different types of inequalities had long existed and were simply exacerbated by the pandemic

and the shift to remote education, revealing structural gaps in education around technology and the technological infrastructure faced by public schools and the city, more generally.

As an example of the aforementioned, one of the participants said:

Lo que no me hizo asistir a las clases en cuestión es el internet. Yo no tenía internet. [...] Yo vivía en un lugar donde no llegaba ni la señal, entonces era muy complicado para mi meterme a las clases. [*"What kept me from attending the classes in question is the internet. I didn't have internet. [...] I lived in a place where there was no signal, so it was very complicated for me to attend the classes".*] (ST 6, 11th, Interview, Question 7).

As we can see, the problem was not only the lack of an internet provider, but also the fact that coverage and signal in some areas of the city did not guarantee reliable access to the population. Besides, an additional issue was that some students had limited access to devices.

As one participant explained:

Sí contaba con dispositivo, pero era un poco complicado ya que mis dos hermanos también tenían que conectarse y solo contábamos con un solo dispositivo. [*"I did have a device, but it was a bit complicated because my two siblings had to connect as well, and we only had one device [a cellphone]."*] (ST 14, 11th, Life Story)

On the other hand, there were students who did have internet service. However, connectivity issues and deficiencies in the service were constant for many of them, as they frequently faced problems with power electricity, and a deficient quality service, despite having an active service and provider. Participant 1 said:

[...] a eso se le suma el hecho de que nuestro servicio de Internet era todavía más incompetente que mi computador y entregar los trabajos era una odisea. [...] ¡Uy, Dios

mío! El servicio de internet en pandemia fue la peor experiencia de toda mi vida. A cada rato se apagaba de la nada. También, a veces se me iba la luz así de la nada y era como: "¡Ay!, ¿y ahora, ¿qué hago? Sí, y entonces en esos momentos, ¿sí?, como que a veces los encuentros sincrónicos se me dificultaban. [*"[...] added to that the fact, our Internet service was even more incompetent than my computer and handing out assignments was an odyssey. [...] Oh my God! The pandemic internet service was the worst experience of my entire life. Every now and then it would shut down out of nowhere. Also, sometimes the power would go out like that out of nowhere and it was like, "Oh, what do I do now? Yes, and then in those moments, yes? Sometimes the synchronous classes were difficult for me."*]

Another situation that emerged was the opposite of lacking connectivity and resources, and it was related to the lack of knowledge for using devices and navigating. As Van Dijk (2017) states, "obtaining physical access makes no sense when people are not able to use technology. So, skills and competencies are also needed for access." A clear example of this is reflected in what Student 2 shared:

Tengo internet, tengo computador, tengo todas las herramientas, pero ¿cómo la utilizo y qué busco? ¿Dónde lo busco? ¿Cómo lo hago? [*I have internet connection. I have a computer. I have all the tools, but how do I use them and what do I look for? Where do I look? How do I do it?"*]

This lack of digital knowledge was also evident among parents. In some families, the absence of connectivity, devices, and digital literacy affected lessons and the learning process of younger students who depended on adults for completing their tasks and connect to the synchronous lessons provided. As one teacher explained:

[...] la mayoría fue trabajo remoto. Digamos que alguna vez se hacía la sesión sincrónica, pero no era mucho el número de estudiantes que se conectaban. Los papás mismos no saben usar la tecnología, los niños son pequeños y dependen de los papás. [...] si hubiera tenido una población de estudiantes mayores habría de pronto servido porque ellos ya tienen más familiaridad con la tecnología, pero, pues, digamos que muchos papás: “no, no tengo internet, no sé usar eso, eso no me sirve, eso no entra”.
[“[...] most of it was remote work. Let’s say sometimes we had synchronous sessions, but not many students connected. The parents themselves do not know how to use technology. The children are small and depend on their parents. [...] If I had had older students, maybe it would have worked better because they are more familiar with technology. But, well, many parents said: “I don’t have internet. I don’t know how to use that. That doesn’t work. It doesn’t load...”.” (TE 2, Elementary, Interview, Question 6)

Nonetheless, older students also demonstrated limited digital knowledge. In this regard, one of the secondary teachers interviewed said:

[...] muchas veces uno nota que ellos nunca han usado un computador. No saben prenderlo, no saben cómo se utiliza Power Point, no saben explorar en un navegador, les cuesta mucho. Entonces, eso también es porque ellos nunca han tenido ese contacto.
“...] often you notice that they have never used a computer. They don't know how to turn it on, they don't know how to use Power Point, they don't know how to browse in a search engine, it's very difficult for them. So, that is also because they have never had that contact.” (TE 1, Secondary, Interview, Question 2).

These quotes reinforce that digital inequality extends “beyond access” to devices and connectivity, and that access alone is not enough, since media skills or knowledge about how to use these tools is essential, (Van Dijk, 2017).

On the other hand, despite families’ efforts to obtain devices and internet access, and despite the basic knowledge to use digital tools, the learning experiences were not always positive. Often, these tools were not perceived as appropriate for learning and were used in ways that led students to rely on apps or platforms that did not ensure meaningful understanding or practicing of English. One student expressed this clearly:

Cuando entramos a pandemia fue un cambio muy drástico, no tenía cómo conectarme a las clases virtuales hasta que mis papas pudieron conseguir comprar un computador y poner internet. Era muy complicado aprender así por medio de un computador, no era lo mismo que aprenderlo presencialmente, todo lo buscaba por el traductor de Google y hacia el trabajo, pero no aprendía nada, no entendía como poder hacer los ejercicios sin el traductor y no tenía mucho contacto con mis compañeros.

[“When we entered the pandemic, it was a very drastic change. I had no ways to connect to the virtual classes until my parents were able to buy a computer and access internet. It was very complicated to learn this way through a computer. It was not the same as learning it in person. I searched everything in the Google translator and did the work, but I did not learn anything. I did not understand how to do the exercises without the translator, and I did not have much contact with my classmates ”.] (ST 7, 11th, Life Story)

Students were not the only ones who faced challenges related to media skills. Teachers at Colegio Paulo Freire IED also experienced difficulties in this regard. While most of them did

not lack devices nor connectivity, their challenges were mainly related to digital skills and effective usage. The elementary teacher shared:

El tiempo de pandemia nos tomó por sorpresa a todos. En mi caso, afortunadamente tenía un buen dominio de herramientas tecnológicas, razón por la cual no tuve tantas dificultades como algunos otros compañeros que se vieron obligados de una manera repentina a utilizar tecnologías con las cuales no estaban familiarizados. [*The pandemic took us all by surprise. In my case, fortunately, I had a good manage of technological tools, which is why I did not have as many difficulties as some other colleagues, who were suddenly forced to use technologies they were unfamiliar with.*] (TE 2, Elementary, Life Story)

She further expanded her thoughts on this in the interview:

[...] yo, también, tengo en cuenta mucho el tema de la brecha digital. Muchos de mis compañeros, digamos... tienen más años que yo o algunos, de pronto, tienen la misma edad que yo- son contemporáneas a mí-, pero vienen de pueblos, entonces, sus procedencias como que influyen en esa familiaridad con la tecnología, esa relación que ellos tienen con la tecnología. [*“[...] I, also, take into account the issue of the digital divide. Many of my colleagues, let's say...some are older than me or some of them are the same age as me -they are my contemporaries-, but they come from small towns, so their origins influence their familiarity with technology, the relationship they have with it.*] (TE 2, Elementary, Interview, Question 3).

These reflections aim to a complex analysis of digital inequalities. As Van Dijk Resources and Appropriation Theory explains, digital inequity is not only determined by age or

professional status but is also influenced by geographical and socioeconomic factors (Leonard and Kunkeler, 2021). The teacher's observation puts in evidence how origin and backgrounds of some other teachers play a key role in shaping their relationship with technology and how this affected teaching and learning dynamics during the pandemic.

Based on what participants shared, several reflections emerge regarding the use of digital devices and online environments in the classroom. Today, the use and normalization of phones in school is evident, yet this has also become a challenge. Nowadays, for some students it is a must to own a cellphone, however, its constant use during lessons has created problems such as lack of concentration, classroom disruptions, reduced engagement, and so on. The following excerpts, both from a student and a teacher, reveal changes and tensions that exist between the presence of technology and the dynamics of daily life in educational settings:

[...] recuerdo que antes no era como tan constante la tecnología y, ahora, tú ves y pasas y cualquier persona tiene un celular ahí y ya. Es como que ahora...antes era como si a usted le veían un teléfono, se lo quitaban. O sea, no se podía dejar pillar o algo así. (Risas) Y, ahorita, sí es como ya constante en eso. ["[...] *I remember that before, technology was not so constant and now, you see and pass by, and any person has a cell phone there and that's it. It's like now...before it was like if they saw you with a phone, they took it away. I mean, you couldn't let them catch you or something like that. (Laughs). And now, it's like it's already constant*".] (ST 12, 11th, Interview, Question 23)

The elementary teacher emphasized that while virtual environments can be valuable, they are not always culturally viable within Colombian educational context:

Siento que la presencialidad es importante, pero que lo virtual, también, funciona. ¿Qué pasa? Siento que Colombia como cultura- es más una cuestión de Cultura-, no está preparado para la enseñanza virtual aún. En el caso de los entornos en colegios, en la educación formal, pues digamos que la virtualidad no es una opción porque tenemos condiciones de desigualdad muy grandes. [*"I feel that face-to-face is important, but virtual [learning], also works. What's wrong? I feel that Colombia as a culture - it is more a question of culture - is not prepared for virtual teaching yet. In the case of school environments, in formal education, well, let's say that virtuality is not an option because we have huge inequality conditions."*] (TE 2, Elementary, Interview, Question 14)

To conclude this theme, it is important to recognize that improving technological infrastructure in schools, homes, and communities in general must go hand in hand with providing meaningful training and digital literacy support for all members of the educational community. This training must go beyond the classroom. As Leonard and Kunkeler (2021) note, without opportunities to develop and apply digital skills outside the school, students will not develop strong competences regarding this area. Closing the digital gap requires not only infrastructure improvements but also continuous training, both for students and teachers. This gap should not be limited to schools, but it must reach students' homes and their familiar contexts. Precisely, this leads us into our next theme, which examines the role of institutional and administrative support. During the pandemic, the limited, inattentive and sometimes inadequate support from entities responsible for investing in education made it even more difficult for schools' communities to overcome digital inequities regarding access and all of the issues already mentioned, effectively.

Despite nearly five years having passed since the pandemic, the digital divide and infrastructural limitations remain significant barriers in public education sectors. At Colegio Paulo Freire IED, recent budget cuts mandated by the SED and Bogota's Mayor Office have delayed efforts to update computer labs and maintain existing technological equipment. Approximately 30 computers on school grounds remain non-functional, outdated, damaged, and mostly useless, and are a part of the official inventory for which teachers are responsible for, even though. Besides, some educators have not pursued further digital training, which continues to limit the effective integration of technology in the classroom. Although modest improvements in internet connectivity and digital literacy initiatives have emerged, these gains are uneven. Nonetheless, the increased use of mobile phones and social media platforms has allowed some students greater interaction with digital tools and exposure to English in virtual spaces, but these benefits are often incidental rather than systematic. These ongoing conditions reinforce the urgent need for structural investment, equitable resource allocation, and sustained digital inclusion efforts in schools like CPF.

Category 2: Institutional and Administrative Support

During the COVID-19 pandemic, the role of institutional and administrative support became critical when it came to helping schools to adapt to remote teaching and the educational crisis. Participants in this study shared and described their experiences in this regard, highlighting the government's responsibilities during this period, as well as the agreements with external entities, the resources provided by the school, and the general lack of institutional consciousness. While some of these tools created opportunities for some members of the school community, others only deepened the digital divide and placed additional obstacles to the learning and teaching processes during the pandemic.

Despite the existence of programs and agreements intended to support English learning prior and during the pandemic, such as the *Plan Distrital de Bilingüismo* and external agreements with the British Council, as well as the emergency remote plan designed by SED with the “*Aprende en casa*” program, participants repeatedly expressed frustration, unawareness, and confusion over apparent initiatives for helping students. One student shared:

Sí me enteré por ahí que estaban dando como 'tablets' o algo así, super...ajá, pero eso nunca lo vi. La verdad, nunca, jamás lo vi. ¡Jamás, jamás lo vi! ¡En ningún lado lo vi! Y sí, como que casos de 'SIM cards', pero como que las 'SIM cards' a veces ni funcionaban. O sea, yo tuve amigos que- literal- la 'SIM card' era "todo el año" y les funcionó un día y se dañó. Entonces, sí. ¡Uy! O, sea, yo escuché muchos casos, así como en esas cosas, como: "¡Ay, no! ¡Les vamos a dar ayudas!, pero pues, obviamente, las ayudas nunca llegaron. [*Yes, I heard that they were giving out 'tablets' or something like that, super... aha, but I never saw that. The truth is, I never, ever saw it. I never, ever saw it! I never saw it anywhere! And yes, there were cases of 'SIM cards', but sometimes the 'SIM cards' didn't even work. I mean, I had friends that - literally - the SIM card was "all year" and it worked one day, and it got damaged. So, yes, oops! Or, I mean, I heard many cases, about those things, like: "Oh, no, we are going to give you help", but obviously, the help never arrived*"].] (ST 1, 11th, Interview, Question 5)

This perception reveals not only institutional limitations for helping out all of the students but also demonstrates a lack of clear communication which can emphasize the disconnection among educational policies, investment decisions by the SED, and the actual needs of the school community, which affected students' realities. In spite of the complaints about the absence of

support, a small number of students had benefits with some initiatives, expressing how positive they were at some point. As one student shared:

Tablets, sí. [...] SIM card, también. [...] en esa pandemia se caía harto el internet. Entonces, uno tenía que estar ahí, bregue y bregue en esa cosa de computador. ¡Dos horas ahí cargando un archivo! Entonces...me sirvió. [*“Tablets, yes. [...] SIM cards, too. [...] in that pandemic, the internet failed a lot. So, you had to be there, struggling and struggling with the computer. Two hours there loading a file! So... it worked for me.”*] (ST 13, 11th, Interview, Question 13)

Regarding the agreement with the British Council, the lack of inclusion was also expressed by another student who stated:

Creo que solo fui yo el seleccionado. Creo que fueron muy pocos los que estuvieron ahí, también. [*“I think it was only me who was selected. I think there were very few who were there, too.”*] (ST 4, 11th, Interview, Question 21).

Besides, the lack of communication and information about entities and agreements that had been collaborating with the school for nearly five years at that point- such as the BC- was evident, as not all students recognized their work with the school. As one student commented:

¿Qué es el British Council? [*“What’s the British Council?”*] (ST 7, 11th, Interview, Question 14)

Another important aspect to highlight is the lack of communication regarding the requirements to access the institutional support programs. In some cases, students who were chosen to benefit from these initiatives were unable to take advantage of them due to the lack of

resources. Neither the institution nor the agreement entity provided help or guidance to students to ensure their participation. One student remembered:

En el Paulo Freire fui elegida para el British Council, sin embargo, cuando me inscribí no me hicieron la claridad de que debía tener un computador y, pues, en ese tiempo estábamos mal económicamente, no tenía el computador ni tenía los medios, entonces, no podía aprovechar mucho el curso porque estuve en el celular, pero no, no me funcionaba la plataforma. [*“At Paulo Freire I was chosen for the British Council, however, when I registered, they did not make it clear to me that I had to have a computer and, well, at that time we were economically in a bad moment. I did not have a computer, nor did I have the means, so I could not take much advantage of the course because I was on a cell phone, but no, the platform did not work for me.”*] (ST 5, 11th, Interview, Question 9)

A perception of abandonment, lack of recognition, and inadequate training and support was also evidenced and shared by the teachers. Their narratives reflect how challenging it was to manage remote lessons, maintain communication with parents, students, and the school administration, and transitioning to online environments unfamiliar with their daily dynamics. Many expressed feelings of being neglected by the institutions that were supposed to support them, leaving them with the sensation of being left alone to carry the weight of the crisis, sustaining education with their own resources. In this regard, both teachers said:

Inicialmente, el discurso de la Secretaría y la retórica eran: “No, ustedes son nuestros héroes. Se van a reunir un 16 de marzo de 2020- era un sábado- para así aquí mirar a ver las estrategias- de un momento a otro- para ver cómo vamos a atender a los niños”. Así nos quedamos año y medio, pero la Secretaría de educación no garantizó para los

docentes ni conectividad ni equipos, ni absolutamente nada y siento que éramos los culpables. No éramos más. Éramos simplemente las personas que teníamos que responder por ese proceso a costa de nuestra salud mental, de nuestros equipos, de nuestro internet. Ya. [*“Initially, the Secretariat’s speech and rhetoric was: “No, you are our heroes. You are going to meet on March 16, 2020 - it was a Saturday - so that here we can define strategies - from one moment to the next - to see how we are going to take care of the children”. We stayed that way for a year and a half, but the Secretariat of Education did not guarantee connectivity or equipment for the teachers, or absolutely nothing, and I feel that we were the guilty ones. We were nothing else. We were simply the people who had to answer for that process at the cost of our mental health, our equipment, our internet. That was it.”*] (TE 2, Secondary, Interview, Question 9)

El Colegio jamás nos dijo: “Oiga, tomé \$1000 pesos para su internet”. Jamás: “Oye, ¿tienes computador o no?”. Nada. Solamente responde. [...] Nunca. Nunca ni durante esos 3 meses y ellos no valoraron el esfuerzo que hicimos los ‘profes’ con nuestra propia plata, con nuestra propia energía, con nuestros propios computadores, con nuestros propios minutos, incluso, llamando a niños que no aparecieron. [...] La Secretaría jamás dijo: “Oiga, les voy a dar una bonificación porque ustedes están usando su internet, están usando su electricidad, están usando sus minutos para sostener la educación”. No. Ellos jamás vieron eso... [...]. [*“The school never said to us, “Hey, here’s \$1000 pesos for your internet.” Never, “Hey, do you have a computer or not?” Nothing. Just answer. [...] Never. Never even during those 3 months [the national riot] and they didn’t value the effort we as teachers made with our own money, with our own electricity, with our own computers, with our own mobile data, even calling children who didn’t show up. [...] The*

Secretariat never said: "Hey, I'm going to give all of you a bonus because you are using your internet, you are using your electricity, you are using your data minutes to support education. No. They never saw that... [...]." (TE 1, Secondary, Interview, Question 14)

Additionally, they perceived indifference for specific needs around their training and material support, not only linked to the school, but also to the British Council agreement, which they viewed as unnecessary and only bureaucratic rather than useful, supportive and well oriented towards English language processes. Both teachers illustrate this:

[...] siento que el British Council está más interesado en cobrar su dinero y los asesores o consultores que envían- muy pocos, porque no puedo decir todos- algunos, hace unos años antes de la pandemia, sí tenían como un interés en impactar a la comunidad y en hacer acompañamiento a los profes, pero de ahí en adelante, solamente han venido personas que quieren sus evidencias, que quieren sus reuniones y todos los años ahora es lo mismo. Entonces, digamos que no siento que sea una ayuda para los chicos. [*“[...] I feel that the British Council is more interested in collecting their money, and the advisors or consultants they send -very few, because I cannot say all of them- some, a few years ago before the pandemic, were interested in having an impact on the community and in accompanying the teachers, but from then on, we had had only people who want their evidence, who want their meetings, and every year it is the same thing. So, let's say that I don't feel it's helpful for the kids.”*] (TE 2, Elementary, Interview, Question 7)

Considero que el plan de bilingüismo, y las maneras en que se enmarca la enseñanza del inglés se encaminan de una manera errónea, quizás el lograr desarrollar otro tipo de interés y motivación en los estudiantes sería más efectiva a imponer conocimiento

descontextualizado al entorno. Esto se refleja en los convenios con el British Council, que no son totalmente exitosos, y cubren una mínima parte de la población lo sesga los procesos. [*I consider that the bilingualism plan, and the ways in which the teaching of English is framed are directed in a wrong way, perhaps achieving the development of another type of interest and motivation in students would be more effective than imposing decontextualized knowledge to the environment. This is reflected in the agreements with the British Council, which are not successful, and cover a minimal part of the population, which biases the processes".*] (TE 1, Secondary, Life Story)

Lastly, teachers also faced indifference towards their personal circumstances, health, and emotional well-being, affected by the excessive workload, isolation, lack of training and resources, etc. In this regard and remembering the return to the face-to-face lessons while the virus was still at its peak, one teacher recalled:

“Siento que en el colegio fue algo como: “es algo que tenemos que hacer y ya. No nos importa su situaciones personales, sus situaciones de salud, sus situaciones particulares”. En mi caso, pues tuve varios aislamientos porque tenía sospechas de COVID. Yo soy madre cabeza de hogar y, pues, para mí era muy complicado dejar a mi hija sola porque en el colegio de ella no estaban volviendo a pesar de ser, también, un colegio público. Siento que, en este colegio, es triste decirlo, pero aquí simplemente se da una orden, se imparte una orden y ya. Es solamente... el objetivo es implementar. No importan las personas, no importa la salud. No era la salud solamente de los maestros, era la salud de los niños.... [*I feel like in school it was something like, "It's something we have to do and that's it. We don't care about your personal situations, your health situations, your particular situations". In my case, I had several isolations because I had suspicions of*

COVID. I am a single head of household mother, and well, for me it was very complicated to leave my daughter alone because her school was not returning even though it is also a public school. I feel that, in this school, it is sad to say it, but here they just give directions. They give an order and that's it. It's just... the goal is to implement. They don't care about the people. They don't care about health. It wasn't just the health of the teachers, it was the health of the children, as well..."] (TE 2, Secondary, Interview, Question 10)

These testimonies reflect the lack of institutional and administrative support during the COVID-19 pandemic, which evidences a bigger failure in preparedness and policy coherence within the framework of Crisis Management Theory. As McEntire (2005) argues, effective emergency management in diverse crises must go beyond reactive measures and integrate principles of prevention, preparedness, and collaboration across multiple actors and sectors. The absence of adequate training, communication, and support for both students and teachers at Colegio Paulo Freire IED reveals vulnerabilities that were intensified during the pandemic. Additionally, Chatzipanagiotou and Katsarou (2023) emphasize the importance of educational leaders acquiring specific crisis management competencies that enable informed decision-making, and structured recovery plans. These traditional approaches often treat crisis management as a linear process, going from prevention phases to response and then recovery ones, however, these authors propose a more suitable cyclical model for education. This includes stages of detection, preparation, resolution, recovery, and learning, with emphasis on reflection and continuous professional development. From this perspective, the failure to adopt a more suitable approach to manage the crisis by the school directives and the SED explains the perception of abandonment and lack of institutional care expressed here by students and teachers.

In the specific case of English language teaching and learning, this lack of coordination and support also hindered access to meaningful resources, training, and appropriate strategies, limiting students' opportunities to engage with language in effective ways. Consequently, English instructions suffered from the same improvisation and inequity, revealing the urgent need for crisis management strategies that reduce vulnerability and enhance resilience across all levels of the educational system.

To effectively respond to these challenges, educational institutions might consider investing in specialized training for English language teachers focused on emergency and low connectivity educational contexts, as well as developing bilingual materials that are accessible without constant internet connectivity. and promote collaboration between English teachers across schools to share adaptable practices. These needs remain highly relevant today, as many public schools continue to face limitations in digital infrastructure and teacher training. Strengthening preparedness and institutional support would not only improve the quality of English instruction in future crises but also enhance current practices in hybrid and digital learning and teaching classrooms.

Category 3: Adaptation to Remote Learning and Teachers' Methodologies

Once students and teachers transitioned into digital inequities and a lack of support, the adaptation to a remote learning model from face-to-face instruction during the pandemic was another challenge. This adaptation brought changes in the classroom dynamics, content, and certain methodologies, creating diverse perceptions of online instruction, interaction, and assessment, as well as the challenges of keeping engagement in the classes and comprehension of tasks and topics, which were shared by the participants of this study. This category, then, explores how students and teachers at Colegio Paulo Freire IED perceived these changes,

revealing tensions, improvisations and strategies that emerged. Community of Inquiry (CoI) theory will be referenced, since it sheds light on the lack of cognitive, social, and teaching presence in these new environments. Also, Transactional Distance theory, as it explores synchronous practices and remote learning around dialogue, structure, and learner autonomy.

A common experience shared by the participants was the sense of disconnection, the lack of feedback, and the use of unattractive materials, which contributed to a negative perception of remote and virtual environments. In such cases, teaching presence is correlated to cognitive presence and determines how design, instruction, and facilitation of information result in greater learning outcomes and motivation in students (Akyol and Garrison, 2008). One student shared:

[...] en las clases virtuales era muy diferente porque era muy fácil desconcentrarme para mí y siento que no aprendí mucho en inglés porque sentí que el tiempo de enseñanza en el momento de pandemia solo fue hacer guías y entregarlas. Pudo haber una que otra retroalimentación, pero no siento que era lo mismo. [*“[...] in the virtual classes it was very different because it was very easy to lose focus for me, and I feel like I didn't learn much in English because I felt like the teaching time at the time of the pandemic was just working on guides and handing them out. There might have been one or two feedback observations, but I don't feel like it was the same.”*]

Besides the aforementioned aspects, depending mostly on printed guides was not perceived as an effective educational response during the pandemic. Unfortunately, the program and strategy proposed by SED, “*Aprende en casa*”, centered on designing guides to support continuity of instruction for students, but this turned out to be demotivating and exposed that some teachers were not prepared to develop and design original material all of the sudden. This invites us to reflect on the challenges of time, training, and efforts required to produce meaningful

instructional content. As noted by Falloon (2011), the principal factors affecting student engagement go beyond technical issues, but also depended on structural elements such as assessment, a lack of clarity and objectives, poor communication, and organization during learning periods. As one student expressed:

[...] recuerdo que una profesora de inglés simplemente nos enviaba unas guías que yo podía encontrar en internet, pero no nos dictaba clase o, simplemente, era “solucione las guías como pueda” y, claramente, no me sirvió de nada y fueron como dos años perdidos. [*I remember that one English teacher simply sent us some guides that I could find on the internet, but she didn't give us a class or, it was just “Solve the guides as you can”, and clearly, it didn't help me at all, and it was like two years lost.*] (ST 12, 11th, Life Story)

The absence of dialogue and teaching presence led many students to rely on digital tools that, sometimes, limited their cognitive abilities and only helped them to complete activities without meaningful learning. An example of this is the use of translators online, such as Google Translator:

Yo siempre usé traductor, realizaba las soluciones en español y luego traducía y lo copiaba. Realmente así no aprendí nada, totalmente nada. Sabía que si sacaba buena nota no estarían calificando mis conocimientos sino los del traductor (la profe no se dará de cuenta, pensaba, pero mi hueco de aprendizaje del inglés cada día era más grande). [*I always used a translator. I developed the tasks in Spanish and then translated and copied them. I really did not learn anything at all. I knew that if I got a good grade, they would not be grading my knowledge but the translator's (the teacher would not notice, I thought, but my English learning gap was getting bigger every day).*] (ST 2, 11th, Life Story)

On the other hand, communication and effective pedagogical practices contribute to Cognitive and Teaching presences, developed by the CoI theory. Indicators of their presence can be reflected on the good relationship some students and teachers build in a distanced environment, as not only their communication was fluent but also their pedagogical resources and dynamics allowed interest, motivation, and a sense of progress (Akyol and Garrison, 2008). In this regard, one of the students shared:

La relación con mi profesor fue muy buena, nos teníamos apodos entre nosotros, era divertido y me sentía en confianza con él, con mis compañeros fue una amistad simple, nada del otro mundo nos llevábamos bien. En las clases de inglés, tuve acceso a cartillas, guías, videos, fotografías e incluso películas. [*"The relationship with my teacher was very good, we had nicknames for each other, it was fun, and I felt confident with him, with my classmates it was a simple friendship, nothing out of the ordinary, we got along well. In English classes, I had access to primers, guides, videos, pictures and even movies."*] (ST 4, 11th, Life Story)

As we see, perceptions of remote learning and virtual environments or learning turned out to be rejected by some students since they did not engage in or felt positive outcomes in their academic performance. This highlights a predilection for face-to-face models, around social presence, giving relevance to interaction and human contact. As an example, one student said:

O sea, sí es buena la virtualidad, pero siento que le hace falta, como que algo...es como que el contacto. Hace falta eso de...lo humano. [...] Porque...yo voy a ser sincero. Yo, en el momento que iba a estudiar o iba a hacer algo, yo iniciaba a escribir en el teclado y, pues, terminaba viéndome televisión o cosas así, entonces... [me permitía] distraerme más. [*"I mean, virtuality is good, but I feel it lacks something...it's like contact.*

There is a lack of... the human aspect. [...] Because... I am going to be honest. When I was going to study or to do something, I would start typing on the keyboard and, well, I would end up watching TV or something like that, so... [it allowed me] to distract myself more. ”] (ST 8, 11th, Interview, Question 4)

This relevance to social presence is also recognized by teachers since there was a need for direct interaction that online and remote environments could not replace. One teacher explained:

Sí funcionan, pero en todos esos paradigmas, en toda lo que he vivido después de la pandemia, en todo lo que he estudiado, sin lugar a duda el contacto entre personas es fundamental. O sea, el computador te puede dar muchas cosas. El tema de hacer reuniones virtuales y todo es muy funcional porque, digamos, tú puedes estar en cualquier parte del mundo y puedes conectarte, hablar, o sea, es maravilloso. Pero el tema ya social, de comportamiento en entorno, de que yo pueda desarrollar habilidades blandas- hoy en día se llaman- es fundamental la presencialidad. ["Yes, they work, but in all these paradigms, in everything I have lived through after the pandemic, in everything I have studied, without a doubt, contact between people is fundamental. In other words, the computer can give you many things. The issue of virtual meetings and everything is very functional because, let's say, you can be anywhere in the world and you can connect, talk, that is, it is wonderful. But the social issue, of behavior in the environment, of being able to develop soft skills - today they are called soft skills - it is essential to be in person".]

(TE 1, Secondary, Interview, Question 21)

Nonetheless, some students experienced in-person lessons as overwhelming since returning to face-to-face lessons in alternation (*RGPS, Regreso Gradual Progresivo y Seguro*) was another adaptation period that brought other dynamics, even though it recovered some others. Some

students that came from other countries or cities experienced cultural and academic shock as they started studying English for the first time in their lives. For example, this is what a Venezuelan student recalled:

[...] llegar a un país donde la mayoría de mis compañeros tiene un proceso de aprendizaje del inglés aproximadamente hace más de ocho años, yo apenas comenzaba con ello y llegar a tener clases donde la profesora hablaba totalmente en inglés fue un choque total para mí, aun así sabía que tenía que seguir, mi esfuerzo por entenderle era mucho, pero nunca sabía con claridad de que hablaba, llegar a ese salón de clase para mí era una tortura, el deseo de que las horas pasaran y el cambio de clase llegara, era constante. [*“[...] arriving to a country where most of my classmates have a process of learning English approximately more than eight years ago, I was just starting with it and getting to have classes where the teacher spoke entirely in English was a total shock for me, even so I knew I had to continue, my effort to understand her was a lot but I never knew clearly what she was talking about, getting to that classroom for me was a torture, the desire for the hours to pass and the change of class to arrive, was constant.”*] (ST 2, Life Story)

During adaptation, teachers' methodologies also changed. While some incorporated multimedia resources, others simplified content or highlighted completion over comprehension, which had effects on their motivation, as well as on students' motivation. Besides, some of these practices and modifications were the result of excessive workload, demands by parents and school directives, SED requirements and policies, and so on. One of the teachers expressed:

[...] lidiar con tener que bajar el nivel a lo más mínimo para no perjudicar el nivel de los estudiantes, las constantes reuniones y el tener que brindar números y email a los

padres fue una tortura, algunos eran demasiado irrespetuosos y no les interesaba la hora, y nos veían como la solución del problema, a los cual nunca pudimos atender porque existían situaciones que se salían de nuestra potestad como docente. [*“ [...] dealing with having to lower the level to the minimum so as not to harm the level of the students, the constant meetings and having to provide numbers and email to parents was torture, some were too disrespectful and did not care about the time, and saw us as the solution to the problem, to which we could never attend because there were situations that were out of our power as a teacher.”*] (TE 1, Secondary, Life Story)

Teacher 2 elaborated on this regard by highlighting boundaries with parents, emotions, and communication alterations, changing their work and professional dynamics:

Eso dificultó muchísimo las cosas para mí que tengo cursos de primero a quinto de primaria, esos son más o menos 14 cursos diferentes. En una población de más o menos 479 estudiantes, lo cual, pues hizo muy difícil el trabajo para mí. Inicialmente para facilidad de los papás, comencé a atender por WhatsApp, pero la verdad era muy terrible porque los papás escribían a diario y demandaban que uno les respondiera, pero lo que ellos no entendían era que eran muchísimos estudiantes y una cosa es atender 35 estudiantes cada hora en el colegio, a la vez que atender los 479 en todos los días en toda la jornada a toda hora, porque escribían a la madrugada, escribían en la noche, escribían los domingos.... [*“That made things very difficult for me because I have classes from first to fifth grade, that's more or less 14 different classes. In a population of 479 students, which made the job difficult for me. Initially, to make it easier for the parents, I started to answer by WhatsApp, but the truth is it was terrible because the parents wrote daily and demanded a reply, but what they did not understand was that there were so many*

students. One thing is to attend 35 students every hour at school than 479 students every day at every hour of the day, because they wrote at dawn, they wrote at night, they wrote on Sundays..."] (TE 2, Elementary, Interview, Question 1)

Positive outcomes and opportunities also emerged in this time. Some students experienced a different approach since this disruptive period emerged as an opportunity to develop digital skills and motivation towards different tools and new learning. As some students said:

Siento que ahora aprender idiomas es un poco más fácil, pues contamos con apps o plataformas que nos ayudan aprender desde la tecnología,” [*“I feel that, now, learning languages is a little easier, because we have apps or platforms that help us learn from technology.”*] (ST 12, 11th, Life Story)

[...] pero así aproveche tener internet, computador y celular para estudiar el inglés por mi cuenta. Escuchando música y viendo películas o series y/o viendo profes es YouTube. [*“[...] but I take advantage of having internet, a computer, and a cell phone to study English on my own. By listening to music and watching movies or series and/or watching teachers on YouTube.”*]. (ST 13; 11th; Life Story 13)

Students that were able to attend synchronous encounters gave positive insights into how these lessons helped them build key features around their social abilities and served as important spaces to endure the pandemic. As one student expressed:

[...] fue una experiencia muy buena porque gracias a eso he podido tener mejores relaciones con las personas con las que ya tenía. He podido hablar sobre cosas que me interesan y aprender a escuchar a las personas. La verdad, las clases para mí fueron la salvación en la pandemia. [*“[...] It was a very good experience because thanks to it, I*

have been able to improve my relationships with the people I already knew. I have been able to talk about things that are of interest to me and learn to listen to people. Honestly, these classes were a lifesaver for me during the pandemic.”] (ST 4; 11th; Interview 4)

On the other hand, some students began to perceive English as an valuable skill for their personal and professional lives. This aspect will be discussed more in the following sections. One example of this, however, is mentioned by a student who noted:

En esta materia la percibo que es un lenguaje muy interesante que nos ayudaría a abrir muchas puertas tanto en lo personal como en lo laboral. [“In this regard, I perceive it to as a very interesting language that would help us open many doors, both personally and professionally.”] (ST 2; 11th; Life Story)

Teachers also adjusted their methodologies by incorporating remote teaching tools and strategies to improve their practices. Many demonstrated adaptability in using synchronous sessions to their advantage, despite the overwhelming workload. One teacher, for example, explained how she reorganized her schedule to manage a high number of elementary school classes more effectively:

[...] algunas veces hacía encuentros, pero pues lo que hice fue... como yo tengo... en ese momento tenía 14 cursos de 15 de la primaria, ¿sí? Lo que yo hice fue, fue que los hacía por grado. Porque inicialmente, no: 501, 502, 503... no, eso no funciona. Entonces, lo que hacía era hacer 5 encuentros en la semana. Cada día hacía uno. [“[...] sometimes I organized encounters, but what I did was... since I have... at that time I had 14 courses out of 15 in elementary school, right? What I did was to combine them by grade. Because

initially, no: 501, 502, 503... no, that doesn't work. So, what I did was organize five encounters a week. I did one every day."] (TE 2; Elementary; Interview 16)

In addition, some teachers were motivated by their experiences during the pandemic to pursue further training focused on the development and effectiveness of virtual learning environments. This positive response highlights a shift toward professional growth and preparedness for future educational challenges. As one teacher explained:

[...] cuando pasó la pandemia empecé a estudiar una maestría, pero la centré en eso: en cómo los espacios virtuales del aprendizaje... cómo se desarrollan, cómo hacer para que los chicos aprendan, en todo eso para, pues, para tener herramientas para un futuro. [“[...] when the pandemic was over, I started studying for a master's degree, but I focused on that: how virtual learning spaces develop, how to get kids to learn, all of that, so that I would have tools for the future.”] (TE 1; Secondary; Interview 15)

Concluding this theme, the findings related to the adaptation to remote learning environments reveal a wide variety of responses from both students and teachers from CPF. While some participants demonstrated flexibility and creativity in face of a new pedagogical environment, some others expressed how this adaptation was affected by limited technological access, fragmented communication between educators and peers, lack of confidence in using digital tools, but also challenges at emotional, cognitive, and pedagogical levels. Institutional adaptation was often reduced to the individual efforts to cope with a context not easy to face by students and teachers, because they were not fully prepared. These individual efforts are valuable but highlight the absence of meaningful strategies to generate engagement in students and ensure more preparation for teachers.

Lastly, regarding the Community of Inquiry (CoI) theory, we can understand and interpret these challenges. The disruption of teaching presence (through limited guidance and feedback), social presence (due to reduced interaction between teachers and peers), and cognitive presence (as students struggled to construct and apply knowledge in isolation) illustrates how key elements of effective learning environments were compromised. The weakened presence of these three dimensions explains the sense of disconnection and demotivation reported by many participants. Therefore, the theory helps us understand that adaptation did not occur at a collective level, but rather through isolated and sensitive actions, exposing the need for schools to develop pedagogical strategies and support systems that preserve these presences in any future remote or hybrid educational situation.

Category 4: Psychosocial Dimensions: Emotions, Motivation and Self- Regulation.

Throughout the previous final categories, recurring references of demotivation, lack of interest, frustration, and emotional exhaustion were evident. These emotional expressions reflect a deeper dimension that shaped the experiences of both students and teachers at Colegio Paulo Freire IED. The final emerging theme, crucial for understanding these lived realities, centers on psychosocial dimensions, particularly emotions, mental health, motivation, and learner's autonomy, therefore, this theme addresses the emotional challenges of isolation, frustration, and uncertainty, alongside the motivational struggles caused by lack of routine, and interaction. It also explores the self-regulation strategies participants used to stay engaged with their learning or teaching responsibilities despite their interrupted contexts.

Although emotions and mental health are not linked to foreign language knowledge, emotions such as fear, frustration, boredom, and anxiety had a direct impact on motivation and learning, affecting the process of learning in any discipline as well as influencing teaching practices.

Throughout the data, participants often referred to how their mood and emotionality shaped everything they attempted to do at school, and how excessive workload had profound consequences for their health. The elementary teacher said:

[...] yo comencé a sufrir de estrés laboral y comencé a sufrir de ansiedad, a raíz de esto. Tal vez fue un poquito frustrante ver que mis esfuerzos no estaban siendo tenidos en cuenta por la institución, porque aquí ignoraron mi problema. Aquí no me disminuyeron la carga. [...] en algún momento solicité una reunión con la rectora y le dije que yo no podía más, que yo iba a renunciar. O sea, era tanta mi desesperación que yo estaba pidiendo ayuda a gritos. Yo le dije: “Yo voy a renunciar y ya no aguanto más reuniones, no aguanto más cosas. O sea, quieren que me conecte a reuniones, pero también que les haga clases sincrónicas a los niños, pero también que atienda las guías, pero también que atienda 470 y tantos mensajes en WhatsApp. [*“[...] I started to suffer from work stress and anxiety, as a result of this. Maybe it was a little frustrating to see that my efforts were not being considered by the institution, because here they ignored my problem. Here, they didn't reduce my burden. [At some point I requested a meeting with the principal, and I told her that I could not take it anymore, that I was going to resign. I mean, I was so desperate that I was screaming for help. I told her: "I am going to resign, and I can't stand any more meetings, I can't stand any more things. I mean, they want me to connect for meetings, but they also want me to give synchronous classes to the children, but they also want me to attend the guides, but they also want me to attend 470 or more messages on WhatsApp”*]. (TE 2, Elementary, Interview, Question 1- 4)

Besides, those who were less overwhelmed also recognized the lack of concentration, inactivity and disconnection affecting in negative ways their learning dynamics, expressing they

did not learn anything at all using digital tools and online environments, adding how isolation and loneliness impacted their learning processes. According to Akyol and Garrison (2008), social presence might not have significant impact on learning as teaching and cognitive presence have, however, the authors found that social presence does have an impact on online environments since students find this learning experience new and “informal”. In this sense, communication, interaction, affective expressions, and emotions, might determine learning climate. An example of this is what one student stated:

Siento que la virtualidad no, no me favoreció para nada ni en mi vida académica, ni en mi vida sentimental ni emocional, porque estar todos los días en la casa, no salir, no relacionarme con nadie, todo eso pues me afectó demasiado, entonces diría que sí, en gran parte la virtualidad sí me afectó demasiado. [*“I feel that virtuality did not favor me at all, neither in my academic life, nor in my emotional or sentimental life, because being at home every day, not going out, not relating with anyone, all of that affected me too much, so I would say yes, to a great extent, virtuality did affect me too much.”*] (ST 5, 11th, Interview, Question 5)

Other participants shared how their emotional struggles affected their ability to study and even perform basic daily routines. One student shared:

Esto ocasionó claramente un problema en mi aprendizaje porque realmente no podía ni siquiera levantarme de la cama. Tuve problemas alimenticios por meses, mi estado tanto físico como mental se deterioró gravemente y, por ende, también lo hizo mi ámbito académico. [*“This clearly caused a problem in my learning because I really couldn't even get out of bed. I had eating problems for months, my physical and mental state was severely deteriorated, and so was my academic environment.”*] (ST 1, 11th, Life Story).

Others shared how isolation and fear were overwhelming:

[...] Llegó pandemia y yo apenas tenía tres meses en ese nuevo colegio, no tenía muchos amigos y creo que poco había aprendido, todos en casa con pánico y miedo, preguntándose ¿Que pasara mañana? [“[...] *Pandemic came, and I had been at the new school for only three months. I didn't have many friends, and I think I had learned very little. Everyone was at home in panic and fear, wondering what will happen tomorrow?*”] (ST 2, 11th, Life Story)

Deep psychological and emotional impact due to isolation and health measures, impacted students' self-image and social behaviors. These social challenges had indirect effects on English language learning since due to its communicative nature, it often requires students to interact with each other and participate actively. In this regard, a student shared:

[...] pasó el tiempo hasta que ya quitaron las medidas de protección como el distanciamiento y el tapabocas, pero en ese momento ya me sentía mejor con el tapabocas puesto no me gustaba mi cara sin él, cada que intentaba quitarme el tapabocas no podía [...]. Ya llevo como 2 años usando el tapabocas. [...] yo creo que fue más que todo por no convivir con nadie más, entonces, fue por no socializar con nadie más. Y, pues, ya me acostumbré, después de tener el tapabocas en el colegio, a usarlo constantemente. [“[...] *time passed, and protective measures such as the distance and the mask were removed, but at that time I felt better with the mask on. I did not like my face without it. Every time I tried to remove the mask I could not [...]. I have been wearing the mask for about 2 years now. [...] I think it was mostly because I didn't live with anyone else, so I didn't socialize with anyone else. And, well, I got used to it, after having the mask at school, to use it constantly.*”] (ST 10, 11th, Interview, Question 4)

In addition, the physical environment some students were in also impacted negatively. Some of them shared aspects of their lives as a way to express how this period of lockdowns and quarantines was not enjoyable since their domestic environments lacked calm and stability:

En el momento de la pandemia, pues yo no podía salir, me sentía muy encerrada, estaba sofocada, estaba totalmente apagada, por así decirlo. O sea, la felicidad...uno dice: "no, yo era feliz porque estaba mi familia, estábamos juntos", la mía no era así porque había problemas todos los días, entonces era muy, muy triste estar en mi casa, por así decirlo". [*“At the time of the pandemic, well, I could not go out. I felt locked. I was suffocated. I was totally shut down, so to speak. I mean, happiness...you can say: “no, I was happy because my family was there, we were together”, mine was not like that because there were problems every day, so it was very, very sad to be at home, so to speak”.*] (ST 6, 11th, Interview, Question 2)

Precisely, these feelings gave relevance to school as a physical and social space, recognized as a place not merely for academic learning but also for emotional security and routine. For some students, the absence of this environment led to anxiety and a strong yearning to return, even in the face of uncertainty and learning difficulties:

Yo no hallaba qué hacer en ese tiempo de ese paro, entonces yo lloraba. Inclusive, había noches en las que yo lloraba por ya empezar otra vez el colegio así, así no entendiera. Yo quería entrar al colegio. Yo decía: "quiero llegar al colegio. [...] Era algo raro, que yo llorara por entrar al colegio, entonces era uff, súper extraño." [*“I could not find what to do during that time of unemployment, so I cried. There were even nights when I cried because I wanted to start school again, even if I didn't understand. I wanted*

to go to school. I would say: "I want to go to school. [...] It was something strange, that I would cry to go to school, so it was very strange."] (ST 6, 11th, Interview, Question 1)

Teachers also experienced demotivation and a profound sense of abandonment during remote teaching, which led to exhaustion and a loss of professional purpose. Teaching presence here was impacted by the lack of reciprocity from students, such as low response rates, missing assignments, and silence, causing negative effects on teachers who questioned their efforts:

[...] es triste porque en la pandemia uno se sintió abandonado. Entonces, se pierden las ganas porque tú intentas. O sea, para enseñar inglés, hay muchísimas herramientas online. Muchísimas. Pero cuando tu tratas de enviar eso y no hay reciprocidad, tú ves que te matas haciendo una guía todo un día y la envías para 15 días y de esas 240 que tienen que llegar llega 1, 2, 3 correos...entonces, tú dices: "Bueno, ¿para qué sigo haciendo guías?" ¿Sí? "¿Para qué me estoy matando?". [*It is sad because in the pandemic you felt abandoned. So, you lose the impulse because you try. I mean, to teach English, there are a lot of online tools. A lot of them. But when you try to send them and there is no reciprocity, you see that you killed yourself making a guide all day long, you send it for 15 days and of those 240 that you expect to be delivered, only 1, 2, 3 emails arrive...so, you say: "Well, why am I still being doing guides?" Yes? "Why am I killing myself?"*]

(TE 1, Secondary, Interview, Question 11)

Teachers also showed disappointment and frustration towards a perceived lack of transformation on professional and educational terms, after facing enormous challenges adapting remote teaching models, showing any innovation or meaningful change from the crisis. A teacher reflects on this:

Siento que hay muchos compañeros que volvieron a lo mismo. Es triste decirlo, pero volvieron a lo mismo. Entonces, digamos que uno dice: ¿de qué nos sirvió? No nos sirvió de nada porque no hay, ¿sí?... como un cambio en cuanto a eso. [*"There are many colleagues who went back to the same thing. It's sad to say, but they went back to the same thing. So, you say: what good did it do us? It didn't do us any good because there is no, yes?... like a change in terms of that."*] (TE 2, Elementary, Interview, Question 13)

Additionally, teachers expressed concern regarding resistance to English language as a subject, which ended up being a major challenge during remote learning and teaching periods.

Teacher 1 expressed:

Yo creo que para la materia que más fobia tuvieron, es para inglés porque, pues, por nuestra población, nuestros papas son como desconectados totalmente del inglés. Es un 'coco'. "Yo no sé inglés", "Profe, nada de inglés" ...entonces, "de pronto, en matemáticas ya te puedo hacer la suma, pero en inglés no. Yo no sé nada de inglés". Entonces, eso también como que te va bajando los ánimos a ti y tú dices: "Bueno, ni los papás, ni los niños, nadie quiere el inglés, entonces, ¿qué hacemos?". [*"I think that the subject they were most phobic about was English because, due to our population, our parents are totally disconnected from English. It's a bogeyman. "I don't know English", "Teacher, no English" ...so, "maybe in math I can do the operations, but not in English. I don't know any English." So, that also kind of lowers your impulse and you say, "Well, neither the parents nor the children, nobody wants to study English, so what do we do?"*] (TE 1, Interview, Question 11)

Even so, in parallel to the emotional challenges faced during the pandemic, students' self-regulation and autonomy also played a significant role in shaping their learning outcomes. While

some students disengaged due to a lack of motivation and interest, others took the initiative to find meaningful ways to continue learning English independently. Some students acknowledged:

A lo largo de la pandemia me enfoqué completamente en mejorar mi dominio del idioma, por lo tanto, me inscribí en distintos cursos gratuitos del Sena, además comencé a utilizar más frecuentemente plataformas como Duolingo, siento que a pesar de que fue complicado avanzar en esa época de pandemia, si obtuve conocimientos muy valiosos del idioma en ese tiempo. [*“Throughout the pandemic I focused completely on improving my knowledge of the language, therefore, I enrolled in different free courses from Sena. Also, I started to use platforms like Duolingo more frequently. I feel that, even though it was complicated to advance in that time of pandemic, I gained valuable knowledge of the language at that time.”*] (ST 5, 11th, Life Story)

Another student said:

En la pandemia, realmente no aprendí nada y lo poco que vi, eran temas que ya sabía o que no me llamaban la atención, por lo que le perdí cierto interés al inglés como asignatura, pero eso no significa que no haya desarrollado mis habilidades en el idioma. Recurría a videojuegos y series, principalmente. [*“In the pandemic, I didn't really learn anything, and the few things I did, were about topics I already managed or that didn't call my attention, so I lost some interest in English as a subject. But that doesn't mean I didn't develop my English skills. I used video games and TV series.”*] (ST 3, 11th, Life Story.)

As a conclusion, the findings highlight the essential role teachers played in shaping students' experiences during remote learning, particularly in sustaining motivation, engagement, and a sense of connection. As emphasized by Achuthan et al. (2024), teacher presence, manifested

through consistent communication, appropriate feedback, and meaningful material, significantly reduces transactional distance and enhances student satisfaction. These practices encouraged more collaborative and autonomous learning environments, helping to mitigate the disconnection, typically associated with online settings. The study reveals that when teacher guidance is clear and emotionally supportive, it promotes not only academic satisfaction, but also a sense of collective purpose, even under crisis conditions.

Beyond pedagogical fears, the emotional consequences of the pandemic were significant. The absence of social interaction and meaningful human contact contributed to elevated levels of stress, sadness, and emotional exhaustion. Daniela and Visvizi (2022) emphasize that social relationships are crucial to mental well-being, and their disruption can lead to serious psychological strain. Urbina (2021) identifies increased anxiety, depression, and sleep disturbances as continuing effects of the crisis, as factors that undermine mental concentration, emotional stability, and a required effective learning process.

These emotional disruptions directly impacted students' capacity for self-regulation. According to Zimmerman's Self-Regulated Learning Theory (2002), self-regulation depends not only on cognitive and behavioral strategies but also on emotional balance and motivation. When students experienced emotional exhaustion and disinterest, their ability to set learning goals, stay focused, and monitor their progress weakened significantly. Likewise, motivation declined as students felt disconnected from both peers and teachers, making learning feel like an isolated and meaningless task. These findings underscore the need for future educational strategies that prioritize psychosocial health, not as a minor issue to be concerned at, but as a preliminary and relevant condition for maintaining motivation and nurturing self-regulated learning. Supporting emotional well-being in educational settings, especially during crises, is essential to ensure that

students and teachers can remain engaged, resilient, and autonomous in their learning and teaching processes.

Chapter V

Conclusions

This study set out to explore the lived experiences of students and teachers at Colegio Paulo Freire IED during the unprecedented shift to Emergency Remote Teaching (ERT) brought about by the COVID-19 pandemic, with a particular focus on English language education. Guided by the principles of narrative research, data were collected through interviews and life stories. The analysis revealed how structural inequalities, emotional tension, and pedagogical challenges shaped the teaching and learning process during the pandemic. However, the findings also uncovered meaningful opportunities: some students and teachers developed digital skills, adopted autonomy, and discovered new ways of engaging with English beyond the classroom. These moments of growth and resilience demonstrate that even within crisis, education can be a space for adaptation, creativity, and personal development.

The research identified three categories of analysis: experience, opportunity, and challenge. As well as subcategories such as digital access, emotional well-being, pedagogical adaptation, and learner autonomy, merged into four emergent final categories that emerged from this analysis so that to illustrate both the depth of the crisis and the capacity of educational actors to respond effectively. The research identified three initial analytical categories- experience, challenge, and opportunity- used as reference points during the early stages of data coding. These categories helped classify participants' quotes and perceptions according to the nature of what they described during the pandemic. Experiences referred to what participants lived and recalled, challenges to the obstacles they faced, and opportunities to the positive outcomes or personal growth that emerged during this time. From this coding process and through constant comparison, a set of subcategories, such as digital access, emotional well-being, pedagogical

adaptation, and learner autonomy emerged from the data. These were later refined and reorganized into four broader, final categories that structure the findings chapter. This analytical path made it possible to illustrate both the depth of the educational crisis and the capacity of students and teachers to respond creatively.

For the emergent final categories that emerged (Digital Divide and Technological Infrastructure; Institutional and Administrative Support; Adaptation to Remote Learning and Teachers' Methodologies and Psychosocial Dimensions: Emotions, Motivation and Self-Regulation), the findings revealed that the pandemic exacerbated pre-existing educational inequalities. Limited access to technology and internet connectivity created significant barriers to learning, particularly for students from vulnerable backgrounds. Simultaneously, teachers were often unprepared for the sudden transition, with minimal institutional support or training. As Ray (2021) explains, the effectiveness of remote learning hinges on the degree of preparation and availability of technological infrastructure, which was notably lacking in many public schools. In this regard, the transition to ERT differed sharply from established virtual education models that involve intentional curriculum design and ongoing pedagogical planning.

Despite these obstacles, the crisis also generated instances of growth and innovation, as previously discussed. Several students demonstrated increased autonomy and developed new strategies for self-regulation, especially those with a growing interest of English language learning. At the same time, teachers also showed adaptability and a willingness to get proper preparation to manage digital tools. Community of Inquiry and Transactional Distance Learning Theories support and contextualize these findings, as both emphasize on the role of emotional and motivational processes in enhancing autonomy, academic satisfaction, and reflective thinking. Teachers, also, adapted by experimenting with asynchronous/ synchronous tools and

new methodologies. However, their efforts were often hindered by emotional exhaustion and limited institutional support. These emotional dimensions had a tangible impact on motivation and learning outcomes. As Daniela and Visvizi (2022) highlight, meaningful human interaction is crucial to psychological health, and its absence during prolonged remote education led to increased anxiety and burnout, which was evident in both students and educators.

In line with the Community of Inquiry framework (Garrison, 2009), the erosion of social presence, characterized by the lack of interpersonal connection and immediacy, further strained the educational experience. Without sustained teacher-student interaction, learners experienced isolation and disengagement. This emotional and cognitive distance also affects formative assessment, collaborative work, and sustained attention, all of which are vital for effective language acquisition. As Dörnyei (2002) notes, a student's motivation is deeply tied to their perception of the classroom as a social unit, encompassing teacher support and peer interaction.

The findings on psychosocial dimensions show that emotional distress and reduced motivation during the pandemic directly impacted students' ability to self-regulate and engage with learning. Following Zimmerman's Self-Regulated Learning Theory, the study highlights how emotional imbalance weakened students' focus, persistence, and autonomy. These results emphasize the need to prioritize emotional well-being in educational settings, not just in crises contexts, but as a basis for effective learning per se. In light of these insights, the following sections mention key pedagogical implications to guide future practices in both remote, hybrid and face-to-face contexts.

Pedagogical Implications

The findings of this study suggest several pedagogical implications that should enlighten future planning and policy, but also current teaching and practices in post-pandemic educational

settings. While the research focused on the period of Emergency Remote Teaching (ERT), many of the issues identified, such as emotional distress, unequal access to technology, and lack of institutional support, continue persistent challenges in today's public classrooms.

First, emotional, and psychological support must be viewed as integral to the teaching and learning process, not as auxiliary services. Even five years after the peak of COVID-19 crisis, many students and teachers continue to experience the remaining effects of prolonged isolation and academic disruption. In this sense, schools must establish mechanisms that assure social presence and emotional well-being, such as consistent feedback, collaborative peer interaction spaces, emotional monitoring, and psychological evaluations, in both face-to-face and virtual formats. These practices support students' motivation and self-regulation, which, as shown in this study, are deeply intertwined with their emotional conditions.

Professional development should go beyond technical training, since teachers need support with not only technological tools, but also in developing the pedagogical, cognitive, and emotional competencies necessary to enhance inclusive, empathetic, and engaging environments, both virtual and in person. This includes preparation for future disruptions, as well as the current adaptability in diverse public sector classroom contexts.

Furthermore, English language instruction must be recontextualized to better reflect students' realities and the limitations of their learning environments. Given the limited exposure to English outside the school and the lack of support from families, educators must adopt more meaningful, culturally relevant pedagogical strategies that build confidence and motivation. This includes integrating music, social media, and everyday language experiences that resonate with students' interests and environments helping them to reduce language learning and communication anxiety.

Finally, this study provides insights that are applicable beyond the COVID-19 context. In a world increasingly affected by crises, social or environmental, schools must be prepared to respond with flexible, inclusive, and psychologically supportive approaches. The lessons learned from ERT offer a path for building flexible and strong educational systems that can sustain learning even under uncertain conditions.

Limitations of the Study

This research focused on a single public-school context in Bogotá, and findings may not be generalizable to all educational institutions or regions. The small sample size (16 participants), while adequate for a narrative study, limits the ability to identify wide patterns. Additionally, the retrospective nature of participant versions may be influenced by memory bias or emotional framing, especially given the ongoing psychological effects of the pandemic. Language barriers during interviews may also have affected the expression of the experiences, especially among students.

Likewise, the emotional sensitivity of the topic and the depth of personal sharing required, especially in life stories, may have led some participants to withhold aspects of their experience due to discomfort, fatigue, or fear of being judged. These factors, although natural in qualitative research, may have constrained the range and overall truth of the data collected.

Further Research

Further studies should explore how emotional well-being, and social presence can be intentionally nurtured in remote and blended learning models, particularly in vulnerable educational contexts. Research could examine the continuous effects of pandemic period on student motivation, self-regulation, and academic outcomes. Additionally, comparative studies across different educational settings- public and private, urban, and rural- would offer a broader

understanding of institutional responses to crisis education. Finally, it would be beneficial to study how teacher training programs are developing in response to the lessons learned from the pandemic, especially in relation to English language teaching and digital literacy.

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Appendices

Appendix 1. Consent Form

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	<p>THE IMPACT OF COVID-19 PANDEMIC ON THE ENGLISH LEARNING AND TEACHING EXPERIENCIES AT A PUBLIC SCHOOL IN BOGOTA.</p> <p>TRADUCCIÓN: El impacto de la pandemia por COVID-19 en las experiencias de aprendizaje y enseñanza del inglés de un colegio público de Bogotá.</p>
Resumen de la investigación	<p>Esta investigación se realiza en el marco de la Maestría en Enseñanza de las Lenguas Extranjeras de la Universidad Pedagógica Nacional y tiene como objetivos el retratar y analizar las diversas situaciones vividas en el periodo de pandemia (confinamiento, cuarentenas, trabajo remoto, alternancia, postpandemia, etc.) específicamente en lo que respecta a las experiencias de aprendizaje y enseñanza del inglés en el Colegio Paulo Freire IED, y cómo las mismas se impactaron a diversos niveles al día de hoy.</p>
Descriptorios claves del proyecto de investigación	<p>Enseñanza; Aprendizaje; Inglés; Educación pública; Pandemia; COVID-19; Alternancia; Postpandemia; Experiencia; Autobiografía.</p>
	<p>Ser parte de un trabajo investigativo de maestría que contempla lo sucedido a nivel del aprendizaje y la enseñanza del inglés en Bogotá durante este</p>

Descripción de los posibles beneficios de participar en el estudio	periodo tan importante y a la vez complejo de la historia mundial es, sin duda alguna, una buena manera de contribuir al desarrollo de la historia de la educación en Colombia y de la formación en inglés en los colegios públicos de Bogotá. No nos encontraremos con un documento lleno de matices convenientes por parte de organizaciones o personas ajenas a lo experimentado en esta época frente a estos procesos, sino que nos encontraremos con una historia contada a por los mismos actores que conocieron este periodo de cerca: los estudiantes y los docentes, aportando a este estudio claridad y honestidad, retratando diversas realidades educativas.		
Mencione la forma en que se socializarán los resultados de la investigación	La investigación y sus resultados quedarán en el repositorio de la UPN, para que puedan ser consultados libremente, a partir del 2024.		
Explicite la forma en que mantendrá la reserva de la información	Toda la información suministrada por los estudiantes y docentes que son parte de la investigación se mantendrá como anónima dentro del documento y se mantendrá en total reservan por la autora del documento en cuestión.		
Datos generales del investigador principal	Nombre(s) y Apellido(s): Gabriela Vela Acosta		
	N° de Identificación: 1030543459	Teléfono	3155069905
	Correo electrónico: gdvelaa@upn.edu.co		
	Dirección: Para cualquier envío en físico, la dirección del Colegio Paulo Freire IED sirve para tal fin, siempre y cuando sean documentos o material que aporte a la investigación en curso.		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____

Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Firma del participante (si aplica),

Nombre:

Identificación:

Fecha:

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix 2. Data Collection Instruments: Student Life Story

Título del proyecto:

El impacto de la Pandemia por COVID-19 en las experiencias de enseñanza y aprendizaje del inglés en un colegio público de la ciudad de Bogotá.

Historia de vida:

Estudiantes del Colegio Paulo Freire IED

Agradecemos mucho que hayas aceptado ser parte de este estudio. Tu contribución es sumamente valiosa, pues con las experiencias que nos compartas podremos conocerte mejor como estudiante y tus experiencias durante la pandemia, especialmente en tu proceso de aprendizaje del inglés. Para empezar, vamos a pedirte que nos brindes una pequeña historia de tu vida, así como si estuvieses contándonos un cuento o brindándonos tu autobiografía. Te guiaremos con algunas preguntas para que puedas desarrollar mejor tu narración. Todo lo que nos quieras compartir será utilizado para este trabajo de investigación, únicamente. Tu nombre real no aparecerá, por ello usaremos un seudónimo, para así poder proteger tu identidad.

1. Comencemos presentándonos. Cuéntanos cómo te llamas, qué edad tienes, en qué curso estás, cómo llegaste a estudiar en el CPF, cómo percibes al Colegio, entre otros aspectos de tu vida que quieras compartir con nosotros. Todo lo que nos aportes será válido.
2. Luego, cuéntanos cómo percibes el inglés, como idioma y como materia. ¿Cuándo lo empezaste a aprender? ¿Te gusta este idioma? En tus tiempos libres y en tu cotidianidad, ¿escuchas o lees contenido en esta lengua? Compártenos todo lo que quieras decir o contar. Nos puedes contar anécdotas, opiniones o ideas alrededor de lo que representa o ha representado el inglés en tu vida.
3. Por último, sabemos que la pandemia por COVID-19 fue un momento histórico bastante infortunado a nivel mundial, que cambió la manera en cómo estudiábamos. Por esto, nos interesa mucho saber qué viviste en ese periodo de Pandemia y de Alternancia con relación al aprendizaje del inglés. Puedes guiarte con las siguientes preguntas: ¿Contabas con dispositivos para poder estudiar virtualmente? ¿Tuviste conectividad? ¿Qué sentiste que tuviste que cambiar sobre la manera en cómo estabas estudiando el inglés? ¿Qué fue lo más difícil de estas clases? ¿Qué se te facilitó? ¿Cómo fue la relación con los profesores de inglés y con tus compañeros de clase? Durante el trabajo remoto, ¿tuviste acceso a qué material? Siéntete libre de expresar con tu

narración lo que viviste en este proceso. Si quieres comentarnos algo que en las preguntas no esté contemplado, hazlo. Te leeremos con mucha atención y respeto.

Appendix 3. Data Collection Instruments: Teacher Life Story

Título del proyecto:

El impacto de la Pandemia por COVID-19 en las experiencias de enseñanza y aprendizaje del inglés en un colegio público de la ciudad de Bogotá.

Historia de vida:**Docentes de inglés.**

Agradecemos mucho que hayas aceptado ser parte de este estudio. Tu contribución es sumamente valiosa, pues con las experiencias que nos compartas podremos conocerte mejor como docente y conocer mejor tus experiencias durante la pandemia, especialmente en lo que fue y es tu proceso de enseñanza del inglés.

Para empezar, vamos a pedirte que nos compartas una pequeña historia de tu vida, así como si estuvieses contándonos un cuento o brindándonos tu autobiografía. Te guiaremos con algunas preguntas para que puedas desarrollar mejor tu narración. Todo lo que nos quieras compartir será utilizado para este trabajo de investigación, únicamente. Tu nombre real no aparecerá, por ello usaremos un seudónimo, para así poder proteger tu identidad.

1. Comencemos presentándonos. Cuéntanos cómo te llamas, dónde estudiaste, cómo decidiste ser docente y la razón por la que tomaste la línea de lengua extranjera. Además, nos gustaría que mencionaras cuánto llevas en esta labor, entre otros aspectos de tu vida que quieras compartir con nosotros. Todo lo que nos aportes será muy valioso.
2. Luego, cuéntanos cómo percibes el inglés, como idioma y como materia. ¿Cómo percibes la enseñanza del inglés en Colombia, en los colegios públicos, especialmente? ¿Qué piensas sobre el Plan Nacional de Bilingüismo? Adicionalmente, cuéntanos, si tienes conocimientos de posibles convenios que ha suscrito el MEN con otras entidades y todas aquellas estrategias que el MEN ha desarrollado a lo largo de los años en torno a la formación en lengua extranjera en el país. Nos puedes contar anécdotas, opiniones o ideas alrededor de lo que representa o ha representado el inglés en tu vida, así como otro aspecto que consideres pertinente comentarnos.
3. Por último, sabemos que la pandemia por COVID-19 fue un momento histórico bastante infortunado a nivel mundial, que cambió la manera en cómo trabajábamos, estudiábamos y aprendíamos. Por esto, nos interesa mucho saber qué viviste en ese periodo de Pandemia y de Alternancia con

relación a tu trabajo como docente y de inglés. Puedes guiarte con las siguientes preguntas: ¿Contabas con dispositivos para poder trabajar virtualmente? ¿Tuviste conectividad todo el tiempo? ¿Qué sentiste que tuviste que cambiar sobre la manera en cómo estabas enseñando el inglés? ¿Qué fue lo más difícil de estas clases? ¿Qué se te facilitó? ¿Cómo fue la relación con los estudiantes, los otros docentes y los acudientes de los estudiantes? Durante el trabajo remoto, ¿tuviste acceso a qué material? ¿Crees que la pandemia por COVID-19 impactó tus prácticas de enseñanza hoy en día? ¿Piensas que impactó de alguna manera a la enseñanza del inglés? Siéntete libre de expresar con tu narración tus puntos de vista y todo lo que viviste en este proceso. Si quieres comentarnos algo que en las preguntas no esté contemplado, por favor, hazlo. Te leeremos con mucha atención y respeto.

Appendix 4. Interview Student 5

**UNIVERSIDAD PEDAGÓGICA NACIONAL
MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS
INSTRUMENTO 2: ENTREVISTA A ESTUDIANTES**

ESTUDIANTE: STUDENT 5 (1105)

HISTORIA DE VIDA: [HISTORIA DE VIDA.docx](#)

Te damos de nuevo la bienvenida a seguir siendo parte de este proyecto de investigación sobre el impacto de la pandemia por COVID-19 y tus procesos de aprendizaje del inglés en el Colegio Paulo Freire IED. Leímos con mucha atención tu Historia de Vida y quisiéramos esta vez que habláramos sobre el mismo tema, pero incluyendo otros aspectos de tu vida y las experiencias que tuviste en los años 2020- 2021, con el confinamiento, la alternancia, la virtualidad, etc., contrastando todo esto con lo que vives ahora en el colegio y en tus clases de inglés. Siéntete libre de expresar lo que quieras, lo que consideres importante, lo que sientas que quieras decir. Recuerda, tu información será tratada con prudencia y no se revelará tu nombre real.

PREGUNTAS:

1. ¿Cómo te sentiste escribiendo tu Historia de Vida?
2. En tu Historia de Vida nos compartes un par de momentos bastante fuertes alrededor de la muerte de dos de tus seres queridos y cómo estas te afectaron a nivel académico, también. ¿Tus docentes o tu Colegio te ayudaron de alguna manera a sobrellevar estos duelos y tu estado de depresión? ¿Entendieron la razón de tu bajo nivel académico del momento?
3. Según lo que nos cuentas en tu Historia de Vida, ¿cómo fue la transición entre tu anterior colegio y el CPF?
4. Y, ¿en términos de lengua extranjera? ¿Cómo apoyaron tus profesores tu proceso de aprendizaje del inglés durante este tiempo?
5. Tanto en tu anterior colegio como en el CPF, ¿recibiste alguna ayuda del British Council u otro ente en particular durante estos años de pandemia y alternancia?
6. Cuéntanos, ¿qué recuerdas el Paro Nacional del 2021? ¿Cómo asumiste ese periodo de inactividad académica? ¿Te afectó de alguna manera?
7. Según tus experiencias y lo que has visto, ¿cuál crees tú que es el verdadero impacto que tuvieron esos 2 años de pandemia y alternancia para tu vida escolar y para el Colegio Paulo Freire?

Appendix 5. Interview Teacher 1

**UNIVERSIDAD PEDAGÓGICA NACIONAL
MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS
INSTRUMENTO 2: ENTREVISTA A DOCENTES**

DOCENTE: Teacher 1

HISTORIA DE VIDA: 16

INSTRUMENTO 2: ENTREVISTA A DOCENTES

Te damos de nuevo la bienvenida a seguir siendo parte de este proyecto de investigación sobre el impacto de la pandemia por COVID-19 y los procesos de aprendizaje y enseñanza del inglés en el Colegio Paulo Freire IED. Leímos con mucha atención tu Historia de Vida y quisieramos esta vez profundizar sobre aquellos aspectos pedagógicos, didácticos y laborales que se presentaron como desafíos educativos enormes y que nos interesa mucho conocer, dada tu experiencia.

1. Cuando se decretó la alerta sanitaria y el confinamiento, ¿cómo cambiaron tus rutinas como docente?
2. ¿Cuáles fueron los mayores desafíos que enfrentaste al cambiar a la enseñanza virtual, por medio de guías, en períodos de alternancia entre clases presenciales y virtuales, etc.?
3. ¿Qué estrategias y herramientas utilizaste para adaptar tus clases de inglés al entorno virtual y al remoto?
4. ¿Qué cambios específicos hiciste en tu plan de estudios o enfoque de enseñanza para adaptarte a la situación de la pandemia?
5. ¿Qué recursos y tecnologías encontraste más útiles para la enseñanza del inglés en línea y remota?
6. ¿Cómo mantuviste a tus estudiantes comprometidos y motivados durante este tiempo?
¿Conocías sus necesidades y limitaciones?
7. ¿Qué estrategias implementaste para trabajar cada habilidad de comunicación en el inglés?
8. En relación con el aprendizaje del inglés, ¿cómo evaluaste el progreso de tus estudiantes durante la pandemia?
9. ¿Qué ayuda te brindó el Colegio Paulo Freire IED, la Secretaría de Educación Distrital y el British Council durante este periodo de pandemia y alternancia? ¿Evidenciaste ayudas de estos entes hacia tus estudiantes?
10. ¿Qué nos puedes contar sobre tus clases 2021 con el Paro Nacional de abril 2021 y con el RGPS?
11. De las flexibilizaciones curriculares del momento, ¿hay algún aspecto que se mantenga?
¿Beneficiaron al área de inglés del Colegio Paulo Freire IED?
12. En términos generales, ¿crees que el Colegio Paulo Freire se ha visto impactado luego de la pandemia?
13. ¿Sientes que tus prácticas, enfoques, actividades y contenidos en tus clases de inglés han cambiado luego de la pandemia?
14. ¿Consideras que tus estudiantes han cambiado sus hábitos de aprendizaje del inglés con respecto a cómo eran antes de la pandemia?

15. ¿Tuviste alguna experiencia positiva relacionada con la enseñanza del inglés durante la pandemia que te gustaría compartir?

Appendix 6. Life Story Student 2

LIFE STORY 2

Hola, agradezco ser parte de este proyecto, me presento mi nombre es *** tengo 16 años de edad, actualmente curso el grado once en el colegio Distrital Paulo Freire; soy una chica de nacionalidad Venezolana que llego a Colombia en el año 2019, un año después tras buscar cupos en los colegios más cercanos a donde residenciaba pude ingresar al colegio, curse grado octavo y así continúe en mi proceso de aprendizaje y formación; para mí el colegio durante estos años ha sido un colegio bueno en las oportunidades de recreación y formación (podría destacar que contamos con profesores muy formados y especializados para su trabajo).

En mi experiencia personal el hecho de adaptarme a un país nuevo, conocer su cultura y su gente no fue tan fácil, el dejar amigos, compañeros y conocidos que tuve durante los años vivimos en mi país natal, fue una experiencia muy entristecedora, llena de depresión, ansiedad y mucho deseo de volver; después de seis meses de estar acá, mi familia decide regresar ya que no contábamos con una estabilidad económica, sin embargo luego de un tiempo en que mis papas regresaron y pudieron establecerse regrese a este país con mi hermana.

Para mí el inglés ha sido un trauma, ya que nunca lo aprendí mediante un proceso, sino que a mis 12 años cuando cursaba séptimo en Venezuela empecé a conocer mínimamente el Verbo to be y fue allí mi primer encuentro con el inglés. Tras luego llegar a un país donde la mayoría de mis compañeros tiene un proceso de aprendizaje del inglés aproximadamente hace más de ocho años, yo apenas comenzaba con ello y llegar a tener clases donde la profesora hablaba totalmente en inglés fue un choque total para mí, aun así sabía que tenía que seguir; mi esfuerzo por entenderle era mucho pero nunca sabía con claridad de que hablaba, llegar a ese salón de clase para mí era una tortura, el deseo de que las horas pasaran y el cambio de clase llegara, era constante; mi profesora de ese tiempo era muy didáctica nos enseñaba con dibujos y juegos en una pantalla (confieso que me escondía para no pasar y pronunciar las palabras, aunque una que otra vez no me salve, durante ese tiempo allí parada mi lengua más se trababa).

Mi experiencia no ha sido sana, por eso a estas alturas de mi vida solamente percibo el inglés como una materia que debo cumplir con las notas y trabajos para no perderla, nunca ha sido mi fuerte, a pesar de que soy una estudiante aplicada en todas las materias, el inglés es mi debilidad total, trato de evitar todo lo que tenga que ver con ello, me asusta el hecho de tener que enfrentarme con algo que no conozco para nada, aunque soy consciente que como idioma abre muchas puertas laborales y oportunidades para tu vida; no es malo, solo son malas experiencias que lo envuelven en mi cabeza y que me lleva a evitarlo diariamente.

Llego pandemia y yo apenas tenía tres meses en ese nuevo colegio, no tenía muchos amigos y creo que poco había aprendido; todos en casa con pánico y miedo, preguntándose ¿Que pasara mañana? Y en medio de todo ello nuestros directivos buscaron otras maneras de seguir con el proceso de aprendizaje de nosotros como estudiantes y empecé a tener clases por Teams, aprender por un celular nunca fue lo mismo, pero tener conexión a internet siempre me facilito el aprendizaje, las cosas que no entendía en las guías buscaba videos y así cumplía con mis tareas.

En el inglés fue fácil porque eran pocas las veces en que nos conectábamos con la profe y enviaba una que otra guía, yo siempre usé traductor, realizaba las soluciones en español y luego traducía y lo copiaba, realmente así no aprendí nada totalmente nada, sabía que si sacaba buena nota no estarían calificando mis conocimientos sino los del traductor (la profe no se daría de cuenta pensaba, pero mi hueco de aprendizaje del inglés cada día era más grande). Luego en noveno nos facilitaban un cuadernillo donde estaban todas las materias, para mi tener ese cuadernillo en físico fue genial, claro si lo pensaba de otras materias, pero el inglés siguió siendo lo mismo traducir y traducir así dure hasta que llegue a decimo donde me tuve que enfrentar al inglés nuevamente en un salón de clase, fue terrible, me encontraba con ese poco conocimiento pero en otra etapa más grande que exigía tener más de que ya tenía o del poco que tenía; si he aprendí durante ese tiempo y este tiempo estudiando presencial, no tanto como para ser bilingüe pero si como para entender una que otra palabra que dice la profe. Esos vacíos son muy notorios y más ahora después de que tuviste que enfrentarte a una prueba de estado como lo es el ICFES, donde solo es tu, tu hoja y tu aprendizaje sea poco o mucho.

No rechazo el inglés y tampoco lo condeno como malo, sé que algún día podre comenzar desde cero y darle la oportunidad de que entre a mi vida, pero no solo eso sino también de que pueda transformar mis conocimientos. Nunca es tarde para empezar de cero.

Appendix 7. Transcription of an Interview (Student 8)

00:00:00 DOCENTE ENTREVISTADORA:

Bueno, ***, *** del curso 1107 es la entrevista al número 8, entonces ***, bienvenido. Te voy a hacer una serie de preguntitas, son solo 7 a 8 preguntas y la primera pregunta es: ¿Cómo te sentiste escribiendo la historia de vida?

00:00:17 ESTUDIANTE PARTICIPANTE 8:

Pues, fue un momento más que todo introspectivo porque inicié a escribir de todo, se acordaron muchas cosas que pasaron en la pandemia, entonces sí, fue algo como que...recordando todo lo que hice en ese momento.

00:00:30 DOCENTE ENTREVISTADORA:

Según lo que tú nos cuentas en esa Historia de vida, tú sientes que las herramientas virtuales no son suficientes, ¿por qué motivos?

00:00:40 ESTUDIANTE PARTICIPANTE 8:

Porque siento que hace falta mucho una retroalimentación instantánea. Sí había retroalimentaciones, pero era muy esporádico y algunos profesores no respondían, como que cuando uno los necesitaba, entonces uno quedaba mucho con la duda.

00:00:52 DOCENTE ENTREVISTADORA:

O sea, más que la virtualidad es el ejercicio de la retroalimentación.

00:00:58 ESTUDIANTE PARTICIPANTE 8:

Sí, señora.

00:00:59 DOCENTE ENTREVISTADORA:

Y, la virtualidad, como tal, ¿tú crees que no es suficiente? O sea, que es versus la presencialidad, ¿es inferior? O, ¿cómo la ves?

00:01:09 ESTUDIANTE PARTICIPANTE 8:

O sea, sí es buena la virtualidad, pero siento que le hace falta, como que algo...es como que el contacto. Hace falta eso de...lo humano.

00:01:21 DOCENTE ENTREVISTADORA:

¿Por qué crees tu que el estudio virtual te desconcentra más que el presencial?

00:01:30 ESTUDIANTE PARTICIPANTE 8:

Porque...yo voy a ser sincero. Yo, en el momento que iba a estudiar o iba a hacer algo, yo iniciaba a escribir en el teclado y, pues, terminaba viéndome televisión o cosas así, entonces...

00:01:41 DOCENTE ENTREVISTADORA:

O sea, te permite...

00:01:43 ESTUDIANTE PARTICIPANTE 8:

...distrarme mucho más, o sea.

00:01:45 DOCENTE ENTREVISTADORA:
Entretenerte en otras.

00:01:47 ESTUDIANTE PARTICIPANTE 8:
Sí, señora.

00:01:47 DOCENTE ENTREVISTADORA:
OK. OK. Y, cuéntenos, ¿tú recuerdas algo del Paro Nacional del 2021? Que ese paro fue bastante largo, ¿tú recuerdas algo de eso? ¿Cómo asumiste ese periodo de inactividad escolar?

00:02:02 ESTUDIANTE PARTICIPANTE 8:
Pues, la verdad, sí el inicio lo sentí como que, bueno ya. Pero ya después uno como que se va amañando y, pues, volver a retomar las clases de ahí, sí es complejo porque uno inicia a reaprender otra vez, desde cero y otra vez se vuelve a mecanizar, entonces fue como un parón. Me detuve así en seco.

00:02:22 DOCENTE ENTREVISTADORA:
Pero ¿lo recuerdas de buena manera? ¿Fue tenso?

00:02:27 ESTUDIANTE PARTICIPANTE 8:
Sí, sí, fue tenso. Fue muy tenso porque, o sea, yo fui no los estudiantes que salió a marchar y me hice una que otra marcha y pues...eso con el ESMAD sí, corrí varias veces. O sea, sentí que el corazón iba a cien.

00:02:41 DOCENTE ENTREVISTADORA:
Y, esa cuestión de ir, salir a marchar- siendo tú tan chiquito-, porque, en ese momento, ¿cuántos años tenías?

00:02:48 ESTUDIANTE PARTICIPANTE 8:
Tenía como 16...15, aproximadamente.

00:02:51 DOCENTE ENTREVISTADORA:
Aproximadamente. Y tener, también, la cuestión del COVID-19 presente, ¿cómo se vivió esa situación, por ejemplo, en tu casa?

00:03:02 ESTUDIANTE PARTICIPANTE 8:
En mi casa, pues, fue muy complejo. Mi mamá trabajaba en ese entonces en un hospital, entonces cuando llegábamos teníamos tener todas las actividades de seguridad. Salió lo del paro, salí a marchar, salí una vez con mi mamá, otra salí con unos amigos y, pues, sí fue complejo. Les decíamos: "Pues, vamos a luchar por nuestros derechos, pero tenemos que cuidarnos sin dejar nada..."

00:03:27 DOCENTE ENTREVISTADORA:
Perfecto. ¿Cuáles crees tú que fueron los mayores desafíos a los que te enfrentaste durante la

pandemia y la alternancia en términos de aprendizaje?

00:03:40 ESTUDIANTE PARTICIPANTE 8:

Bueno, en el periodo de pandemia no sentí que aprendía mucho, pues hacia las guías rápido y pues ya. Las hacía por el paso. Y en el momento de la alternancia, tener una semana clases sí, la otra no, o sea, lo sentí como que aprendía y paraba, aprendía y paraba. Entonces, era como arranque y frene, arranque y frene, y pues no...no aprendí prácticamente nada.

00:03:59 DOCENTE ENTREVISTADORA:

Muy intermitente el proceso. Eh, ***, ¿en ese periodo tú recibiste alguna ayuda del British Council o del Paulo Freire?

00:04:09 ESTUDIANTE PARTICIPANTE 8:

No personalmente, pues, o sea, teníamos todo lo posible para habitar en la casa, entonces, como decimos entre nuestra familia, para qué tomar algo que le puede servir a otra persona, entonces, no.

00:04:19 DOCENTE ENTREVISTADORA:

O sea, las 'tablets' y las 'SIM cards', ¿todo eso no..?

00:04:22 ESTUDIANTE PARTICIPANTE 8:

No, nada de eso.

00:04:23 DOCENTE ENTREVISTADORA:

Y, ¿del British Council? Digamos, en tus clases de inglés del momento, ¿te ofrecieron alguna ayuda?

00:04:29 ESTUDIANTE PARTICIPANTE 8:

No, no muchas. No que yo sepa.

00:04:32 DOCENTE ENTREVISTADORA:

Bien, bien, bien. Listo. Ya, precisamente, adentrándonos a lo que es el aprendizaje de inglés como tal, ¿qué estrategias o recursos tu utilizaste en ese momento y utilizas ahora para mejorar tu habilidad en inglés?

00:04:51 ESTUDIANTE PARTICIPANTE 8:

Pues, en ese momento utilizaba mucho lo que era internet. Me ponía a escuchar el tema, entonces me ponía con el profesor y dele y dele. Repetía, repetía y repetía. Escuchaba muchas canciones en inglés, intentaba más o menos involucrarme más o menos con el inglés y con el idioma que estaba intentando aprender en ese momento.

00:05:08 DOCENTE ENTREVISTADORA:

Y, ¿ahora?

00:05:10 ESTUDIANTE PARTICIPANTE 8:

Ahora, pues, con el inglés, o sea, sí se me dificulta bastante, pero lo que intento es mirar

películas en inglés, escuchar muchas canciones en inglés, aunque no entienda...más o menos, ir siguiendo la línea de un libro en inglés, para ver, más o menos, la gramática y todo eso.

00:05:29 DOCENTE ENTREVISTADORA:

Bien, bien. Listo, listo. Y ya para terminar, ***. Después de esos 2 años raros, después de ya casi 2 años que pasaron, ¿tú sientes que tú cambiaste después de la pandemia? ¿Que el colegio cambió, tus profesores, tus compañeros?

00:05:45 ESTUDIANTE PARTICIPANTE 8:

Sí, sí, cambió mucho porque, o sea, antes de la pandemia era como que okay no va a pasar nada, todo bien, todo bonito. Ahora es como que uno siempre va a tener esa zozobra que en cualquier momento pueda ocurrir una guerra, una pandemia...entonces uno está como que más preparado y más alerta de todo lo que sucede en el mundo y alrededor nuestro.

00:06:01 DOCENTE ENTREVISTADORA:

Bueno, ***. Muchísimas gracias por tus respuestas, las tendré en cuenta.

Appendix 8. Coding using Word: Memos on Student 6 Life Story

STUDENT 6	
<p>LIFE STORY 6</p> <p style="text-align: center;">MI APRENDIZAJE DURANTE LA PANDEMIA HISTORIA DE VIDA</p> <p>La verdad puedo decir que <u>mi aprendizaje no fue tan bueno que digamos ya que, debido a la pandemia al no poder tener un lugar tranquilo estable para concentrarme, estudiar y algunos problemas familiares era complicado poder aprender,</u> a verdad no se ni como hice para pasar el año ya que no aprendí nada y debido a la falta de internet y los constantes problemas familiares mi vida se basó en depresión continuamente llevándome a hacer cosas de las cuales me arrepiento y a raíz de eso tuve problemas con mi mama obligándome así a irme a vivir con mi papa ,<u>lo único bueno era que había internet lo malo era que mi depresión seguía apoderándose de mi</u> algo que nadie vio y decidí que mejor nadie lo notara habían noches en la que lloraba por todo lo que me pasaba y los pensamientos tan tristes que me consumían.</p> <p>Después de unos meses en casa de mi papa al parecer todo mejoraba ,hasta que mi papa sufrió un accidente en el que tuvieron que operarle un pie ,dejándolo en cama por varios meses, <u>los días de insomnio eran seguidos debido a que yo me encargaba de cuidarlo en las noches,</u> el calentarle agua de noche se había convertido en mi rutina ,ayudarlo a levantarse sentarse y acostarse era en lo que estaba más enfocada ,la salud de mi papa se había vuelto mi prioridad sobre todas las cosas ya no le prestaba atención a las fechas para recoger la cartilla de trabajo ,cuando debía conectarme a las clases virtuales lo hacía estando a lado de mi papa para así estar pendiente de cualquier cosa que necesitara, puedo decir que estaba más pendiente de él que de lo que decía la profe ,en ocasiones me regañaba por no ponerle atención a la clase por estar pendiente <u>de el</u> pero a mí la verdad no me importaba ya que su salud era lo más importante para mí.</p> <p>cualquier cosa que necesitara, puedo decir que estaba más pendiente de él que de lo que decía la profe ,en ocasiones me regañaba por no ponerle atención a la clase por estar pendiente <u>de el</u> pero a mí la verdad no me importaba ya que su salud era lo más importante para mí.</p> <p><u>En el tiempo en el que permanecía sola sin nadie vigilando que hiciera mis tareas que en su mayoría era casi todo el día me disponía a jugar en el celular (free fire) ocupaba mi mente solo en eso, al momento de entregar mis</u></p> <p><u>tareas decía que no había entendido</u> nada y a raíz de eso mi papa me regañaba, pero en fin hacia caso omiso a todo solo quería jugar y no pensar en los problemas sin saber que estaba generando más. Mi papa se recuperó y se dio cuenta de que yo no estudiaba ni hacia mis trabajos me regañó y dijo palabras hirientes las cuales se quedaron en mi mente grabadas, decidí no dejarme y volví donde mi mama, no sé si fue por arte de magia o la distancia, pero todos los problemas que tuve con mi mama se <u>había</u> esfumado todo mejoro con ella inclusive ya había internet.</p> <p>Volví a las clases presenciales obviamente en grupos, todo estaba <u>mejor</u> pero al igual aun sigo teniendo esas leves recaídas de depresión y ansiedad y <u>mas</u> ahora en el 2023 un año en el que mi ansiedad aumenta mi depresión se hace <u>mas</u> notable pero la vida sigue (<u>life goes on</u>)</p>	<p>GABRIELA DEL PILAR VELA ACO... sábado ST 6; 10th; Life Story; Challenge; Subcategory: Learning environment; Learning difficulties associated with family issues and concentration barriers; "mi aprendizaje no fue tan bueno que digamos ya que, debido a la pandemia al no poder tener un lugar tranquilo estable para concentrarme, estudiar y algunos problemas familiares era complicado poder aprender."</p> <p>Reply Resolve</p> <p>GABRIELA DEL PILAR VELA ACOSTA ST 6; 11th; Life Story; Challenge; Subcategory: Emotions and Mental Health; Subcategory: Family issues; Emotional impact associated era que había internet lo malo era que mi depresión seguía apoderándose de mi algo que nadie vio."</p> <p>GABRIELA DEL PILAR VELA ACOSTA ST 6; 11th; Life Story; Experience; Health issues affected learning and engagement; "la salud de mi papa se había vuelto mi prioridad sobre todas las cosas ya no le prestaba atención a las fechas para recoger la cartilla de trabajo ,cuando debía conectarme a las clases virtuales lo hacía estando a lado de mi papa para así estar pendiente de cualquier"</p> <p>GABRIELA DEL PILAR VELA ACOSTA ST 6; 11th; Life Story; Challenge; Subcategory: Lack of interest; Subcategory: Students engagement; Challenges faced by the student in managing their time and focus during remote learning where a lack</p> <p>GABRIELA DEL PILAR VELA ACOSTA ST 6; 11th; Life Story; Challenge; Subcategory: Lack of interest; Subcategory: Students engagement; Challenges faced by the student in managing their time and focus during remote learning where a lack of supervision led to distractions; "En el tiempo en el que permanecía sola sin nadie vigilando que hiciera mis tareas que en su mayoría era casi todo el día me"</p>

Appendix 9. Initial Analysis of Emergent final Categories Using Participant Quotes.

*Excerpts/Quotes from each participant
Emergent final categories (Initial Analysis)*

Theme 1- Regarding Life Stories:

“Fue como, también, de cierta manera, nostálgico, porque miro hacia atrás y veo a ese niño que era en la pandemia y veo la persona que soy ahora y somos muy diferentes.”

ST 1; 11th; Life Story 1

“[...] es un periodo en el que yo normalmente no pienso porque es como que, o sea, perdí como esos 2 años de mi vida. Entonces, pues, fue como recordar...entonces, sí, lo sentí un poco nostálgico, la verdad.”

ST 3; 11th; Interview 3

“Fue algo extraño y un poco incómodo recordar ciertas experiencias que escribí ahí, ciertos momentos...pero se siente bien hacerlo porque se dónde estuve antes y dónde me encuentro ahora, y sé que he mejorado en varias cosas, he podido cambiar de mala manera en otras cosas y, no sé, me ayudó mucho para, cómo decirlo, saber quién soy.”

ST 4; 11th; Interview 4

“Se sintió, primero que todo, como aliviador poder desahogar todo eso que uno sentía en ese tiempo, pero que realmente nadie le pregunta a uno cómo pasó, como lo sintió. Fue chévere y fue, también, digamos que darme cuenta de cómo yo estaba en ese momento y poder analizarlo ahora, ya casi 2 años después de todo lo que pasó.”

ST 5; 11th; Interview 5

“Ay, pues, la verdad fueron muchas emociones encontradas porque, pues, recordar todo lo que pasó, sabiendo que me había prometido que era el año que iba a olvidar, el año que dije: "no, no, no me voy a acordar, nada pasó, ese año nada que ver". Eh...al momento ya escribir todo, pues me acordé y fue como si estuviera otra vez en en esos días, en esos momentos.

Eh...sentía, o sea, no lloraba en sí, pero por dentro se sentían las lágrimas de recordar tanto ese año tan frustrante que fue.”

ST 6; 11th; Interview 6

“Eh, al momento de escribirla me dio un poquito de nostalgia ya que, pues, eh, como que reviví momentos que pues... o sea, en el inicio de la pandemia viví... Como que algo me removió y... (pausas largas). [...] O sea, sí fue al mismo tiempo negativo porque, pues, pasaron muchas cosas. Tuvimos muchas complicaciones en pandemia...”

ST 11; 11th; Interview 11

“hace mucho no tocaba ese tema de pandemia, de cómo fue todo eso porque siento que fue algo que deje aparte. Marcó un antes y un después en mi vida. Y, al momento de escribirlo traje recuerdos más traumáticos, se puede decir [...]. [...] al momento de redactarlo fue un poco más liberador ese tema, porque no sé...o sea, no lo toco mucho, no se habla mucho, está guardado y cuando se toca, pues puede ser un poco doloroso y traumático. Pero, pues, en ese momento menos mal que estuve sola, no quise escribirlo en compañía de nadie porque es complicado, sí.”

ST 12; 11th; Interview 12

“Fue duro porque, digamos, ahí exprese cosas que no le conté a nadie en la pandemia. Son cosas que uno se guardan para uno solito. Y, pues por eso, también, lo escribí ahí para poder desahogarme de eso que, también, lo tenía atorado.”

ST 13; 11th; Interview 13

Theme 2- Regarding English learning during the pandemic in general:

“Llegando al asunto de la pandemia con relación al aprendizaje del inglés, he de decir que no fue nada agradable en cuánto a la educación en general, puesto que contaba con un equipo bastante precario en el momento, realizar los trabajos en word era un infierno total y más cuando tú computador se quedaba congelado cada dos por tres, a eso se le suma el hecho de que nuestro servicio de Internet era todavía más incompetente que mi computador y entregar los trabajos era una odisea digna de Homero si estuviera en los tiempos modernos. Lo único que puedo

rescatar es que de cierta manera el nivel de dificultad en inglés en ese momento se volvió un poco más acorde a mis capacidades, las guías estaban bien realizadas (de hecho aún conservo una) y, pese a que algunas veces fueran repetitivas, exigían más de lo que realmente sentía que se exigía en el colegio, aunque claro, eso para mí, puesto que es bastante evidente que cualquier persona que no quisiese aprender inglés recurriría al uso del traductor sin manera real de saber si fue utilizado o no.”

ST 1; 11th; Life Story 1

“[...] yo siempre use traductor, realizaba las soluciones en español y luego traducía y lo copiaba, realmente así no aprendí nada totalmente nada, sabía que si sacaba buena nota no estarían calificando mis conocimientos sino los del traductor (la profe no se dará de cuenta pensaba, pero mi hueco de aprendizaje del inglés cada día era más grande).”

ST 2; 11th; Life Story 2

“En la pandemia, realmente no aprendí nada y lo poco que ví, eran temas que ya sabía o que no me llamaban la atención, por lo que le perdí cierto interés al inglés como asignatura, pero eso no significa que no haya desarrollado mis habilidades en el idioma. Recurría a videojuegos y series, principalmente, pero no es que haya buscado aprender inglés, sino que fue más un efecto secundario de mi ociosidad y formas de buscar entretenimiento.”

ST 3; 11th; Life Story 3

“no era mucho asistir a las clases de inglés. O sea, no iba a ninguna virtual. Solo miraba así como las guías que ponían, entonces, pues para mi era como: la hago, la dejo y ya. En cambio, después de la pandemia, ya veía a la docente, ya escuchaba su voz, las palabras, los diferentes temas que quería realizar con nosotros. Entonces, sí hubo un cambio, la verdad, bastante grande.”

ST 6; 11th; Interview 6

“[...] en las clases virtuales era muy diferente porque era muy fácil desconcentrarme para mí y siento que no aprendí mucho en inglés porque sentí que el tiempo de enseñanza en el

momento de pandemia solo fue hacer guías y entregarlas pudo haber una que otra retroalimentación, pero no siento que era lo mismo.”

ST 8; 11th; Life Story 8

“recibir clases virtuales en pandemia fue una experiencia nueva para mí pero no la más enriquecedora para aprender inglés por qué creo que un nuevo idioma tiene que ser aprendido con una retroalimentación constante entonces siento que el período de pandemia no aprendí inglés en su gran mayoría y me sentí en algunas ocasiones muy frustrado porque no entendía muy bien los temas entonces tuve que apoyarme en herramientas y diccionarios virtuales los cuales no creo que me hayan dejado mucha enseñanza.”

ST 8; 11th; Life Story 8

“[...] es que en pandemia yo creo que no aprendí nada en inglés porque, digamos, me mandaban guías y las traducía, la verdad, porque ya podía hacerlo. Y, pues, en ese momento tampoco me llamaba mucho el inglés porque no tenía interés en él.”

ST 10; 11th; Interview 10

““no como tal la guía, pero como uno, o sea, uno las traducía para uno entender.”

ST 11; 11th; Interview 11

“En la pandemia aprender este idioma fue complicado puedo decir que no aprendí nada, solo me esforzaba por cumplir con los trabajos, por ser la primera en las calificaciones y gracias a esto no me enfocaba en aprender si no en entregar y ya.”

ST 12; 11th; Life Story 12

Theme 3- Regarding digital literacy/ digital gap:

“Tengo internet, tengo computador, tengo todas las herramientas, pero ¿cómo la utilizo y qué busco? ¿Dónde lo busco? ¿Cómo lo hago? Entonces, fue como un aprendizaje para orientarme a mi primero, para aprender yo primero a cómo utilizar toda esa información que había, pero utilizarla de una manera bien. Y, de pronto, sí en el estar sola, saber que a muchos le dio como depresión al sentirse solas, pero para mí fue como un aprendizaje, conocerme, saber cuáles son las cosas positivas mías, cuáles son las cosas negativas. Aprendí que soy muy, muy, muy, muy enfocada.”

ST 2; 11th; Interview 2

“[...] pese a contar con los elementos mínimos para realizar mi labor, el entorno de la institución en la que trabajaba presentaba varias limitaciones que hicieron que pese a que existieran muchos recursos tecnológicos en línea para usar y estimular a los estudiante no pudieran ser usados porque los estudiantes no tenían las herramientas adecuadas para desarrollarlas.”

TE 1; Secondary; Life Story 15

“[...] muchas veces uno nota que ellos nunca han usado un computador. No saben prenderlo, no saben cómo se utiliza *Power Point*, no saben explorar en un navegador, les cuesta mucho. Entonces, eso también es porque ellos nunca han tenido ese contacto.”

TE 1; Secondary; Interview 15

“[...] por una parte, es muy bonito porque es enseñarles no solamente la lengua sino enseñarles una habilidad para la vida, pero por otras partes es triste porque tú dices: en pleno siglo 21, ¿por qué estos muchachos no tienen ese acceso? ¿por qué no han podido desarrollar esos aprendizajes que finalmente son habilidades que van a necesitar en su futuro?”

TE 1; Secondary; Interview 15

“Y el uso de la tecnología tampoco es recurrente en los colegios, entonces eso les costó mucho a muchos chicos. Ni siquiera sabían escribir los correos. [...] Entonces todo eso, yo creo que fue como una alerta, pero tampoco el colegio ni hizo capacitaciones ni capacitó a los papás. No se hizo nada de pronto, porque yo creo que nadie lo esperaba.”

TE 1; Secondary; Interview 15

“[...] yo, también, tengo en cuenta mucho el tema de la brecha digital. Muchos de mis compañeros, digamos... tienen más años que yo o algunos, de pronto, tienen la misma edad que yo- son contemporáneas a mí-, pero vienen de pueblos, entonces, sus procedencias como que influyen en esa familiaridad con la tecnología, esa relación que ellos tienen con la tecnología.”

TE 2; Elementary; Interview 16

“Siento que la presencialidad es importante, pero que lo virtual, también, funciona. ¿Qué pasa? Siento que Colombia como cultura- es más una cuestión de Cultura-, no está preparado para la enseñanza virtual aún. En el caso de los entornos en colegios, en la educación formal, pues

digamos que la virtualidad no es una opción porque tenemos condiciones de desigualdad muy grandes.”

TE 2; Elementary; Interview 16

Theme 4- Regarding remote and virtual learning versus face-to-face model:

“Mi experiencia en general con la educación remota fue complicada, ya que si bien contaba con todos los materiales necesarios (dispositivos, conectividad, lugar estable, material de estudio), realmente casi nunca entregué ningún trabajo. No sé si fue por irresponsabilidad o que más, pero sencillamente no me sentía motivado y los pocos trabajos que entregué fue porque estaba amenazado por mi madre, así que no es que estuviera muy feliz con eso.”

ST 3; 11th; Life Story 3

“Sí hay unas ventajas en lo que es la virtualidad, pero siento que es una medida que yo no estoy acostumbrado a utilizar, o sea, no es algo que para mí funcione. Personalmente, no es algo que para mí funcione.”

ST 3; 11th; Interview 3

“Siento que la virtualidad no, no me favoreció para nada ni en mi vida académica, ni en mi vida sentimental ni emocional, porque estar todos los días en la casa, no salir, no relacionarme con nadie, todo eso pues me afectó demasiado, entonces diría que sí, en gran parte la virtualidad sí me afectó demasiado.”

ST 5; 11th; Interview 5

“Me decían: "Usted mañana tiene clase, tiene que entrar", y yo decía: "sí", pero pues como no había nadie encima mío, entonces yo decía: "¿Pa' qué?" Me enviaban la guía, igualmente, ¿pa' qué? Tengo el libro, ¿Pa' qué? Entonces, eh, sí, también fue cuestión de virtualidad versus la realidad, porque en la virtualidad me daba igual si entraba a clase o no. Si me dejaban el libro o no, en cambio aquí sí entraba a clase. [...] no me funciona el aprendizaje virtual”

ST 6; 11th; Interview 6

“O sea, sí es buena la virtualidad, pero siento que le hace falta, como que algo...es como que el contacto. Hace falta eso de...lo humano. [...] Porque...yo voy a ser sincero. Yo, en el

momento que iba a estudiar o iba a hacer algo, yo iniciaba a escribir en el teclado y, pues, terminaba viéndome televisión o cosas así, entonces... [me permitía] distraerme más.”

ST 8; 11th; Interview 8

“La verdad no me gustaba esa manera de estudio ya que no me concentraba como presencialmente me distraía mucho y pues no entendía a los profesores la verdad y muchas veces me saturaba con tantos trabajos que me enviaban, me parecían demasiados y casi siempre los trabajos que me mandaban no eran iguales a lo que me explicaban entonces me estresaba, también tener que entrar todos los días a clases por la mañana y hacer guías por las tardes me cansaba.”

ST 10; 11th; Life Story 10

“Es que lo que pasa con el aprendizaje virtual es que, digamos, yo tengo el computador y el celular y me puedo distraer con varias cosas. Entonces es como esa tentativa que tengo ahí y, entonces, aquí en el salón, pues, ya me concentro más.”

ST 10; 11th; Interview 10

“no había estudiado virtual, y pues eso se me hacía algo raro y complejo saber que por virtualidad no iba ser lo mismo, ya que no iba a entender igual a como entendía presencial.”

ST 11; 11th; Life Story 11

“virtual no siento que...no, no aprendí nada. [...] “a cómo veníamos antes, sí cambiaron más por lo que en las clases de inglés eso solo eran como guías y casi no había pronunciación. En cambio, ahorita sí, es más cómo de vocabulario...”

ST 11; 11th; Interview 11

“[...] para aprender algún idioma en este caso este hay que ser constantes y practicarlo no solo en el colegio si no también por cuenta de uno y hay es donde fallo, porque me frustró al no saber si realmente pronuncio bien o conjugo de manera correcta por eso prefiero hacerlo en el colegio, pues tengo a la profesora que nos colabora para que aprendamos este idioma de manera más didáctica y así que cada vez nos interese más aprender este idioma.”

ST 11; 11th; Life Story 11

“Siento que ahora aprender idiomas es un poco mas fácil, pues contamos con apps o plataformas que nos ayudan aprender desde la tecnología, pero también esto juega en

nuestra contra pues a partir de todo el caos de la pandemia nos afectó mucho en el ámbito de aprender, pues ya las cosas no se nos quedan tan grabadas en la cabeza porque tenemos celulares y en estas estamos 24/7 sea por trabajo, distracción, aburrimiento y allí anotamos todo y se puede decir que tenemos la mayoría de nuestras cosas en estos aparatos electrónicos.”

ST 12; 11th; Life Story 12

“No, yo soy una persona que es muy difícil para que pueda entender un tema. Digamos, yo no me concentro y más si es en el computador, no puedo. Yo necesito, digamos, una clase presencial para yo poder estar ahí, pendiente.”

ST 13; 11th; Interview 13

“Refiriéndonos a las guías, las guías sí no. Si yo ahorita no entiendo mucho el inglés, menos en guías, porque...digamos, en mi casa no hay nadie que sepa o estudie inglés, sino que..., por ejemplo, para mí era muy difícil coger esas guías porque yo no entendía nada y a veces el traductor de Google no traducía bien. Entonces, pues sí, sí es un cambio bastante... Eh, digamos, acá porque yo sé que si no entiendo algo, yo sé a quién preguntarle. Y, digamos, si no entiendo tal palabra, yo le pregunto a alguien.”

ST 13; 11th; Interview 13

“[...] sí, muy excelente en la virtualidad, pero los niños no tenían el conocimiento, entonces este tiempo, después de la pandemia, ha sido muy terrible. Siento que para los niños fue complejo. Los niños que hicieron su preescolar, en donde se adquieren tantas habilidades motrices y demás, estuvieron muy afectados. Ese Primero y ese Segundo, después de pandemia, fue muy complejo.”

TE 2; Elementary; Interview 16

Theme 5- Regarding School as a physical space:

“El colegio para mí, es un lugar muy importante, me gusta pasar la mayoría del tiempo en el colegio, ahí tengo mis amigos, tengo muy buenos maestros, tengo a mi novia y demás, para mí en este momento el CPF es lo más importante de mi vida, sé que terminare este proceso de manera gratificante, sin duda la mejor experiencia de toda mi vida.”

ST 4; 11th; Life Story 4

“Yo no hallaba qué hacer en ese tiempo de ese paro, entonces yo lloraba. Inclusive, habían noches en las que yo lloraba por ya empezar otra vez el colegio así, así no entendiera. Yo quería entrar al colegio. Yo decía: "quiero llegar al colegio. [...] Era algo raro, que yo llorara por entrar al colegio, entonces era uff, súper extraño.”

ST 6; 11th; Interview 6

“El colegio para los niños...para muchos niños de esa localidad y aquí en especial en el Paulo Freire, es un refugio de las tormentas que viven afuera. Entonces, digamos que eso les quitó esa barrera protectora que es el colegio. Hay algunos niños que... que son maltratados en la casa, hay algunos niños que sufren violencia sexual, hay algunos niños que son completamente abandonados y, digamos, que el único cariño o cara amable que reciben en su vida es el profesor.”

TE 2; Elementary; Interview 16

Theme 6- Regarding the transitions when returning from the pandemic:

“En alternancia fue diferente, fue el mejor año que pude haber tenido, ahí conocí a mis amigos y a quien sería mi mejor amiga, fue una experiencia muy linda.”

ST 4; 11th; Life Story 4

“Cambió mucho la metodología de varios profesores. Ya yo siento que la educación no es tan fuerte, tan estructurada, como ere antes. O sea, ya no es...ya no es tan rigurosa como era. Ya prefieren hacerlo más calmado, podría decirse, para los muchachos. Sí, porque, pues como dicen que hay algunas personas que en pandemia no aprendieron mucho, intentan reforzar eso, pero de una manera muy pasiva.”

ST 4; 11th; Interview 4

“El hecho de venir acá al colegio, de compartir con mis compañeros, de recibir una clase presencial donde en realidad es mucho más fácil la enseñanza y el aprendizaje, digamos que en mí cambió eso, que aprendí a valorar un poco más el estudio, el poder venir acá a compartir y no estar todo el tiempo detrás de una pantalla que, claramente, no es lo mismo y no se vive igual el colegio.”

ST 5; 11th; Interview 5

“cambio ahora sí mandan sus guías virtuales. Siguen usando la plataforma y así porque antes no, que yo me acuerde no, no utilizaban eso hasta después de la pandemia fue que empezaron.”

ST 7; 11th; Interview 7

“[...] por un profesor muerto, alumnos, también, enfermos...pues eso, obviamente, impactó el colegio y la vida de algunas familias.”

ST 14; 11th; Interview 14

“Siempre hay miedo, ¿no? Siempre es difícil volver, pero es bonito ver como con el gusto que volvieron los muchachos. Los muchachos venían felices a su colegio. Aunque teníamos que mantener la distancia, era como: “Salí de la casa”. Yo creo que ese “salí de la casa” era para todos. Al principio mucho temor, pero ya, después, como que tú te vas acoplando, vas dándote cuenta de que las cosas pueden mejorar.”

TE 1; Secondary; Interview 15

“[...] yo creo que positivo: la motivación para aprenderlo, el interés. ¿Negativo? Claro que hay muchos, que como en esa etapa no hicieron nada, entonces, cero vocabulario, cero estructuras, hay cosas mínimas que no conocen, entonces, cuando tú llegas a este grado tienes que devolverte a lo más pequeño para que ellos puedan coger un poquito del tema que vamos a ver porque no tienen las bases. Entonces sí, claro, el inglés fue choqueado muy brutalmente por lo que te digo, porque hoy muchos papás tienen ese: “Eh, yo inglés no sé, no le puedo ayudar. No, no, no...”, y eso nos afectó porque lo que debían aprender, no lo aprendieron. [...] Claro, claro, todos vienen con un vacío. El vacío que nos dejó la pandemia.”

TE 1; Secondary; Interview 15

“[...] los papás se mostraban como muy ansiosos en que los niños vinieran al colegio porque también existe, tristemente, en la localidad, en la mentalidad de muchos padres está arraigado el que el colegio es el lugar donde voy a dejar a mis hijos y ya. No me importa si aprende, no me importa cómo se siente, desde que coma y esté todo ese tiempo allá en el colegio, ya”. Entonces el docente, más que un orientador de procesos académicos es un cuidador y sobre todo en primaria.”

TE 2; Elementary; Interview 16

“La verdad, yo pensé en algún momento que la pandemia, como personas, nos iba a hacer mejores personas, pero tristemente me doy cuenta de que no. De hecho, al llegar de la pandemia vivimos uno de los años más difíciles. Creo que fue el 2022, que fue el año ya enteramente presencial que tuvimos, en el cual nos dimos cuenta que aquí en la localidad hay muchos papás que o que tienen completamente abandonados a los niños o que los tienen completamente sobreprotegidos. Entonces, llegamos con niños que tenían muchas falencias, que habían estado prácticamente 2 años en no presencialidad y, había algunos que no habían hecho nada, porque los papás no les garantizaban su derecho a la educación. Y había otros que no habían hecho nada porque los papás les hacían todo.”

TE 2; Elementary; Interview 16

“Siento que hay muchos compañeros que volvieron a lo mismo. Es triste decirlo, pero volvieron a lo mismo. Entonces, digamos que uno dice: ¿de qué nos sirvió? No nos sirvió de nada porque no hay, ¿sí?, como un cambio en cuanto a eso.”

TE 2; Elementary; Interview 16

Theme 7- Regarding Connectivity and Devices:

“¡Uy, Dios mío! El servicio de internet en pandemia fue la peor experiencia de toda mi vida. A cada rato se apagaba de la nada. También, a veces se me iba la luz así de la nada y era como: “¡Ay!, ¿y ahora, ¿qué hago? Sí, y entonces en esos momentos, sí, como que a veces los encuentros sincrónicos se me dificultaban.”

ST 1; 11th; Interview 1

“[...] contaba con computador y teléfono para ingresar a las clases online, aunque realmente nunca entraba, no aproveche la oportunidad que quizá algunos no tenían.”

ST 4; 11th; Life Story 4

“Y en el momento de la alternancia, tener una semana clases sí, la otra no, o sea, lo sentí como que aprendía y paraba, aprendía y paraba. Entonces, era como arranque y frene, arranque y frene, y pues no...no aprendí prácticamente nada.”

ST 8; 11th; Interview 8

“Aunque algunos [estudiantes] accedían a los encuentros virtuales, era un porcentaje mínimo y la participación de ellos en esta también dejaba mucho que desear. Así, con el transcurrir del tiempo se van perdiendo las ganas, cada vez eran menos los estudiantes que enviaban actividades, muchos excusados en que no entendían, que no podía ver el video, que no pudieron reclamar la guía.”

TE 1; Secondary; Life Story 15

“La pandemia para mí fue algo compleja, ya que en esos momentos no tenía computador o mi propio celular para conectarme a las clases, entonces me conectaba en el celular de mi mamá. Llegue a tener convenientes con la conectividad ya que pues hubo un tiempo el cual no tenía internet por la crisis económica que tuvimos en ese entonces y pues a veces se me complicaba enviar los trabajos.”

ST 11; 11th; Life Story 11

“recuerdo que antes no era como tan constante la tecnología y, ahora, tú ves y pasas y cualquier persona tiene un celular ahí y ya. Es como que ahora...antes era como si a usted le veían un teléfono, se lo quitaban. O sea, no se podía dejar pillar o algo así. (Risas) Y, ahorita, sí es como ya constante en eso.”

ST 12; 11th; Interview 12

“Aunque algunos accedían a los encuentros virtuales, era un porcentaje mínimo y la participación de ellos en esta también dejaba mucho que desear. Así, con el transcurrir del tiempo se van perdiendo las ganas, cada vez eran menos los estudiantes que enviaban actividades.”

TE 1; Secondary; Life Story 15

“[...] nosotros podíamos, por ejemplo, programar las sesiones virtuales, pero, pues, el 80% de los estudiantes aproximadamente, pues, no se podía conectar. Entonces, digamos, que se duplicaba el trabajo porque las personas que sí tenían conexión estaban demandando de nosotros las conexiones, pues, sincrónicas y, de todos modos, tocaba diseñar recursos educativos para los niños que no tenían acceso. De hecho, había papás a los que se les enviaba por una plataforma las guías en impreso y no las imprimían porque no tenía los recursos ni la conexión a internet.”

TE 2; Elementary; Interview 16

Theme 8- Regarding aids and resources from school and other entities:

“sí me enteré por ahí que estaban dando como 'tablets' o algo así, super ajá, pero eso nunca lo vi. La verdad, nunca jamás lo vi. ¡Jamás, jamás lo vi! ¡En ningún lado lo vi! Y sí, como que casos de 'SIM cards', pero como que las 'SIM cards' a veces ni funcionaban. O sea, yo tuve amigos que- literal- la 'SIM card' era "todo el año" y les funcionó un día y se dañó. Entonces, sí. ¡Uy! O, sea, yo escuché muchos casos, así como en esas cosas, como: "¡Ay, no! ¡Les vamos a dar ayudas!, pero pues, obviamente, las ayudas nunca llegaron.”

ST 1; 11th; Interview 1

“Del Freire recibí, refrigerios y cosas así. Sí, y que nos daban los bonos. Del British Council, pues, no recibí nada así material. [...] creo que solo fui yo el seleccionado. Creo que fueron muy pocos los que estuvieron ahí, también.”

ST4; 11th; Interview 4

“En el Paulo Freire fui elegida para el British Council, sin embargo, cuando me inscribí no me hicieron la claridad de que debía tener un computador y, pues, en ese tiempo estábamos mal económicamente, no tenía el computador ni tenía los medios, entonces, no podía aprovechar mucho el curso porque estuve en el celular, pero no, no me funcionaba la plataforma. [...] no recibí ayuda por parte del colegio en ese aspecto, entonces, pues terminé desertando del curso.”

ST 5; 11th; Interview 5

“habían dicho que a los que no tuvieran acceso a internet se les iba a dar, ya sea o una SIM card o una tablet, lo cual yo sí veía que algunos cuando regresamos al Colegio de manera, pues, por grupos y eso, yo veía que algunos traían la tablet. Yo había pasado la solicitud para recibir la tablet. A mi no me llegó. [...] Inclusive las de mis hermanos que, también están acá en al colegio, a ninguno le llegó la tablet ni ninguna SIM card ni nada.”

ST 6; 11th; Interview 6

“¿Qué es el British Council?”

ST 7; 11th; Interview 7

“Como decimos entre nuestra familia, para qué tomar algo que le puede servir a otra persona, entonces, no. [Frente a obtención de tabletas y SIM cards] No, nada de eso. [Frente a ayudas del British Council] No, no muchas. No que yo sepa.”

ST 8; 11th; Interview 8

“Sí, eso sí. La tablet y la SIM card, pero en la SIM card no me sirvió.”

ST 11; 11th; Interview 11

“Tablets, sí. [...] SIM card, también. [...] en esa pandemia se caía harto el internet. Entonces, uno tenía que estar ahí, bregue y bregue en esa cosa de computador. ¡Dos horas ahí cargando un archivo! Entonces...me sirvió.”

ST 13; 11th; Interview 13

“[...] prácticamente como la mitad de la cuarentena, porque ya después el colegio nos dio como unas tablets. Y, pues, esas tablets tenían datos y pues ya se nos hizo como más fácil.”

ST 14; 11th; Interview 14

“[...] desde mi punto de vista, el convenio está planteado mal porque está dirigido a una población que ya tiene como ciertos factores, ciertas predisposiciones en el idioma. Igual, no cubre toda...a toda la población, es simplemente un grupo focal. Entonces, ellos dicen, bueno, vamos a hacer una intensificación en inglés, pero a ciertos chicos, no a todos...no es para todos”

TE 1; Secondary; Interview 15

““[...] muchos de los asesores que vienen, hablan español, ni siquiera en inglés. En las presentaciones que hemos hecho escogen como por conveniencia de algunos compañeros, pero no es un proyecto como que estemos desarrollando todos como área, eso tampoco se ha implementado. Entonces, digamos que, a mí, personalmente, ¿qué me ha dejado? Pues, yo diría que nada, nada. [...] del British nada porque nosotros...yo en ese momento no estuve en el Convenio. Y, realmente, nunca se interesaron por preguntarme: “Oye, profe, ¿cómo van tus clases?” Nada. O sea, completamente desconectados. Por mi parte, ni siquiera en una reunión estuve.”

TE 1; Secondary; Interview 15

“[...] hoy en día yo veo que tampoco hay esa prevención con los papás o con los chicos de enseñarles a usar sus correos, exacto o no haber dejado...porque yo sí veo como con los papás que se dejó de lado los correos institucionales que se crearon con los muchachos. Esos correos no debieron haberse abandonado, sino seguirse usando como puentes de comunicación, pero hoy en día si tú le preguntas a cualquier muchacho cuál es el correo, no sabe. [...] Los papás no saben y yo no creo que el correo del estudiante haya sido bloqueado o eliminado, porque ellos crearon todas esas cuentas. Entonces, deberíamos todos los colegios distritales hacer uso de esas herramientas.”

TE 1; Secondary; Interview 15

“[...] instituciones como el British Council, realizan algunos convenios, pero muchas veces estos recursos no son bien invertidos puesto que los materiales que aportan muchas veces están descontextualizados y los convenios en los colegios simplemente apuntan a enviar un contratista que se reúne periódicamente con los docentes pero no hay una continuidad del mismo en cada institución de año a año, por lo cual no se puede realizar un trabajo serio y continuo. [...] considero que muchas veces los funcionarios adscritos a estos convenios parecen estar más interesados en reunir sus evidencias que en realmente realizar un trabajo a fondo.”

TE 2; Elementary; Life Story 16

“[...] una de las primeras barreras es que prácticamente que ignoran a primaria. O sea, no hay un tema de primaria y mi crítica hacia esos convenios siempre ha sido: siento que el British Council está más interesado en cobrar su dinero y los asesores o consultores que envían- muy pocos, porque no puedo decir todos- algunos, hace unos años antes de la pandemia, sí tenían como un interés en impactar a la comunidad y en hacer acompañamiento a los profes, pero de ahí en adelante, solamente han venido personas que quieren sus evidencias, que quieren sus reuniones, [...]. En el caso de pandemia, la asesora del British, digamos que fue un acompañamiento nulo: el material no estaba adecuado a las necesidades de la institución, de la población. [...] Yo, la verdad, siento que en primaria nunca ha habido un beneficio con respecto a eso.”

TE 2; Elementary; Interview 16

“Inicialmente, el discourse de la Secretaría y la retórica eran: “No, ustedes son nuestros héroes. Se van a reunir un 16 de marzo de 2020- era un sábado- para así aquí mirar a ver las

estrategias- de un momento a otro- para ver cómo vamos a atender a los niños”. Así nos quedamos año y medio, pero la Secretaría de educación no garantizó para los docentes ni conectividad ni equipos, ni absolutamente nada y siento que éramos los culpables. No éramos más. Éramos simplemente las personas que teníamos que responder por ese proceso a costa de nuestra salud mental, de nuestros equipos, de nuestro internet. Ya.”

TE 2; Elementary; Interview 16

Theme 9- Regarding Emotions and Mental Health:

“Finalmente, ya en plena presencialidad, pude volver a ser responsable, por así decirlo, pero nunca volví a ser el mismo. En ese periodo de pandemia nunca mantuve contacto constante con nadie relacionado a la institución, por lo que me aislé bastante, y es algo que a día de hoy, me causa cierta incomodidad e inseguridad a la hora de socializar, por lo que mis relaciones interpersonales son algo complicadas.”

ST 3; 11th; Life Story 3

“En cuanto a lo que es el colegio, sí siento que cambió algo porque, pues, sí se adoptaron ciertas medidas en lo de la alternancia y, pues, esas medidas se siguieron tomando en menor medida, pero siento que, como tal, las personas...o sea, todos cambiamos, en general, porque pues, gracias a eso siento que a partir de eso como que se generó una dependencia más fuerte hacia lo que es el espacio virtual y, últimamente, también siento que se pierde un poco más lo que es la actividad social, o sea, uno trata como de mantenerlo todavía, pero ya no es tan seguido como antes. O sea, como que se quedó miedo inconsciente, no sé, la verdad. Y, pues, siento que también que muchas personas cambiaron, porque pudieron haber perdido algo o a alguien por la pandemia o pudieron haber pasado por una situación difícil que los hizo cambiar. O sea, yo siento que fue un periodo muy significativo para todos porque nos hizo cambiar de una u otra forma.”

ST 3; 11th; Interview 3

“Ese paro fue algo horrible para mí, porque si antes, cuando teníamos clases normales, yo no hablaba con nadie en ese paro fue peor porque, al menos en las clases, habían compañeros que me escriban, así sea para pedirme la tarea, pero me escribían, en cambio en ese paro yo estaba solo, o sea, en la casa, pero igual. O sea, no es, no es lo mismo. Entonces, ese paro fue duro porque yo estuve mucho tiempo, solo, solo. [...] fueron casi 3 o 4 meses sin recibir un mensaje de alguien o algo así, entonces fue algo complicado.”

ST 4; 11th; Interview 4

“Muchos de mis compañeros ya, por ejemplo, cuando volvimos en noveno, nadie hablaba con nadie en esos 3 meses de alternancia. Nadie hablaba con nadie y todo el tiempo con un tapabocas. Y era con el miedo de hablar, la pena. La verdad, eso sí fue complicado en ese en su momento.”

ST 4; 11th; Interview 4

“Algunos meses después de esto, tristemente falleció mi abuelo, quien había sido como un padre para mi toda la vida, esto me afectó bastante, pero seguí intentando cumplir con mi deber académico, hasta que sólo un mes después sufrí también la pérdida de mi mejor amiga, quien falleció, después de esto entré en un episodio de depresión muy fuerte en mi vida, dejé de asistir a las clases y fue muy decepcionante para mi misma ver como había reprobado todas mis asignaturas, pero igual seguía sin motivación para siquiera entrar a alguna clase.”

ST 5; 11th; Life Story 5

“Ya de por sí que venía de una época que no me gustaba estar en mi casa por la virtualidad, dije: "¡ay, por fin vamos a volver a presenciales!" y, de nuevo, el paro. Lo primero que sentí fue como miedo de, otra vez, sentirme de la misma manera que me estaba sintiendo todo ese tiempo que estuve en la casa. No quería estar encerrada de nuevo, no quería y sabía que, pues, que iba a perder bastante el ánimo y pues...así fue, me sentía muy desanimada y más sin tener nada que hacer, por así decirlo, dentro en mi casa. Es muy complicado estar así.”

ST 5; 11th; Interview 5

“[...] lo único bueno era que había internet lo malo era que mi depresión seguía apoderándose de mi algo que nadie vio.”

ST 6; 11th; Life Story 6

“En el momento de la pandemia, pues yo no podía salir, me sentía muy encerrada, estaba sofocada, estaba totalmente apagada, por así decirlo. O sea, la felicidad...uno dice: "no, yo era feliz porque estaba mi familia, estábamos juntos", la mía no era así porque habían problemas todos los días, entonces era muy, muy triste estar en mi casa, por así decirlo”.

ST 6; 11th; Interview 6

“Ahora es como que uno siempre va a tener esa zozobra que en cualquier momento pueda ocurrir una guerra, una pandemia...entonces uno está como que más preparado y más alerta de todo lo que sucede en el mundo y alrededor nuestro.”

ST 8; 11th; Interview 8

“pero me tocó adaptarme comencé a llevar una vida normal en el colegio y pues paso el tiempo hasta que ya quitaron las medidas de protección como el distanciamiento y el tapabocas pero en ese momento ya me sentía mejor con el tapabocas puesto no me gustaba mi cara sin él, cada que intentaba quitarme el tapabocas no podía independientemente de que muchas personas me decían que me veía bien sin él, yo era el que más me criticaba y la verdad sigo haciéndolo no sé cómo dejar de criticarme de tantas formas y no me importaba que más de una niña me mirara y me sentía al mal conmigo mismo y me sumergí en esa inseguridad tanto que me fue imposible poder sentirme bien conmigo y ahora solo doy mi mejor cara y busco que la gente no se de cuenta que simplemente no estoy bien pero ahora mismo ya siento que me siento mejor conmigo mismo.”

ST 10; 11th; Life Story 10

“hace un tiempo llego la pandemia que para mí, realmente fue muy dura en varios sentidos, me exigía mucho a mi misma para ser mejor en el colegio sin importar si estaba presencial o no, eso me llevo a estar muy bajoneada todos los días, a no comer nada, a sobre pensar todo, a cuestionarme todo, a dudar de mis capacidades y a varias cosas más, que de poco a poco fueron siendo más y más constantes. No le hecho la culpa de esto al estudio, todo esto paso a causa del encierro que teníamos, de lo maquineados que podíamos llegar a estar. [...] No le hecho la culpa de esto al estudio, todo esto paso a causa del encierro que teníamos.”

ST 12; 11th; Life Story 12

"lo sentí más en pandemia. En la presencialidad, de hecho antes de la pandemia, no me esforzaba tanto ni quería ser tanto la mejor. En pandemia, sí. Supongo que por el encierro

quería simplemente enfocarme en eso. Y llegó un punto donde, como lo comentaba, fue muy desgastante, o sea, muy desgastante. [...] siento que en parte tenía la presión de que: "¡Ay, es que usted está en casa! Es mucho mejor. Entonces, tiene que ser la mejor". La presión de la familia, siempre, creo que influye un poco."

ST 12; 11th; Interview 12

"La pandemia estuvo muy difícil para nosotros al igual que todos en el mundo, durante esos años que estuvimos por decirlo así "encerrados" estuvieron complicados y más para una niña de 13 años, se me complicaba entender por medios virtuales, dolores de cabeza de estar sentada todo el día haciendo trabajos .me atemorizaba mucho al saber que mis familiares tenían que trabajar y salir con eso afuera."

ST 13; 11th; Life Story 13

"[...] por el encierro. Ya que, pues, era un miedo constante...ver llegar a mi mamá y que, de una vez, meterse al baño a bañar. Eso es muy feo. Y yo sentía...o sea, no podía ni saludarla, ni abrazarla, ni nada de eso, porque era un como...una distancia que teníamos entre todos."

ST 13; 11th; Interview 13

"También, hay que decir que la pandemia efecto de las emociones de todos. El estar todo el tiempo encerrados, los papás también ya estaban... Ellos decían: "Profe, estoy desesperada con este chino, no sé qué hacer. ¿Qué hago? ¿Cómo hace usted?" [...] Muchos padres de familia de nuestro sector quedaron sin empleo, muchas familias sufrieron pérdidas, a muchos niños se les murieron las mamás. Nosotros, también, fuimos afectados porque es compañeros de nosotros, también, ya no están por esa pandemia y eso a uno le deja una marca, una huella que nunca se va a borrar."

TE 1; Secondary; Interview 15

"Lo anterior me afectó la salud, teniendo por primera vez cuadros de ansiedad asociada a estrés laboral. Lo anterior no tuvo eco alguno en los estamentos del colegio quienes, lejos de tener en cuenta la excesiva carga laboral en la planeación de actividades además de la atención de estudiantes uno a uno, asignaban más reuniones y actividades con plazos imposibles de cumplir en el horario laboral

normal. El trabajo se volvió tanto que ya no podía dormir, y ya no podía realizar otras actividades familiares ni personales en casa por estar pendiente de lo laboral.”

TE 2; Elementary; Life Story 16

“Los adolescentes vivieron sus años en los que más dependen de la opinión o la interacción con sus amigos, encerrados. Entonces, podemos ver en este momento que hay muchos muchachos con problemas de ansiedad, con problemas de depresión y es parte de eso. Ese aislamiento no les permitió hacer algo que ellos necesitaban hacer, que era interactuar con su grupo de amigos.”

TE 2; Elementary; Interview 16

Theme 10- Regarding Motivation and Self-Regulation:

“[...] siento que a partir de ahí siento que perdí, pues, cierta motivación hacia el estudio, porque pues yo antes sí era un poco como más responsable con mis obligaciones y, pues, últimamente siento que...o sea, a partir de...después de que volví de la pandemia, siento que, no sé, perdí ese sentido, no sé por qué, la verdad, pero pues siento que si tuve una desmejora en ese aspecto. [...] O sea, siento que era más una falta de autocontrol, generalmente, pero creo que hay algo más ahí que no sé exactamente qué es”.

ST 3; 11th; Interview 3

“[...]los trabajos eran muy fáciles, pero, la verdad, me aburría la manera en la que tocaba hacerlos.”

ST 4; 11th; Interview 4

“En el tiempo en el que permanecía sola sin nadie vigilando que hiciera mis tareas que en su mayoría era casi todo el día me disponía a jugar en el celular (free fire) ocupaba mi mente solo en eso, al momento de entregar mis tareas decía que no había entendido.”

ST 6; 11th; Life Story 6

“Eh, la verdad si soy sincero, me ganó la pereza. Completamente, me ganó la pereza. Y, la verdad, sí fue muy, muy aburrido. Fue muy tedioso tener que hacer las guías y que entregar...La verdad, sí me ganó la pereza y en el momento, quise dejarlo, o sea, no quería seguir. No hacer nada.”

ST 4; 11th; Interview 4

“qué tan autónoma era, qué tanto podría hacerme yo cargo de mis cosas y de mis actividades, porque pues , digamos, en ese encierro yo me la pasaba todo el día sola y siempre, pues la mayor parte ha sido así, pero era como yo encárgueme de mis tareas, no tenía un profesor que me asesorará, entonces era como: "Usted solita, busque. Resuelva. Pues, si no entiende una manera, busque alguna solución o haga algo.”

ST 12; 11th; Interview 12

“De vez en cuando tomo unas clases de inglés por duolingo, profesores de YouTube, aprendo escuchando música o viendo películas, esto hace que se me haga más activo el modo de aprendizaje y que no se me torne tan aburrido. [...] se me complicaba entender por medios virtuales, dolores de cabeza de estar sentada todo el día haciendo trabajos .me atemorizaba mucho al saber que mis familiares tenían que trabajar y salir con eso afuera, pero así aproveche de tener internet, computador y celular para estudiar el inglés por mi cuenta. Escuchando música y viendo películas o series y/o viendo profes es YouTube.”

ST 13; 11th; Life Story 13

“[...] es triste porque en la pandemia uno se sintió abandonado. Entonces, se pierden las ganas porque tú intentas. O sea, para enseñar inglés, hay muchísimas herramientas online. Muchísimas. Pero cuando tu tratas de enviar eso y no hay reciprocidad, tú ves que te matas haciendo una guía todo un día y la envías para 15 días y de esas 240 que tienen que llegar llega 1, 2, 3 correos...entonces, tú dices: “Bueno, ¿para qué sigo siendo guías?” ¿Sí? “¿Para qué me estoy matando?””

TE 1; Secondary; Interview 15

Theme 11- Regarding perceptions of English as a subject:

“Mi experiencia no ha sido sana, por eso a estas alturas de mi vida solamente percibo el inglés como una materia que debo cumplir con las notas y trabajos para no perderla, nunca ha sido mi fuerte, a pesar de que soy una estudiante aplicada en todas las materias, el inglés es mi debilidad total, trato de evitar todo lo que tenga que ver con ello, me asusta el hecho de tener que enfrentarme con algo que no conozco para nada, aunque soy consciente que como idioma abre muchas puertas laborales y oportunidades para tu vida; no es malo, solo son malas experiencias que lo envuelven en mi cabeza y que me lleva a evitarlo diariamente.”

ST 2; 11th; Life Story 2

“El inglés ha sido una parte fundamental de mi vida desde que tengo memoria, siempre he disfrutado de la música y películas en inglés, y me he interesado por aprender más del idioma mediante diferentes estrategias.”

ST 5; 11th; Life Story 5

“De hecho, en la virtualidad a las únicas clases que de vez en cuando entraba era inglés, porque era la única clase que me gustaba.”

ST 5; 11th; Interview 5

“el inglés, en lo personal es muy complicado, pues mi familia no me lo inculco de pequeña y yo a medida que fui creciendo tampoco me interese en esto, lo cual al día de hoy me afecta porque si es algo que quiero aprender pero se me hace muy complicado, por su pronunciación, sus verbos(pasado, presente, futuro), sus conjugaciones y demás.”

ST 12; 11th; Life Story 12

“siento que si usted no tiene disciplina y no se tiene una constante...o sea, un constante aprendizaje de eso, no, pues no se va a aprender, Y, pues, digamos, yo hace unos meses empecé a utilizar Duolingo y, pues, la verdad me interesó mucho, pero fue como que me vi muy saturada y ya, de un momento a otro, paré. Entonces, se me olvidaron ciertas cosas y el vocabulario, también. Entonces, es eso. Siento que es de constancia.”

ST 12; 11th; Interview 12

“El inglés es una materia muy difícil para mí ya que me cuesta entender algunas cosas, pero es un idioma que me encantaría aprender, me da mucha curiosidad y más porque es el más hablado en todos los países, me sirve demasiado ya que gustaría viajar a otros países.”

ST 13; 11th; Life Story 13

“a veces, me cuesta, pues, levantarme de mi cama y poder decir: "hoy voy a aprender". Pero sí trato de escuchar música en inglés, mirar los significados, o sea, trato de ver películas en inglés, series en inglés y voy mirando los subtítulos en español.”

ST 13; 11th; Interview 13

“Yo creo que para la materia que más fobia tuvieron, es para inglés porque, pues, por nuestra población, nuestros papas son como desconectados totalmente del inglés. Es un ‘coco’. “Yo no sé inglés”, “Profe, nada de inglés” ...entonces, “de pronto, en matemáticas ya te puedo hacer la suma, pero en inglés no. Yo no sé nada de inglés”. Entonces, eso también como que te va

bajando los ánimos a ti y tú dices: “Bueno, ni los papás, ni los niños, nadie quiere el inglés, entonces, ¿qué hacemos?”

TE 1; Secondary; Interview 15

Theme 12- Lack of Resources for learning during the pandemic:

“Lo que no me hizo asistir a las clases en cuestión es el internet. Yo no tenía internet. [...] Yo vivía en un lugar donde no llegaba ni la señal, entonces era muy complicado para mi meterme a las clases.”

ST 6; 11th; Interview 6

“Nunca hicimos nada, todos fueron guías, entonces, aprender por guías no es que sea imposible, pero es muy difícil absorber algo de conocimiento a comparación de en las que estuve, ya que hacía intervenciones. Hablaba. En cambio, si nunca hacíamos clases virtuales, no iba a aprender nada.”

ST 4; 11th; Interview 4

“Al llegar la pandemia, el quehacer pedagógico docente se modificó, y muchas emociones salieron a flote, pese a contar con los elementos mínimos para realizar mi labor, el entorno de la institución en la que trabajaba presentaba varias limitaciones que hicieron que pese a que existieran muchos recursos tecnológicos en línea para usar y estimular a los estudiantes no pudieran ser usados por que los estudiantes no tenían las herramientas adecuadas para desarrollarlas.”

TE 1; Secondary; Life Story 15

“Creo que una de las grandes reflexiones que dejo la pandemia, es que pese a la infinidad de herramienta que poseemos en internet, en ocasiones la carencia de recursos trunca los procesos de enseñanza aprendizaje.”

TE 1; Secondary; Life Story 15

“Si contaba con dispositivo pero era un poco complicado ya que mis dos hermanos también tenían que conectarse y solo contábamos con un solo dispositivo.”

ST 14; 11th; Life Story 14

“Creo que una de las grandes reflexiones que dejó la pandemia, es que pese a la infinidad de herramienta que poseemos en internet, en ocasiones la carencia de recursos tronca los procesos de enseñanza aprendizaje.”

TE 1; Secondary; Life Story 15

“al final se propuso darles unos celulares, darles muchas cosas, pero eso ya fue casi al final, al final de la pandemia, entonces ya fue algo que...que fue muy mínimo para poder cubrir el problema que se presentaba al principio.”

TE 1; Secondary; Interview 15

“El colegio tampoco fue como apoyando a los profes, mirando cómo nos sentíamos, no. Ellos estaban concentrados como en eso: en llenarnos de guías y de hacer y de hacer.”

TE 1; Secondary; Interview 15

Theme 13- Perceptions regarding the relationship with the teachers:

“[...] he creado como vínculos con los 'profes', de que se acuerdan tipo: "Ah, sí. Cuando estábamos en pandemia que te veía por allá en la pantalla", entonces crear como ese vínculo con los 'profes'...pero, yo creo, que hay cosas más positivas que pude agarrar, que negativas.”

ST 2; 11th; Interview 2

“La relación con mi profesor fue muy buena, nos teníamos apodos entre nosotros, era divertido y me sentía en confianza con él, con mis compañeros fue una amistad simple, nada del otro mundo nos llevábamos bien. En las clases de inglés, tuve acceso a cartillas, guías, videos, fotografías e incluso películas.”

ST 4; 11th; Life Story 4

“Esas clases fueron muy buenas, fueron chéveres. Mi profesor, a quien le agradezco mucho, él me ayudó a abrirme hacia nuevas personas, a no tener tanto miedo. Y, la verdad, fue una experiencia muy buena porque gracias a eso he podido tener mejores relaciones con las personas con las que ya tenía. He podido hablar sobre cosas que me interesan y aprender a escuchar a las personas. La verdad, las clases para mí fueron la salvación en la pandemia.”

ST 4; 11th; Interview 4

“lo mínimo que yo se de ingles es por lo que hemos visto en las clases de ingles de grado 10° y 11°, porque en los anteriores grados antes de la pandemia, no prestaba atención por la

manera de dictar de los profesores, soy fiel creyente de que si a uno le dictan las cosas con calma y que se les note que les gusta lo que hace eso se transmite, pues los profesores de mis anteriores grados yo sentía que lo hacían como porque era su trabajo y ya, o sea se convertía en clases aburridas, cotidianas, no dinámicas y era como apréndase eso y ya y no [...] No me gustaría volver a pasar ese tipo de clases que tuve en pandemia y en mis grados anteriores.”

ST 12; 11th; Life Story 12

“La relación que tenía con mis compañeros o profesores era muy nula, ya que yo era una nena muy callada y siendo sincera a todos mis compañeros si no que interactúe con ellos después de ingresar otra vez al colegio.”

ST 13; 11th; Life Story 13

Theme 14- Comparisons between the private versus the public sector English lessons during the pandemic:

“En las clases era más hablar con mis compañeros, o sea, era de a grupos y hablábamos todos juntos o grupos separados y ya después hablábamos, en general, para todo el grupo. Y, acá en el Paulo, ya era como: "tiene que hacer estos trabajos", "tiene que entregar esto", entonces, era más como memorizar a poner en práctica.”

ST 4; 11th; Life Story 4

“[...] durante la pandemia pudimos ver que los colegios privados tenían una comunicación más cercana con los chicos porque ellos tenían celulares, acceso a internet, computadores, tablets y prácticamente cumplían el horario de clase. Acá, en los colegios distritales, ¿qué sucedió? La carencia de recursos. Muchos muchachos no contaban con internet, no contaban con una herramienta para comunicarse, pues hizo que ellos se fueran alejando de...de esa comunicación.”

TE 1; Secondary; Interview 15

“Acá en esta población, muchos no cuentan con los recursos tecnológicos, no cuentan con el dinero para hacer una recarga para poder acceder a lo que se propone. En cambio, en los privados, pues los padres tienen un poco más de recursos y ellos sí podían acceder a sus clases, era casi obligatorio.”

TE 1; Secondary; Interview 15

“[...] te puedo poner un video en el papel, pero pues si no tienes la herramienta para poderlo ver, pues no va a funcionar. Entonces ese es como el gran abismo, ¿no? Acá en esta población, muchos no cuentan con los recursos tecnológicos, no cuentan con el dinero para hacer una recarga para poder acceder a lo que se propone. En cambio, en los privados, pues los padres tienen un poco más de recursos y ellos sí podían acceder a sus clases, era casi obligatorio.”

*TE 1; Secondary; Interview 15***Theme 15- Regarding the school administration:**

“El Colegio jamás nos dijo: “Oiga, tomé \$1000 pesos para su internet”. Jamás: “Oye, ¿tienes computador o no?”. Nada. Solamente responde. [...] Nunca. Nunca ni durante esos 3 meses y ellos no valoraron el esfuerzo que hicimos los ‘profes’ con nuestra propia plata, con nuestra propia energía, con nuestros propios computadores, con nuestros propios minutos, incluso, llamando a niños que no aparecieron. [...] La Secretaría jamás dijo: “Oiga, les voy a dar una bonificación porque ustedes están usando su internet, están usando su electricidad, están usando sus minutos para sostener la educación”. No. Ellos jamás vieron eso... [...]”

TE 1; Secondary; Interview 15

“El colegio no capacitó a nadie.”

“Siento que en el colegio fue algo como: “es algo que tenemos que hacer y ya. No nos importa su situaciones personales, sus situaciones de salud, sus situaciones particulares”. En mi caso, pues tuve varios aislamientos porque tenía sospechas de COVID. Yo soy madre cabeza de hogar y, pues, para mí era muy complicado dejar a mi hija sola porque en el colegio de ella no estaban volviendo a pesar de ser, también, un colegio público. retSiento que, en este colegio, es triste decirlo, pero aquí simplemente se da una orden, se imparte una orden y ya. Es solamente... el objetivo es implementar. No importan las personas, no importa la salud. No era la salud solamente de los maestros, era la salud de los niños...”

*TE 2; Elementary; Interview 16***Theme 16- Perceptions Regarding Excessive Workload and Stress:**

“[...] las constantes reuniones y el tener que brindar números y email a los padres fue una tortura, algunos eran demasiado irrespetuosos y no les interesaba la hora, y

nos veían como la solución del problema, a los cuales nunca pudimos atender porque existían situaciones que se salían de nuestra potestad como docente.”

TE 1; Secondary; Life Story 15

“El colegio tampoco fue como apoyando a los profes, mirando cómo nos sentíamos, no. Ellos estaban concentrados como en eso: en llenarnos de guías y de hacer y de hacer.”

TE 1; Secondary; Interview 15

“[...] los papás empezaron a darse cuenta de que, o sea, de que no se les iba a regalar el año, que tenían que hacer y ya, al final, empezaron a enviar correos, correos, correos, correos, correos, correos...que yo creo que todos en un momento estuvimos colapsados de correos. Y, es triste, también, que no había como un pensamiento en sociedad, sino “no me importaba mandarle el correo a la 1:00 de la mañana, a las 2:00 h de la mañana, a las 11...”

TE 1; Secondary; Interview 15

“De pronto estoy especulando, pero claro, la pandemia te afectó física y, también, psicológicamente. Había un momento que ya tú tenías como tanta presión y veías ese correo que llegaban y llegaban y llegaban...que tú dices: “¿En qué momento voy a parar de calificar o de responder?”. Y, a veces, también el Colegio lo presionaba a uno y “que tiene que enviar, profe.”, “que tiene que hacer” ... y era agotador. ¡Había papás que llamaban a las 10:00 de la noche! Entonces uno dice: “No tengo tiempo de descanso. No tengo tiempo de descanso”. Porque, finalmente, yo acá entro a las 12:30 h, me voy a las 6:30 h, pero no me llevo trabajo. En la casa trabajaba desde las 6:00 de la mañana a las 10:00 de la noche y no descansaba.”

TE 1; Secondary; Interview 15

“[...] la experiencia se hizo muy difícil en razón a la carga excesiva de trabajo, a que los colegios no proveían los equipos para poder realizar el trabajo debido a los confinamientos. Por otro lado, es posible afirmar que una de las barreras más grandes fue que la mayoría de los estudiantes no disponen de las herramientas tecnológicas necesarias para poder llevar un buen proceso académico. Sumado a esto, en mi caso tenía 14 cursos lo que da un total de aproximadamente 480 estudiantes, a los cuales no podía atender en sesiones sincrónicas por lo dicho anteriormente. A cambio, tenía que darles atención uno a uno a través de WhatsApp o de correo electrónico. Esto me afectó terriblemente puesto que la carga de trabajo

era excesiva, sumado a la cantidad de reuniones y actividades adicionales que tocaba realizar. “

TE 2; Elementary; Interview 16

; “[...] una cosa que de pronto no sé si la narré en la historia de vida: yo comencé a sufrir de estrés laboral y comencé a sufrir de ansiedad, a raíz de esto. Tal vez fue un poquito frustrante ver que mis esfuerzos no estaban siendo tenidos en cuenta por la institución, porque aquí ignoraron mi problema. Aquí no me disminuyeron la carga. [...] en algún momento solicité una reunión con la rectora y le dije que yo no podía más, que yo iba a renunciar. O sea, era tanta mi desesperación que yo estaba pidiendo ayuda a gritos. Yo le dije: “Yo voy a renunciar y ya no aguanto más reuniones, no aguanto más cosas. O sea, quieren que me conecte a reuniones, pero también que les haga clases sincrónicas a los niños, pero también que atienda las guías, pero también que atienda 470 y tantos mensajes en WhatsApp”

TE 2; Elementary; Interview 16

Theme 17- Regarding Simplification of content and adaptation:

“En ocasiones la asignatura de inglés fue reducida a una guía, lo más sencilla posible, porque “los papás no saben inglés” con instrucciones en español, ejercicios muy cortos y pocas posibilidades de desarrollar habilidades en ellos.”

TE 1; Secondary; Life Story 15

“Lidiar con tener que bajar el nivel a lo más mínimo para no perjudicar el nivel de los estudiantes, las constantes reuniones y el tener que brindar números y email a los padres fue una tortura...”

TE 1; Secondary; Life Story 15

“sumado al tema del nivel de los niños, pues no me permitía encontrar ya materiales diseñados en internet que se adaptaran a las necesidades particulares de cada grado. Entonces, me vi en la obligación de comenzar a producir vídeos, a producir guías... a producir, por ejemplo, recursos online que, de pronto, no todos los niños los usaron, pero algunos sí sacaron provecho, como por ejemplo con EducaPlay, ¿sí? Como, por ejemplo, con Worldwall, que le permitía hacerles a los niños actividades interactivas para que fuera un poquito más, como que les llamara más la atención. [...] Sin embargo, pues, a veces tocaba en la guía en PDF, incluir el enlace a

YouTube y a veces los papás no los miraban porque, además, hay papás que no saben leer ni escribir. Entonces, digamos que es complejo.”

TE 2; Elementary; Interview 16

Theme 18- Regarding Evaluation and Assessment:

“Yo empecé a revisar esa cantidad de correos y, tristemente, pues el que hizo algo, pues, debía pasar. El que, de verdad, nunca se presentó, nunca dio señales de vida, pues, ¿cómo lo evalúas? Al menos ese esfuerzo, ese intentar, esa recarga de \$1000 pesos para...para enviar algo, valía, pues, tenerla en cuenta, porque de verdad hubo chicos que cero, o sea, cero. Nunca aparecieron.”

TE 1; Secondary; Interview 15

“Sí hubo casos de muchachos muy buenos, que uno sabía que eran muy buenos, pero lastimosamente no tenían los recursos y no...y no pudieron. Y, también, chicos muy vagos, muy vagos, que solo por el hecho de enviar una guía, debían pasar. Entonces, fue triste, la verdad y desmotivadoras esas comisiones porque no se estaba evaluando un aprendizaje, sino- para mí- en ese momento se estaba evaluando si tenías plata o no para poder enviar los trabajos.”

TE 1; Secondary; Life Story 15