

Universidad Hispanoamericana

FACULTAD DE EDUCACIÓN

Thesis Project to Opt Out for the Degree of Licentiate in English Teaching

A Proposal to Improve the English Teaching Method in Distance Education through Digital Technologies in Pandemic Times Based on the Experiences of English Teachers from the IPEC San José in the First Semester 2021

Paula Madrigal Hidalgo

Autor

Ariel Gustavo Vargas Vindas

Tutor

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Yo Paula Madrigal Hidalgo, mayor de edad, portador de la cédula de identidad número 27160849, egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: A PROPOSAL TO IMPROVE THE ENGLISH TEACHING METHOD IN DISTANCE EDUCATION THROUGH DIGITAL TECHNOLOGIES IN PANDEMIC TIMES BASED ON THE EXPERIENCES OF ENGLISH TEACHERS FROM THE IPEC SAN JOSÉ IN THE FIRST SEMESTER 20212 es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 10 días del mes de mayo del año dos mil veintiuno.



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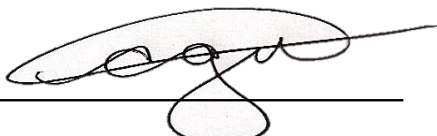
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204420300

Universidad Hispanoamericana
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La estudiante Paula Madrigal Hidalgo, cédula de identidad 27160849 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "A Proposal to Improve the English Teaching Method in Distance Education through Digital Technologies in Pandemic Times Based on the Experiences of English Teachers from the IPEC San José in the First Semester 2021", el cual ha elaborado para obtener su grado de Licenciatura en la enseñanza del Inglés

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Who has been my partner for several years now,
who has motivated me to be a better person and professional,
who has helped me to develop in the workplace in a better way,
who fills me with pride for all his achievements,
who I admire for his professionalism and ambition
who motivates me every day of my life to continue fighting for my dreams, my life
and adventure companion.

Who I love and will love forever, my husband.

Olger Ernesto Alpizar Hidalgo

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To God for helping me, guiding me and not abandoning me, that despite everything we went through during this period did not abandon me and helped me get here.

To my parents who have been my pillar in life, to whom I owe my professional training, for training me as a good person and for being my greatest example in life.

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To my tutor who has given me great support and help throughout this period, Ariel Vargas Vindas.

“You can’t wait until life isn’t hard anymore, before you decide to be happy”

-Nightbirde

Introduction

Currently, Costa Rica is a country that is very open to international trade, so there are many national and international companies that require personnel with a command of a second language. The global priority at the moment is English as it has become the “second language of the world”. People of different nationalities generally use this language to communicate with each other, so the ability to speak, read and write it has become a prerequisite for getting a good job.

Learning a foreign language is a complex process because the learner must understand, in addition to the structures of his first language, the principles of the foreign language; leaving behind the mental distributions typical of their native language to adopt those presented by the new language. That is, teaching is responsible for guiding and facilitating learning, giving the student the opportunity to learn, through strategies previously chosen by the educator for this purpose.

Furthermore, this research is based on one of the challenges of the 21st century educational policy. In 2017, the MEP implements the new study programs for English Teaching in the country; These programs present the Action Oriented Approach as the new teaching method and the use of Information and Communication Technologies (ICT) as a requirement for the implementation of this method in the English programs.

The previously challenge is precisely the challenge of incorporating and taking advantage of the technological resources that students and instructors have as part of the learning process. In this case, this research process highlights the use of digital technologies, highlighting and taking advantage of the tools that they facilitate for the teaching of English, incorporating it as a didactic resource in the English classes that are taught in all its modalities in the IPEC of San José.

The current project is composed by different steps and processes that were applied to obtain the results and conclusions of the investigation. Chapter one, presents the research problem, the objectives, scope, and limitations. Chapter two shows a theoretical framework that detailed a state of art, that contains the current research about the topic. Besides, all the information related to the institutional background that provides a historical context for the audience can be found in this chapter and the concepts of the theory that is going to be study. Chapter three details the methodological framework, the type of investigation, the sample, and the respective criteria that was used to obtain the population involved in this research project. Additionally, different instruments that were applied to obtain the required information can be found. Consequently, chapter four presents the analysis and interpretation of the obtained data. This section exposes the different figures and graphs with their respective explanation according to the results obtained from the interviews, surveys, and observations done to the selected population. In the chapter five offers the reader the specific actions suggested to correct deficiencies and the gaps found during the research; all of these as recommendations. Finally, chapter six you can see a proposal to apply in the institution studied and improve the use of digital technology in the teaching of English. At the end of this chapter, the bibliography consulted, and a section of annexes are attached, showing the different documents that were part of this research project.

Chapter One

Research Problem

1.1. Problem Statement

1.1.1. Background to the problem

In January 2020, the health authorities activated the protocols to face the international health epidemiological alert due to the outbreak of the new coronavirus in China. The alert of the World Health Organization (WHO) of January 30, 2020, was generated after a new type of coronavirus was detected in the city of Wuhan of Hubei Province in China that had caused infections and deaths to world level.

Most of the public and private education institutions have implemented distance or hybrid education supported by the use of digital technologies, since March 16th of the 2020, the government had to stop the presence of the students in the classrooms due to the arrival of the virus called covid-19 that begun in China and now it is in Costa Rica.

As a result of the research and monitoring processes developed during the 2020 and 2021 school years, it has been determined that more than 400 thousand students enrolled in the public educational system do not have connectivity or access to technological equipment in their homes, this despite The efforts made by the Ministerio de Educación Pública in the matter, a population for whom the gaps cannot continue to widen and therefore it is not feasible to develop a model of pedagogical mediation in the remote environment, through synchronous sessions with technology and connectivity; a strategy that would lead to the backwardness of said population and a direct impact on their right to education. (MEP, 2021)

The use of information and communication technologies, popularly its acronym is ICTs, has become of utmost importance in the country since before the pandemic hit. In the teaching of English, it has been sought to implement for a better development of the skills that the language requires, especially speaking and listening.

ICTs are increasingly friendly, accessible, adaptable tools that schools assume and act on personal and organizational performance. These schools that incorporate the computer with the purpose of making pedagogical changes in traditional teaching towards more constructive learning. There the computer gives the information, promotes the development of abilities and skills so that the student looks for the information, discriminates, constructs, simulates and tests hypotheses. (St-Pierre & Kustcher , 2001)

Despite the fact that many teachers were not used to including information and communication technologies in their curricular plans, with the pandemic they are forced to quickly learn about these teaching techniques and also to incorporate them into their study plans to be able to do communication with students possible. Distance education has been consolidated with the use of computer and telecommunications media as virtual models of education, which have factors such as; non-physical presence, time, space and the educational model (Fernández, Server, & Cepero , 2020, pág. 2).

Some private universities and public institutions as the Universidad Estatal a Distancia and Colegio Nacional de Educación a Distancia, before the virus, already used the distance education method through the use of the digital technology, as an option for the population living in remote areas of the country or doesn't have to much time to go to class.

Nowadays, the contact with digital technologies in the classrooms had being very important in all grades, even at the universities, they had been proposed kinds of strategies to the teachers to get involve with the different technology devices and applications as a natural way to the development of learning abilities, so in the current society there is not education without a kind of link with the technology.

Some of the recent investigations talk about the incorporations of the technology in the English teaching methods, Gina Torres Calderón in 2018, wrote an article for Scielo organization called: "Costa Rica's overview about the use of technology in second languages teaching", in this article shows the panoramic of the technology use including in the teaching of second language in Costa Rica. Also, it describes the challenges and obstacles that the teachers deal with during their classes (2018).

The research's objective describes the current situation of the use of technology by second language and foreign language teachers, which are the obstacles, challenges and needs of language teachers in Costa Rica's education environment. Therefore, Calderón doesn't make generalizations, intended to search a first fact about this topic and grab the attention of something hasn't been investigated.

Traditional teaching displaced by the communicative approach in the 70's, allowed establish a panorama of greater awareness of the importance of interactive strategies for teaching in second languages. Following to Gina, in this change, it has been seen how technology has been implemented since the last century when, for example, computers with speech recognition software or programs that tried to be interactive were used (Listeri, 1998). However, the role of technology not only had that function, but has been developed both at the research level with authors such as Chun (2008) González-Lloret y Ortega (2014) Akbar (2015) Hampel y Stickler (Hampel, 2015), Carrió (2016) who make an account of the possibilities of teaching second languages if technology is implemented in classrooms.

In other investigation, assuming that people are in the middle of a world pandemic, the educations have suffered huge changes. The magazine Innovaciones Educativas shared an article in October 2020 called: "Curriculum management in public schools in Costa Rica during the covid-19 virus pandemic" write by the authors Satya Rosabal Vitoria and Yors Guillermo Solís Vargas.

In this article emphasizes the current situation of the national education, administrative educational work regarding the curricular area now has new functions: tabulate the connectivity scenarios in which the groups of students from each educational center are found; review the autonomous work guides of each teacher; review the financial budget for cases in those who must provide printed guides or technological devices so that learning is not impeded not in person or virtual; issue communications, schedule meetings, prepare circulars to the community educational; among other functions, all virtually (2020).

Digital competencies are the group of elements focused on the management and creation of educational environments with specific purposes of teaching and learning. However, the pandemic brought with it a sudden change that does not ensure whether English teachers have these skills to adapt to digital educational environments fully. The lens reflects on the limitations and aptitudes that the professor's must-have in the gesture of these digital environments in the median study of the mediocre analysis of interviews, questionnaires, and observations. For this, we analyze the following aspects:

- a) The limitations that teachers find in the management of digital resources
- b) Teachers training in ICTs
- c) Digital competencies.

To conclude, for teachers to acquire and reinforce digital skills, before risking misuse ICTs, they must recognize the resources they have to train and use technology appropriately for entirely educational purposes (Vargas, Ramírez, & Morales, 2020).

English teachers do not feel capable enough to explore technology deeply beyond grammar exercises. The previous idea relates to the findings of (García & Rey, 2013) who state that “the implementation of technology is carried out more in terms of reinforcement and consolidation of structures worked in class rather than in enhancing the process of learning and teaching a language in a more meaningful way.”

Then they limit their opportunities and increase the deficiencies in competencies related to digital academic tools. But the migration to digital learning environments has made technology be the primary tool to carry on interaction, teaching, and learning processes.

The research seeks to strengthen and increase the knowledge of the use of digital technologies in the teaching of English, in the current context of hybrid education (face-to-face-distance) to improve the learning of English in students and facilitate help to teachers to include information and communication technologies within their curricular plans, using tools and applications that help them strengthen the English language skills of students and thus learn in a different and more entertaining way.

1.1.2. Problematization

For some years now, the use of digital technologies has been implemented in institutions as part of the growth in student learning, however, some teachers have decided to stay in their way of teaching and decide not to incorporate ICT in their curricula.

However, since the pandemic began, they have been forced to enter the era of digitization quickly, in order to make communication and teaching possible, in the context of distance education or hybrid education. And the problem is not only with teachers, there is a great lack of interest on the part of the students for learning since, due to the pandemic, they are demotivated and their learning process have been affected.

English teachers at IPEC in San José are extremely concerned, since their students are not learning enough and they feel delayed in their learning. The most worrying part is that since 2019 the MEP implemented the linguistic proficiency test which will evaluate the level of English knowledge of the students and they are certified according to the Common European Framework of Reference (CEFR).

It is for this reason that there is some pressure since the desire of the language teachers of this institution is that their students prepare for this test which they take in the last year of diversified education, in the case of IPEC, it would be students eleventh year. Because with a high score on this test, students will have greater job opportunities upon finishing their studies in high school.

Today education and society in general is experiencing a health crisis that is hitting all the dimensions of the human being. Although education, in this sense, is not the most affected by the pandemic of the virus responsible for COVID-19 (Coronavirus Disease 2019), as they can be health and the economy, it is necessary to rethink teaching so that educational processes are not lost and continuous training, even if the option is not in person or virtually from homes of each student. (pág. 229).

So, it is too important that teachers have had to strengthen their knowledge in the use of technologies. There are a variety of tools and applications that teachers can use to transmit learning to students. Even so, many teachers have not been trained or have wanted to explore the number of tools that technologies and the internet can provide. For this reason, the investigation seeks to propose different ways to make English learning possible, in distance, virtual and hybrid education, that catch the attention of the students and simplify their learning process, through the correct use and benefit of digital technologies. And thus avoid the learning delay in students and they can prepare in the correct way for the language proficiency test and also so that they improve their language and can defend themselves in the world of work.

1.1.3. Problem justification

Technological learning environments are effective, comfortable and motivating, and can be worrisome for those who have not ventured into them as users and / or who do not handle them properly. In these environments learning is active, responsible, constructive, intentional, complex, contextual, participatory, interactive and reflective (St-Pierre & Kustcher , 2001).

This project was born with the intention of proposing an improvement to the English teaching in distance education, because to the situation that the country is going through, our education has been affected through many changes where the main means to make communication and student learning possible has been through the use of digital technologies, but because of that to the sudden change, the best of these has not been obtained.

For years, in the educational centers of the all country have looking to give a restricted use of technologies to students, therefore, teachers were not as familiar with them. This year, because of the pandemic caused by covid-19, the country's public educational institutions are forced to close temporarily to prevent the spread of the virus. This takes all officials of the Ministry of Public Education (MEP) by surprise and different guidelines must be taken to make it possible for education to continue, now in a concept called: distance educational process. In these guidelines, the teachers are required to use the different digital media for constant communication with the student and the educational process.

Educators, regardless of age, have seen the need to learn to use different methods, programs, applications, and other means; to teach their students. The teaching of English has been one of the most affected, many teachers have had to exploit all creativity and explore how to use technological devices at their hands, but it has not been possible to get the best out of these. For this reason, this research pretended to improve the use of technology as a didactic means for better process of teaching and learning English.

The purpose of this project is to propose an improvement to the use of digital technology in English teaching methods for distance education, because the Ministry of Public Education, states that it is here to stay. The investigation is based on the experience of English teachers at Instituto Profesional de Educación Comunitaria of San José, for whom it has been a difficult process, due to the socio-economic situation of the students and also to their age differences. This investigation tries to facilitate the learning of the student population of this institute and a greater benefit of the technologies for English teaching.

1.2. Problem formulation

How to improve the learning process of English as a foreign language through digital technologies to apply it in the virtual education in pandemic times with the covid-19 the first semester of 2021?

1.3. Research objectives

1.3.1. General objectives

To analyze the limitations and facilities of of English as a foreign language through the use of digital technologies based on the experiences of English teachers from the Instituto Profesional de Educación Comunitaria (IPEC) of San José to develop a proposal to improve the use of technology in new education needs in the context of national emergency covid-19.

1.3.2. Specific objectives

1. Identify the experiences of the English teachers from the IPEC San José, the limitations and facilities with the use of digital technologies in the context of national emergency covid-19.
2. Evaluate the new necessities with the use of digital technologies of English as a foreign language trough the distance of the English teachers from the Instituto Profesional de Educación Comunitaria (IPEC) from San José in the context of national emergency covid-19.
3. Design a propose to improve the use if the technology teaching English as a foreign language that responds to the new necessities of distance education in the context of national emergency covid-19.

1.4. Scopes and limitations

1.4.1. Scope of research

The investigation covers the English teachers, from the IPEC located in Barrio México in San José province, who have been teaching in virtual education since March 2020 and at the beginning of the 2021, started to teach with the hybrid method (presential-virtual) in accordance with the guidelines established by the Ministry of Public Education.

For the first time, in the education of Costa Rica, it must be taught under these methods, where virtual education is of utmost importance for the teaching process to take place.

This research seeks to improve the teaching method of teachers, exploiting the use of digital technology to the maximum, accelerating and simplifying the learning process of students and improving the skills that are developed in the language such as speaking, listening, reading and writing through the use of tools and applications.

1.4.2. Limitations

Due to the modality with which the education in Costa Rica works this year 2021, in a hybrid way, the information collected by the sample must be virtually, since for pandemic reasons contact with people who do not belong to the social bubble should be avoided.

Also, the lack of interest from the students in learning English makes it hard to implement new kinds of methodologies using the digital technologies, as consequence of the quarantine students have a high demotivation in the learning process, for that reason implement new things turns very difficult.

As addition, students do not show much interest when it comes to teaching virtual classes, their high absenteeism makes it very difficult to develop in a more detailed and dynamic way using digital technologies and get more out of them.

On the other hand, due to the hasty closure of educational centers, there is a great lack of educational planning and the lack of didactic resources for the development of distance educational proposals with the support of digital technologies in the institution's teachers.

The biggest limitation that occurred during the investigation was that the first semester of 2021 could not be concluded correctly, since the state, together with the Ministry of Health and the Ministry of Public Education, made the decision to make an interruption. In the school year, due to the high infections, in the third wave that the country is going through, therefore the semester was not completely concluded.

Chapter Two

Theoretical Framework

2.1. Historical context

2.1.1. The evolution of English teaching in the education system in Costa Rica

To contextualize this investigation, it's important to mention the history of the English teaching in the education system in Costa Rica. In an investigation of a group of students from the Universidad de Costa Rica, they published in an article called: "Cronología de la Enseñanza del Inglés en Costa Rica durante el Siglo XX" that by the end of the 19th century, governments definitely recognize that the teaching of this language foreigner will play a significant role for economic development from the country (Arroyo, 2012). This is due to the fact that the English people controlled 50% of the coffee crops exported by Costa Rica.

The teaching of this language is becoming official in Costa Rica in 1901, as noted in a file located in the National Archives of Costa Rica and whose official document did not appear, it is only indicated the year of its officialization. This fact, undoubtedly, coincides with the economic progress that the country presents at that time. It is from the first decades of 20th century, when the teaching of this language reached a major advance, if we compare it with the nineteenth century (Arroyo, 2012).

In the first decades the teaching of languages passed without any change. The traditional method is used and the classes are taught by mostly foreign people from United States or by Costa Ricans who had the opportunity to live in an English-speaking country and adopted their language. Teaching of some grammar rules and translation of texts is given. Classes are taught in Spanish and oral communication of the language is almost nil and they are not interested as can be found in some books in the National Archive of Costa Rica.

According to Marín teachers from the United States enjoyed of a series of privileges. They were paid in pesos American gold, the state covered transportation costs in first class, they worked four hours a day and also, they were given food and lodging (2012). For that reason, a lot of teachers from America came to Costa Rica just to work as English teachers, because they had a lot of

privileges, because in that moment there were not Costa Rican professional in English teaching.

Also, the author said that presumably they came exclusively to give lessons at the Liceo de Costa Rica, the Liceo de Señoritas, the Colegio San Luis Gonzaga and the Instituto de Alajuela (2012). Since at that time they were the only ones that had a high school academic system and English classes were taught only to high school students.

In the early 1920s and 1930s, the teaching of English went into crisis due to the shortage of English teachers in the country (Carbrera, 1996). Due to this, an exchange called "International Friendship League" is implemented, which consists of exchanging Costa Rican teachers to teach Spanish in the United States for American teachers who teach English in Costa Rica.

During these decades, private business schools were born in Costa Rica, some in the province of Limón and others in San José. In all these educational centers English was taught. Even according to Marín there was a particular school, Escuela de Comercio Manuel Obregón, has its own English book called *English for Beginners*, this book was brought directly from the United States (pág. 10).

At the moment that the commercial agreement between Costa Rica and the United States is signed, the impulse for the teaching of English in the country increases. New educational centers appear offering within their educational offer the teaching of English as a subject of great importance. These places allowed its graduates to work in those areas that the country was demanding at the time, such as typing, shorthand in Spanish and English, accounting and bookkeeping.

The need for the English language grew significantly in the province of Limón due to the large companies of American origin that came to exploit their lands mainly in the production of fruits for the exportation, such as the United Fruit Company. For this reason, new educational centers are founded in this province where their priority is to teach the English language to students. Home High School, West End School, la Escuela Adventista, Alpha Cottage School, Union Negro Improvement Association School, Salvation Army School, Escuela Inglesa

Católica y la Escuela del Barrio del Hospital, according to documentary source found in the National Archive of Costa Rica (pág. 13).

That activity where Costa Rican professors were exchanged with North American professors was so successful that it aroused the interest of the government and decided to cover the expenses of the Costa Rican scholarship recipients. In 1941 a study center was opened in San José called Inter-American Summer University, according to Marín, the interest of this educational center was to attract North American tourists who wanted to come to study the Spanish language. And then within its academic offer it includes free English courses for Latin American teachers.

Among the advantages that this university promised were excursions to different parts of the country, courses for the improvement of English during the weekend (taught by Professor Antonio Bruck) courses conversation in Spanish, Costa Rican literature, Central American literature, Costa Rican history, history of Central America, geology and botany. This information it is also found in a document in the Archive National of Costa Rica (pág. 13).

Thanks to this, the era of the 40s is of exchanges of educational and audiovisual resources, between Costa Rica and the United States. The increase of interest by the state towards the teaching of the English language in Costa Rica, achieves that by the year 1944, under the supervision of the deputy Carlos Luis Jimenez Pacheco, the obligatory nature of the teaching of English in all the schools of Costa Rica. Perhaps this decree of law arose in response to the trade agreement that Costa Rica had ratified with United States, in the late 1930s (pág. 15).

In the 1950s, the country experienced certain situations that impacted the teaching of English, one of the most outstanding was the initiation of a curriculum for the training of teachers of teaching English. And thus, the country has the ability to prepare its own English teachers without seeing the need to bring native English speakers. This was taught at the University of Costa Rica founded on March 7th, 1941, as a summer course, they called it the Escuela de Temporada.

The social and economic impact between Costa Rica and the United States coincide with the interest that the state gave to the teaching of English at that time, which is why the creation of teachers in the teaching of English in 1958, at the University of Costa Rica is not coincidence, it is an excuse to prepare future professionals for the arrival of foreign capital.

As the new educational reforms took place in the country, the teaching of English also plays an important role in these changes and becomes a driver of economic development. In 1958 the Asesoría de Inglés office organized at the Ministerio de Educación Pública (MEP) with what is evidenced how they begin to establish, in systematic way, programs and methodologies for teaching this language (2012). From this, aspects that had already been proposed are applied, such as phonetics, pronunciation, grammar, pedagogical materials, evaluation, literature and the application of a mixed method.

After the educational reforms, the MEP together with the Supervisión Especial de Lenguas proposed to work at national level the first two years of high school textbooks using the "Fries Method" and in the third, fourth and fifth years of high school with the "Method Hamilton ", this in order to, unify education throughout the national territory.

By 1959, the Centro Costarricense Norteamericano and the MEP trained the country's English teachers together with the second UNESCO technical commission to strengthen their skills in phonetics, pronunciation, intonation, literature, grammar and listening skills. This event marked a great importance in the history of the teaching of English and shows once again the value of learning English as a second language in Costa Rican education and its future effects on the socio-economic and political environment.

In the sixties there was an important growth in agricultural exports, this impacted both the economy and education. Several night schools were founded and educational centers for preschools, enrollment in existing schools it increased considerably and the second teaching was reformed.

Now, in May 1965 the Instituto Nacional de Aprendizaje (INA), just when the country was urgent to train people who could join rapidly to the new industrialized society by the one advocated by governments after 1948. That is how it was how the INA focused on promoting education technique.

For the teaching of English, the sixties allowed transformation in their programs, since they were affected by the number of hours taught. Before the renovations, you received 15 hours of English per month but with the reforms, 18 hours were taught. This leads us to infer that the idea of increasing the number of English teaching hours in schools was to achieve progress in learning this language.

At the beginning of the seventies, the country was going through an economic crisis which forced it to acquire internal and external debts to cover the fiscal deficit. Because of this, the government proposes a reform to education, which was known as the Plan Nacional de Desarrollo Educativo.

In this context, the new English programs emerge 1972. A new curricular approach whose objectives were to contribute to the development of the student and offer the opportunity to acquire new knowledge, attitudes and skills in the field of the most significant of human activities: expression and communication.

For the 80's, in 1987, with the arrival of Ms. Leonor Cabrera Monge to the National English Advisory, the teaching of English underwent some changes, the use of the communicative approach is promoted, new curricular programs are organized, teachers are trained through seminars for updating knowledge, all the curricular programs of the subject are also written in English as first time. In 1990, the Centro de Recursos was founded which with currently has the Asesoría Nacional de Inglés.

For 1991 the series of materials *Have Fun* is written for seventh, eighth and ninth years. This material is made by a Costa Rican team of English teachers, who had traveled to Great Britain with the aim of train in materials design and prepare teachers of the subject for a change in the methodology, so that they can comply with the Curricular adjustments in their respective classrooms.

The new stream socioeconomic that the country is going through demands a more qualified workforce for the industry, with technological, computational knowledge and command of the English language.

Faced with this reality, Costa Rican education is oriented to satisfy the needs indicated by the employer companies. Otherwise, the country would succumb to the demands implemented by the new economic system (pág. 17).

In 1990, the English curriculum programs for third cycle and diversified education were implemented in the country. According to Marín, the Asesoría Nacional de Inglés, establish the following general objectives of the English teaching are:

- a. Encourage in the student the critical knowledge of English-speaking cultures, by studying their language, thus promoting a revalidation of the values of the Costa Rican culture.
- b. Strengthen the student's respect and appreciation of himself and others, through learning of English as a foreign language.
- c. Promote the development of a critical and dynamic to any information presented in the English language and inside and outside the educational center.
- d. Promote the formation of a learner capable of contribute to national development by sustaining through the handling of information expressed in the English language in any field of human knowledge.
- e. Strengthen the student's development of learning permanent by applying the tongue English in the different fields of knowledge and in knowledge of current affairs.
- f. Promote student participation in activities self-managed or co-managed in which the English language is applied in the search for its own improvement and better cultural baggage of his support for.
- g. Encourage the student to use English as foreign language, to express your thoughts and communicate with people of other cultures about

different everyday topics and about the problem of today, as a way to develop their potential and better quality of life. (Arroyo, 2012)

In 1995, it seeks to break the existing gap between public and private education. Therefore, public education is forced to promote the learning of English in public schools throughout the country. The Programa de Estudios de Lenguas Extranjeras para el Desarrollo begins with the document called *Política Educativa hacia el siglo XXI: Propuestas y Realizaciones*, published by the MEP over the government of Jose María Figueres Olsen (1994-1998).

The resurgence of the English program for primary schools has an implicit purpose, such as it is manifested in the *Política Educativa hacia el siglo XXI: Propuestas y Realizaciones*. According to this document, Costa Rica is at a strategic juncture, given that many multinational companies are investing and installing plants in our country. Under that panorama, new professionals require preparation in the technical area, in computing, in technology and a command of one or two foreign languages. (pág. 22).

As a consequence of this transformation, the Instituto Tecnológico de Costa Rica increase the importance of the language, in the Business Administration career, two English courses per semester are no longer offered and seven are implemented, with an emphasis on conversational English and technical vocabulary based on the discipline. On the other hand, the computer science career gives more importance to the command of English and increases to six hours a week of English in its classes.

It is important to observe how within the new context economic situation in the country, the teaching of English acquires a very particular importance, perhaps like never before in history. The four universities state (the Universidad de Costa Rica, the Universidad Nacional, the Instituto Tecnológico de Costa Rica and the Universidad Estatal a Distancia) also offer free conversational English courses, in order to train the national community in learning this language foreign (pág. 25)

In 1989, when the universities of Costa Rica, Nacional and the Instituto Tecnológico de Costa Rica were created, scientific colleges and bilingual experimental high schools were inaugurated too, with the aim of offering high-level education and academic excellence with great strength in language teaching, computing and business management.

As Marín mention in the article, in both objectives we can appreciate the importance that acquires the teaching of English and computers. Both aspects were pillars of education in the period study 1990-2000 (Arroyo, 2012).

In 1998, a radio program focused on learning and teaching English was born, as a pilot plan for rural and single-teacher schools.

And this is how it is concluded that the evolution of English teaching over the years has revolved around the international growth of the country, as well as socio-political developments and the incorporation of global companies. All this forces us to prepare future generations with high knowledge in English due to the great need for bilingual employees in the national industry nowadays.

2.1.2. The including of the digital technology in Costa Rica's Education

As time and technology advance in life, teachers are more in need of digitizing their way of teaching, new generations are more interested in learning through these methods. The way in which students learn must advance as technology does, since it focuses on promoting the autonomous and analytical thinking of the student body.

Traditional teaching displaced by the communicative approach already by the 70s, allowed to establish a panorama of greater awareness of the importance of interactive strategies for teaching in second languages. In this change, it has been seen how technology has been implemented since the last century when, for example, computers with voice recognition software or programs that tried to be interactive were used (Llisteri, 1998).

To introduce the inclusion of technology in education, you must know a term that has been used for this, for more than 10 years, Information and

Communication Technologies (ICT), these refer to technological and telecommunication tools used with in order to facilitate communication, access and treatment of information.

The use of ICT has been implemented since 1985 with the opening of the first experimental center located in the Rafael Francisco Osejo High School, which gives way to the formation of a network of centers for teaching computer science.

Subsequently, the Educational Informatics program was created as an educational proposal with an economic and social scope. The MEP together with the Omar Dengo Foundation create an alliance to facilitate technological equipment institutions.

In 1995, the educational informatics program for secondary school was inaugurated, a project in which the Omar Dengo Foundation worked and thus by 2004 it had already provided technological equipment to the vast majority of institutions in the country.

The computer labs cover the areas of preschool, elementary and high school. Its model is based on project learning whose objective is the development of a series of cognitive and social skills in students, for example, the development of problem solving and collaborative learning. In this, educators have access to a series of didactic guides, as well as a development program for teaching staff, which consists of face-to-face, bimodal and online trainings. In addition, it advises and accompanies teachers through a call and visit center. Monitoring and evaluation are part of this, as well as technical support and equipment renewal.

The strategy of "child mediators" is also implemented, as well as other complements such as specific projects for various areas, which enrich and nurture the base proposal and will be detailed in the following paragraphs.

On the other hand, the use of ICT also includes learning with mobile technologies, this with the aim of giving the teacher support for curricular learning, that is, encouraging him to use technologies as pedagogical tools in learning the various contents of the curriculum. In primary and secondary school there are movilabs (mobile laboratories), which in primary support science and secondary

mathematics and logic. However, teachers in other areas can also make use of these technologies.

Innovation in teaching and learning processes in our context necessarily involves incorporating mobile digital technologies in classrooms and displaying promising educational possibilities in them.

However, the role of technology not only had that function, but has been developed both at the level of research with authors as (Chun, 2008), (Akbar, 2015), (González-Lloret, 2014), (Hampel, 2015), (Carrió Pastor, 2016) who make an account of the possibilities of teaching second languages if technology is implemented in the classrooms.

These proposals are based on basic uses such as the reproduction of audios or videos in classes so that students listen to native accents different from the teacher's and come to present projects in which the teacher is an evaluator of those produced and practiced in a totally virtual program. whose source of information is the network. In addition, there is the group of researchers who have begun to present proposals on the incorporation of social networks to the teaching of second language and learning English, it should be said that these resources have had an exponential boom in the last 7 years, since they have been presented Teaching strategies use Facebook, Twitter, WhatsApp and others, some examples are the proposals of (Íñiguez, 2012), (Ulloa, 2013), Cuadros y Villatorio (2014), (Cuadros R., 2014), (Botella, 2016).

As can be seen with the many examples of research, ICT "have broken into the teaching-learning processes and" have redrawn the educational landscape " (Cantillo, 2012). Variety has been constant and the arrival of mobile technologies in people's lives (and classes) has increased the resource options of teachers. In general, it is said that the use of ICT in the classroom, both mobile and non-mobile resources, "increase the communicative and communication activity that contributes to the development of spontaneous conversation between them in the language [...] and the students are more motivated " (Gambring, 2014).

2.1.3. The creation of IPEC's in Costa Rica

According to the article called "El Desarrollo y el Estado de la Cuestión sobre el Aprendizaje y la Educación de Adultos", the direct antecedent of these educational centers dates back to the year 1874, through the organization called "Society", whose purpose was the promotion of adult education, through non-formal means, especially artisans and workers.

Starting in 1913, free sewing courses were established aimed at housewives, domestic workers and generally for the female sector less favored of the society, whose headquarters is established in Cartago. In the year 1915, extends to San José, operating at the Colegio Superior de Señoritas and at the year of 1920, it began in Alajuela, at the Escuela Blanca. From the year 1970 they join the Department of Adult Education.

The Institutos Profesionales de Mujeres are based on the agreement 125-71 of the Consejo Superior de Educación (CSE), dated October 26th, 1971. In 1980, the IPEC of Barva de Heredia, with a national budget.

With the agreement of the Consejo Superior de Educación, number 89-86, of March 11th, 1986, transform the Institutos Profesionales de Mujeres into Institutos Profesionales de Educación Comunitaria, technically dependent on the Adult Education Department.

For the year 2007 there are fourteen educational institutions of this type, with one enrollment of 23,391 students. These educational centers present schedules flexible and dynamic that respond to personal development needs, family and social of the users. They favor the learning of trades that mean sources of income to the home and has two offers: the formal and the non-formal.

In the first case, the official programs are applied to obtain the certificate of Basic General Education or the Bachelor's degree in Secondary Education, in addition, you can opt for careers of Middle Level Technician, in Accounting, Tourism, Secretariat, Computing and others. Non-Formal Education or Social Education is oriented to free courses that are taught in the various communities according to the needs detected (Alvarado, 2008).

2.1.4. Background of IPEC San José

The Instituto Profesional y de Educación Comunitaria (IPEC) is located in the Barrio México area, this belongs to the province of San José, central canton, Barrio México district. Exactly, behind the Liceo de San José 200 meters west on the right side of the brown gate.

The vast majority of the community is for commercial and residential uses. This district has about fifteen thousand inhabitants. Many of the students are from nearby areas, the institution has 3 buses that transport students, most of the students move by this means.

This institution is constantly changing both in student population and in the construction area, currently a soccer field has just been built in the back area, as well as the remodeling of two of the corridors of the institution as well as the dining room has improved the appearance and size.

In this institution there is a daytime section and a nighttime section, during the whole day both free courses and academic classes are taught. It has free courses such as: sewing, computing, aesthetics, dance, crafts, English, etc.

The free sewing courses are strengthened to the incorporeal other professional subjects such as: Embroidery, Crafts, Childcare and Cooking. No degrees were awarded, nor was there a requirement for entry, only interest in learning and skill were needed for this type of training. They functioned in a self-financed way with some financial help from the Ministry of Public Education (MEP) for salary purposes (IPEC, 2018).

The majority of the student population is adult, they are active workers in the area as well as outside it. In some cases, they are professionals or technicians in other areas, who enter the school looking for expanding knowledge to obtain a degree and thus be able to improve the economic situation.

This type of institution is public and belongs to circuit 01 in the region of San José Oeste, at this time this institution has 1,340 (one thousand three hundred and forty) free course students and 516 (five hundred sixteen) academic students. At this time, it has 47 (forty-seven) people between administrative and teaching staff. This building has one floor and a moderate modern infrastructure.

The principal of the institution is the MSC. Janet Palacios Reyes and the principal assistant's Gerardo Olivas Quirós. The levels that are attended go from seventh to eleventh year, in addition to free courses.

This institution is a school whose modality is commercial and services, with one floor, the total land of the Institution is 6,994.07 m², registered in Volume 1849, folio 137, number 176,647, seat 1 located in Barrio Claret, Barrio México, district 2 ° Merced, canton 1 ° San José, province 1 ° San José, shares land with the Costa Rica School. As of today, the institution has 14 classrooms, distributed as follows: 1 principal office, 1 computer lab, 1 English lab, 1 kitchen room, 1 dressmaking and crafts room, 1 beauty room and 9 academic classrooms.

The requirements to be student to this institution are the following:

- a. You must be over 15 years of age.
- b. Have finished primary school.
- c. Wanting a formal educational offer.
- d. Present identity card or identity card for minors.
- e. Certification of grades for the last school year.

In this institution you must meet the requirements to enter, otherwise you can go to the Central Offices to be informed in which institution you can enter.

The Regulations of the Instituto Profesional y de Educación Comunitaria (IPEC) are governed by the Ministry of Education, and are strictly followed, with the regulations for the learning evaluation, the law on the teaching career and the internal regulations for the institution, which is updated annually and approved through a teacher meeting.

Some of the protocols that the institution has are the following:

- a. Student entry protocol to the institution.
- b. Protocol for the entrance of teachers and visitors to the institution
- c. Security protocol, which includes the institution's guards, administrative and teaching staff.
- d. Protocol for medical emergencies, which has been designed in conjunction with the community Ebais and the Ministerio de Salud.

According to the geographical location, the geographic coordinates of the canton of San José are given by 09 ° 56 '16 "north latitude and 84 ° 06' 55" west longitude. The maximum width is 16 kilometers, in the northwest to southeast direction, from the Electriona power plant, to the bridge over the Tiribí River, regional highway No. 211, which runs from San Francisco de Dos Ríos to San Antonio de Desamparados.

The elevations, in meters above sea level, in some principal parts of the district of the canton, are the following: Carmen 1,179, Merced 1,146, Hospital 1,150, Cathedral 1,161, Zapote 1,175, San Francisco de Dos Ríos 1,165, Uruca 1,110, Morenos 1,133, Pavas 1,045, Hatillo 1,123 and San Sebastián 1,13.

The canton of San José, has an area of 4966 km², and is the most important in the province of San José, Costa Rica, it has 124 districts. It is the province with the most districts nationwide.

Merced is district number two of the canton of San José, it is entirely contained within the limits of the city of San José. The district is located 1,154 meters above sea level and has an area of 2.29 km². According to the 2011 Census, Merced has a population of 12,257 inhabitants.

In San José, the rainy season is humid and cloudy, the dry season is partially cloudy, and it is hot throughout the year. During the course of the year, the temperature generally ranges from 17 ° C to 27 ° C and rarely drops below 16 ° C or rises above 29 ° C. Merced is a predominantly residential and commercial district, in which there are several markets and bus stops.

About the political aspects of the place where the institution is located, the government of the San José City Hall is a body called council and made up of councilors, a mayor and the respective alternate, all by popular election. The name of the mayor of the San José City Hall is Johnny Araya Monge from the Alianza por San José party. Corresponding to the period between 2016 and 2022.

The San José City Hall has a mayor, a deputy mayor, a municipal president, as well as eleven proprietary councilors and an equal number of alternate councilors, who take the respective place in the event that one of them cannot meet in the Municipal Council.

On the other hand, are non-governmental organizations, some of these organizations that operate in the canton of San José are: Red Cross, Alcoholics Anonymous, Lions Club, christian associations, development associations, etc.

These non-governmental organizations promote active cooperation and the exchange of information and resources, at the local, national and international level, seeking a multiplier effect of these entities by opening up to information and resources without depriving personal or group interests with full conviction of the nature of the service provided, without giving rise to unfair competition for quotas of power when the objective is thousands of people who see in these organizations an opportunity to emerge.

ACOFIQUI is an NGO (Non-Governmental Organization). It is a non-profit social welfare entity, created and formed by parents in favor of people with cystic fibrosis in our country. Its purpose is to meet the needs of treatment, medical equipment and social assistance for the improvement of the quality of life of the people and / or families affected by this genetic, multisystemic, chronic, degenerative and disabling disease.

Asociación Costarricense Pro Ayuda al Epiléptico (ACOPE) is an NGO (Non-Governmental Organization). An association that helps the person with problems with epilepsy. It has a donation service such as: Medicines, money to pay for doctor's visits.

Assoc. Prison Confraternity, Semillitas de Amor is an NGO (Non-Governmental Organization). It provides comprehensive care, strengthening personal, social, educational, spiritual and family development to children and adolescents, sons and daughters of persons deprived of liberty.

In the socioeconomic aspect, San José is a place of small and large businesses, and what is the district of La Merced where it has been decreasing or disappearing due to disuse and / or emigration to other areas of the great metropolitan area.

Some entities or institutions that are in the place are the following: Universidad Latina, ULACIT, República de Argentina School, Costa Rica School, Liceo de San José, IPEC, etc.

The houses in the canton of La Merced are very varied, where most of them are lower-middle class, others upper class. The canton has all the basic services such as water, electricity, telephony and internet.

There are many peddlers in the area, about 2000 peddlers, there is also an Ebais in the canton, so people can go when you have health problems.

In the cultural aspect of the community, it is important to mention that some cultural activities take place in the Barrio México community. In this place the meeting place is the Castro Bar, which is in the center of this community.

This neighborhood has a small communal room that is sometimes used for events, such as dances, birthdays, fifteen years celebrations, baby showers, etc.

The Rafael Ángel Calderón Guardia Municipal Library of the culture section of the San José City Hall, was founded on October 11th, 1990 and allows children to have entertainment and contact with culture.

Like all the libraries that make up the Municipal Library System of the San José City Hall, attractive and technological services that stimulate the taste for reading and that reaffirm the ethical and social values contributing to the integral development of the users.

The Instituto Profesional y de Educación Comunitaria (IPEC) is a third and fourth cycle public institution, it is an academic college.

The IPEC has a mission and vision because it must project itself in a better way to the community, which is increasingly more informed.

According to the IPEC, the vision of the institution is: Consolidate the institution as a quality educational center, which allows young people and adults to develop in society in an integral and humanistic way, be able to work as a team and accept to the change (pág. 12).

Important aspects or values such as family and professional needs are mentioned. According to the IPEC (2018), the mission of the institution is: To achieve a humanistic training that guarantees an excellent, comprehensive and professional education for young people and adults, allowing them to develop skills, abilities and knowledge that promote civic and ethical values according to with the demand of our country (pág. 12).

Taking into account the mission of the institution is that it works together on improvements both in infrastructure and in the academic part. In the IPEC infrastructure, according to the PAT (2018) the IPEC has a total land of the institution is 6,994.07 m², registered in volume 1849, folio 137, number 176,647, seat 1 located in Barrio Claret, Barrio México, district 2 ° Merced, canton 1 ° San José, province 1 ° San José, shares land with Costa Rica School.

As of today, the Institution has 14 classrooms, distributed as follows: an address, a computer lab, a pastry and kitchen room, a sewing and crafts room, a beauty room and nine academic classrooms.

The physical space available is not enough to serve the beneficiaries of the different study plans that are taught. Due to this lack of physical facilities, there is

no adequate teacher's room, a documentation center, technical classrooms are used to give academic lessons in which these groups have more students and often cause damage to equipment, the size of the classrooms is small since it is designed for the school.

TABLE 1: INFRASTRUCTURE AND STATUS

| Physical Sapce and Equipment | Total | Estado |
|--------------------------------------|-------|--------|
| Classrooms where lessons are taught | 8 | 8 |
| Multimedia classroom | 1 | 1 |
| Computer Lab | 1 | 1 |
| English Lab | 1 | 1 |
| Teacher's room | 1 | 1 |
| Other rooms | 3 | 3 |
| Cafeteria | 1 | 1 |
| Chairs | 280 | 280 |
| Bathrooms | 1 | 1 |
| Toilets | 5 | 5 |
| Sinks | 4 | 4 |
| Accessible Health Service (Law 7600) | 1 | 1 |
| Computers | 7 | 7 |

Source: (IPEC, 2018)

This table informs how the institute is composed of how it is divided and all that it has in infrastructure.

The financing with which the institution works for improvements, purchase of equipment, purchase of inputs is achieved with income from projects, grants, etc. It is administered by the Administrative Board of IPEC.

The Institution has the following sources of financing:

- a. Law 6746.
- b. Donations from public and / or private institutions
- c. Other activities or events organized for this purpose.

The resources obtained are distributed among the different specialties, both academic and free courses, it is vitally important to mention that the money is not enough to cover the needs of the institution.

The curriculum that is given in the institution is basically the one provided by the MEP, always with a view to meeting the objectives and contents, always taking into account that transmitting knowledge to the student is a priority, and valuing that currently the training must be continuous and dynamic, open to the many changes that are occurring today.

Faced with this situation, the young person responds in a good way, with optimism and a desire to learn, of course, as long as the appropriate tools are used to motivate students.

Therefore, all the actions carried out by the institution are aimed at the benefit of teaching learning, such as recreation areas, sports, among others, if we consider economic and geographical limitations.

At IPEC all levels of secondary education are taught as well as free courses corresponding to IPEC.

Technical specialties as well as free courses are taught in the night section. The modality of the school is the Education of Young People and Adults, and the planning that is requested from the teachers is that which corresponds to the annual schedule and the quarterly plan of each sub-area.

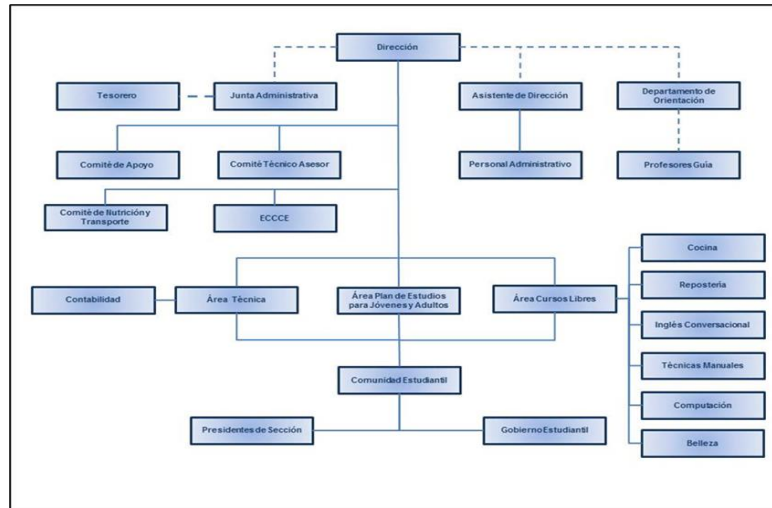
The institution's schedule is: Monday to Friday from 7:00 a.m. to 4:20 p.m. for the day shift and from 6:00 p.m. at 10:00 p.m. for the night shift.

As the educational system is a free course, the student can take only this subject or any other subject that he or she thinks fit. The student learns everything he wants as long as he takes different courses.

The administration is carried out by the Management and the assistant director of the College, as it is a public institution, it is governed by the Public Administration Law, the Law on the teaching career, etc.

The IPEC organization chart helps to better interpret how the school is organized in terms of errands and follow-ups to those who come to work for the first time in the school.

FIGURE 1: IPEC ADMINISTRATIVE ORGANIZATION



Source: IPEC, 2018

The organization chart of the Institution is in charge of the management as well as an assistant director, where it has an administrative board and all the corresponding departments.

The regulations under which the IPEC of San José works are the following:

- a. Institutional regulation
- b. Applicable regulation of the incapacity of MEP officials
- c. Learning Assessment Regulations
- d. Regulation of enrollment and transfer of students
- e. Administrative Board Regulations
- f. Cafeteria administration regulation
- g. Regulation of academic evaluation requirements

Regarding the work plans, teachers are obliged to present the annual work schedules, which are presented only once a year, in addition to submitting the monthly plans, the above in the academic part as well as free courses, no minutes or chronicles are presented.

Between the institution and the parents, it is given by means of the communication booklet that is mandatory for students to carry.

- a. Student enrollment
- b. The application for a supervised practice permit
- c. Permission request
- d. Justification for late arrivals and absences
- e. Tour permit application
- f. Documents or forms for guidance
- g. Inventory control
- h. Report of qualifications.

Communication is constant and fluid between the administration and the teachers, as well as the parents. The media is verbal and written by means of circulars, it has also started to use a WhatsApp group that is called IPEC of San José, in this group messages are sent in a parallel way, both from management and teachers with suggestions or queries. The entry control is carried out by means of a fingerprint.

The evaluation of the teachers is done by the principal at the end of the year based on the performance of each teacher. The inventory is carried out once a year, however the previous year it was not carried out, so this year it is necessary to carry it out completely and in detail.

The institution has a good relationship both internally and externally, the relationship with the parents is quite good, since they are kept informed of everything that happens with the student within the institution as well as the activities, including student participation in them within the institution.

Regarding the community, the school has an open relationship on the part of the trade, especially since certain links or relationships have already been created to purchase products from the area, some producers make some donations, especially of recycling material. As for parents, they are always dependent on the activities of their children as well as the institution, there is also a board of parents, who watch over what happens within the institution.

As for the relationship in the educational circuit, the school has a good relationship, at this moment they already built a soccer field to do competitions between other schools within the institution. For the following year a championship has already been established within the institution where the schools around the area will participate.

2.1.5. Covid-19 historical background

According to an investigation called: "SARS-CoV-2/COVID-19: The virus, the disease and the pandemic" by Francisco Díaz Catrillon and Ana Isabel Toro Montoya, in December 2019, there is an outbreak of rare cases of pneumonia in the Wuhan area, Hubei province in China. Initial epidemiological studies showed that the disease spread rapidly, behaving more aggressively in adults between the ages of 30 and 79, with a high fatality rate.

Most of the first cases corresponded to people who worked or frequented the Huanan Seafood Wholesale Market, a seafood market, the which also distributed other types of meat, including wild animals, traditionally consumed by the local population.

The initial etiological studies yielded a negative answer when wanting to discover if the virus was related to the agents of avian influenza corresponding to the severe acute respiratory syndrome (SARS, English, Severe Acute Respiratory Syndrome) or the Middle East respiratory syndrome (MERS, of the English, Middle East Respiratory Syndrome).

According to Díaz, this is how a study of methods based on deep sequencing and cell culture isolation, followed by detailed microscopic studies, showed that it was a new virus, never seen before and that it belonged to the group of coronaviruses.

So, they initially called it 2019-nCoV (2019 novel coronavirus), genetically related, but different from the SARS agent (Francisco Javier Díaz-Castrillón, 2020).

This virus, being easily spread, its high level of contagion spread rapidly throughout China in the months of January and February 2020. The disease, now

known as COVID-19 (Coronavirus disease-2019), continued to spread to other Asian countries and then to other continents.

As a result of the rapid contagion worldwide and its high lethality, the World Health Organization (WHO) declares Covid-19 a pandemic, urging all countries to take measures and join control efforts in what seems to be the greatest emergency in the global public health of modern times.

The new SARS-CoV-2 coronavirus, responsible for the COVID-19 disease, is advancing throughout the planet, adding more than 3.1 million deaths and more than 152.4 million infected people. This is how the number of cases and deaths in the world evolves to this day.

The country most affected in absolute terms is the United States, with more than 32.4 million infections and over 576,000 deaths, followed by India, which has become the second country with more cases with more than 19.5 million diagnoses and more than 215,000 deaths, and from Brazil, which exceeds 14.7 million infections and reaches 406,000 deaths according to the World Health Organization (WHO, 2021).

Another of the main focuses of the pandemic is Europe. Although in the last two weeks the cases and deaths have been reduced compared to the previous ones, it exceeded one million deaths in mid-April and faces the spring with the threat that the fourth wave will settle completely on the continent.

The same has happened in America, which reports a decline after eight weeks of growth. There the deceased already exceed one million and the United States, Brazil, Argentina and Colombia are concerned.

In Costa Rica, the first confirmed case occurs in the province of San José on March 2020, by a US citizen who entered Costa Rica with her husband from New York City, United States, one of them he had no symptoms.

On February 22nd, 2020, a doctor who works in the Caja Costarricense del Seguro Social (CCSS), enters Costa Rica from Panama, on February 28th, presents symptoms related to the virus and when working at the San Rafael

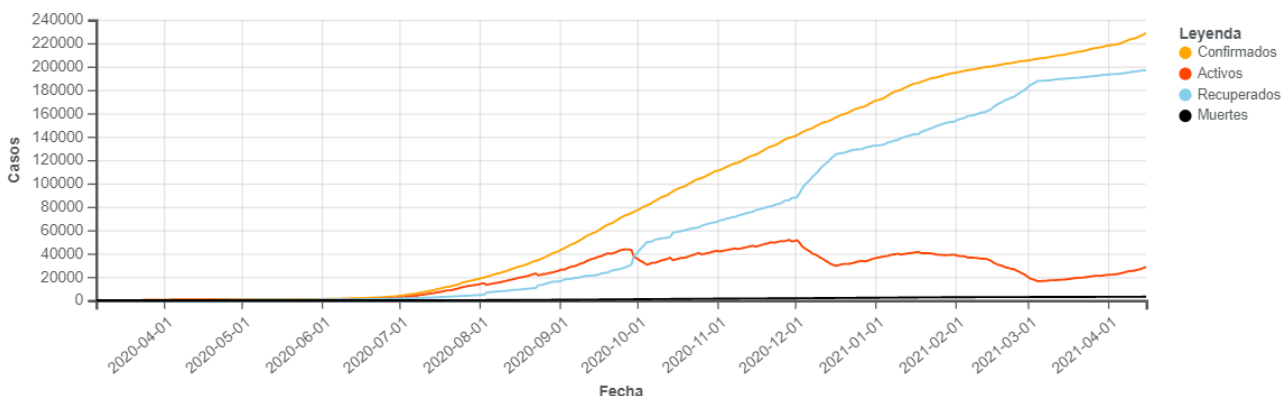
Hospital in Alajuela, a cluster was created between family members, patients and other health workers. He was treated as a suspect and on March 7th he was confirmed as positive for Covid-19.

By March 15th, more than 30 cases had already been confirmed in the country, this due to the high spread generated by the doctor at the San Rafael de Alajuela Hospital. The doctor had to be in the hospital in a delicate condition. As the same time, seven educational centers, plus one at night that shares facilities with one during the day, received a sanitary closure order due to virus infections within the institution to be in contact with the Caja Costarricense de Seguro Social employee.

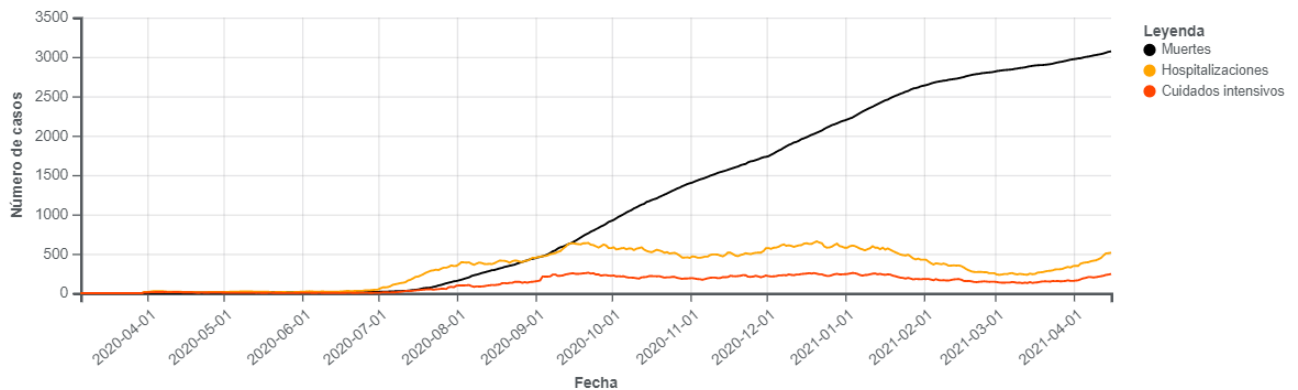
Likewise, for March 16th, the closure of all educational institutions in Costa Rica, including private institutions, universities and technical education institutes, is announced and they will move to distance education and virtual education.

Until December 24th, 2020, there were 162,990 confirmed cases in Costa Rica along with 2,086 deaths; also 128 842 patients have recovered. As presented in the following image, from a graph taken from the page of the Ministerio de Salud, on the progress of the contagion of covid from its inception until the beginning of this year 2021 (Ministerio de Salud de Costa Rica , 2021).

FIGURE 2: COVID-19 PROGRESSION



Source: (Ministerio de Salud de Costa Rica , 2021)

FIGURE 3:HOSPITALIZATIONS AND FATALITIES

Source: (Ministerio de Salud de Costa Rica , 2021)

According to the WHO (World Health Organization), the definitions of the cases are established as follows:

- a. Suspicious case: patients with breathing problems or the beginning of pneumonia, who present fever. And with a recent history of having traveled to a place where there is community transmission. Or also that they have been in direct contact with someone who has contracted the virus.
- b. Probable case: suspicious case with unclear results on the existence of the virus. Or those who have not yet been able to take the test.
- c. Confirmed case: patient with a positive test for the SARSCoV-2 virus, regardless of their clinical case (WHO, 2021).

The clinical manifestations have been very variable depending on the person who is infected, their physical condition and health, however, there are certain symptoms that coincide in most patients. This virus can also give asymptomatic, this mostly in children, adolescents and young adults, however, it is still just as contagious in these people.

Some of the most common symptoms are high fever and dry cough, also loss of smell and taste, fatigue, severe headaches, others not very common are a sore throat and nasal congestion. Other patients show gastrointestinal

manifestations such as diarrhea, vomiting, upset stomach. In severe cases, the patient usually presents with pulmonary infection or severe pneumonia with assisted ventilation, severe kidney damage, bacterial superinfections, when the patient enters this picture of symptoms, the virus is already almost lethal.

However, these symptoms have varied or have strengthened over time, since different mutations and variations of this virus have been found around the world, some more contagious than others, some milder and others with a very high rate of lethality. However, it has not been scientifically proven to date how many variations of Covid-19 exist in the world since the day it appeared.

There are a group of people called: “high risk people” who suffer from special diseases that affect the immune system more when contracting the virus: they are those who suffer from diseases such as cancer, heart disease, diabetes, respiratory diseases, morbid obesity, chronic kidney diseases, etc. These people are more likely to not be able to survive covid-19.

In the section of answer and information from the WHO web page. On December 31st, 2020, the WHO gave the green light to the inclusion on the Emergency Use List (EUL) of Pfizer's vaccine against COVID-19 (BNT162b2). On February 15th, 2021, it also included two versions of the AstraZeneca / Oxford vaccine against COVID-19, manufactured by the Serum Institute of India and SKBio. On March 12th, 2021, it accepted the inclusion of the COVID-19 vaccine Ad26.COV2.S, developed by Janssen (Johnson & Johnson). Likewise, the WHO has planned to include other vaccines in the list during the month of June (WHO, 2021).

According to the WHO, the first mass vaccination program was launched in early 2020 and, as of February 15, 2021, 175.3 million doses have already been administered. At the moment, seven different vaccines are being used across three platforms (WHO, 2021).

On December 23rd, the first batch of vaccines entered Costa Rica at around nine in the morning, with 9,750 doses from Belgium. And this is how Costa Rica became one of the first countries in the American continent to receive the vaccine against Covid-19, these are part of an existing purchase agreement between our country and the companies Pfizer and BioNTech for the acquisition of three million doses that will enter gradually during the remaining days of 2020 and the rest by 2021. (Presidencia de la República de Costa Rica, 2020)

According to the risk criteria established by the National Vaccination and Epidemiology Commission, both the risk of becoming seriously ill and dying, as well as the risk of becoming infected and infecting other people, the groups to be vaccinated against COVID-19 were established.

TABLE 2: VACCINATION PRIORITY GROUPS

| 1 st Group | 2 nd Group | 3 rd Group | 4 th Group | 5 th Group |
|--|---|--|--|---|
| Workers of long-stay centers and elderly people who live in these centers. First responders: CCSS, Health, private health sector, CNE, firefighters, Red Cross, police forces, traffic security, migration, prisons, municipal, OIJ. | People aged 58 and over, regardless of whether or not they have any risk factors. | People between 18 and 58 years old who present some risk factor such as: hypertensive, diabetic, heart disease, respiratory diseases, kidney disease, obesity grade III and cancer patients. | Officials from the Ministerio de Educación Pública, the private educational sector and staff from Centros de Atención Integral (CAI). PANI shelters officials. People deprived of liberty. 9-1-1 | Health science students and related technicians in CCSS clinical fields. Population aged 40 to 57 years with no other of the previously described risks that perform customer service activities. |

Source: (Caja Costarricense del Seguro Social , 2021)

On December 24, 2020, the official vaccination program against COVID 19 began in Costa Rica; According to the risk criteria established by the National Vaccination and Epidemiology Commission (both the risk of becoming seriously ill and dying, as well as the risk of becoming infected and infecting other people), 5 vaccination groups were established that will be addressed successively, corresponding to the staff of the MEP Education the 4th group to be vaccinated.

However, teachers and administrators who work in educational centers over 58 years of age or who have any risk factor (hypertensive, diabetic, heart disease, chronic respiratory disease, chronic kidney disease, grade III and morbid obesity,

or cancer patients) have been included in the vaccination process corresponding to the 2nd or 3rd group. In addition to the above, the Ministry of Health in conjunction with the MEP according to the national and international availability of vaccines, makes efforts to achieve priority vaccination in 2021 of more than eighty thousand civil servants at the service of the educational system Costa Rican public (Caja Costarricense del Seguro Social , 2021).

However, people who have already received the full dose of vaccines have become infected with this virus, so it has not been proven with certainty that these vaccines have a high percentage of effectiveness. That is why studies and research are being carried out by the pharmaceutical industry to find a totally effective treatment for this lethal virus that has marked the history of the world, putting it in a quarantine that has been going on for more than a year until today and it is not known with certainty for how long one will live under the sanitary measures imposed by the WHO.

2.2. Conceptual Framework

Within the context of the pandemic that the world is suffering from COVID-19, some measures have been taken in education that have led to adaptation to new realities. One of them is virtual education, according to an article by the Ministry of National Education of Colombia, virtual education “is the development of training programs that have cyberspace as a teaching and learning scenario” (Nacional, 2009).

In other words, virtual education refers to the fact that it is not necessary for the body, time and space to combine to establish a dialogue meeting or learning experience. Without a face-to-face meeting between the teacher and the student, it is possible to establish an interpersonal relationship of an educational nature.

From this perspective, virtual education is an action that seeks to promote training spaces, relying on ICT to establish a new way of teaching and learning. Virtual education “is a modality of distance education; It implies a new vision of the demands of the economic, social and political environment, as well as pedagogical

and ICT relationships. It is not simply a singular way of getting information to distant places, but it is a whole pedagogical perspective” (Nacional, 2009).

Virtual training, “is understood by a technological system of massive and bidirectional communication, which replaces personal interaction in the classroom as a preferred means of teaching, by the systematic and joint action of various didactic resources and the support of a tutorial organization, which promote the autonomous student learning” (García Aretio, 2014).

Today, the Internet is the access channel to any type of training for any organization in the world at any time we want. E-learning is the abbreviated term in English for electronic learning, which refers to “online teaching and learning through the internet and technology, also known as virtual teaching, online training, tele-training or distance training” (Ganduxé, 2018).

Teachers have a very important part in virtual education, the teacher's perspective on teaching through virtuality, it corresponds to the role played by the teacher in these new digital environments, notably different from the one they normally play in traditional classroom training. Virtual teaching “is an educational modality that should focus on student learning, promoting autonomous work and cognitive and personal development with critical activities that develop the construction of their own knowledge and avoid passive memorization of information”. Virtual teaching transforms the teaching-learning process, requiring the teacher to act as a facilitator of resources and companion in the training process, since it is impossible to think of successfully achieving learning under this new format only if we position ourselves as transmitters of contents” (Frontera, 2020).

In distance education, students with internet access will be able to receive help from their teachers synchronously or asynchronously. Synchronous learning “is when classes occur on set schedules and time frames. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. All students must be online at that exact time in order to participate in the class” (Elearners).

Asynchronous classes “let students complete their work on their own time. Students are given a timeframe during which they need to connect to their class at least once or twice” (2019).

In order to, make possible the communication with the students during the long-distance education or virtual education process, it is necessary that teachers and students get familiarize with digital technologies. The definition of technology has taught that it is responsible for developing a conjunction between technique, tools and science, to develop technological products that serve to improve our life on earth. The technology added to the digital “allows to leave the mechanical and analog technologies to go to the world expressed in numbers 0 and 1 (zero and one), which is measurable, easily altered and through science, particularly thanks to mathematical calculation. These serve to accelerate processes, calculations, generate new ways and methods of manipulating information, as well as the objective of technology itself, it serves to improve the productivity, in addition to facilitating communication and at the end of all, our quality of life” (TecnoMagazine).

Teacher have had to deal with some difficult times to make possible virtual and long-distance education, and that’s about didactic resources. A didactic resource is understood to be the “set of material means that intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition, awaken the interest of students, adapt to their physical and mental characteristics, in addition to facilitating teaching activity by serving as a guide; likewise, they have the great virtue of adapting to any type of content” (Muñoz, 2012).

The communication through the use of digital technology is called digital communication. Digital communication “is the exchange of information and knowledge making use of available digital tools, made available to us by technological research and development. Digital communication for companies evolved from a static web environment, as happened 20 years ago, to a matter that, like water, moves, transforms and adapts to the current “communicative

ergonomics”, portrayed in smartphones and a multitude of devices digital with internet access” (Gonzalez, 2020).

And it is that 2020 has been a violent turning point at the communication level, derived in large part from the confinement measures dictated by the covid-19 pandemic. From the first weeks, its effect was noticeable and pointed to technologically advancing in a year and a half, which would advance in five under normal conditions. A global event with such a profound impact, made the digital transformation processes for companies go from being a medium and long-term objective to walk, to a pressing obligation to respond to the new context and survive, which is came bouncing up and no time to catch his breath.

Digital tools allow companies to maintain a constant flow of information and much-needed feedback, both with external and internal audiences. Despite this, many companies are still reluctant to participate in the social digital ecosystem, or participate with extreme shyness, without making the most of it. The adaptation of organizations to the constant conditions of change that people live today is, to a large extent, determined by the adoption of digital communication as part of their information management systems and flows (Gonzalez, 2020). And it is that 2020 has been a violent turning point at the communication level, derived in large part from the confinement measures dictated by the covid-19 pandemic. It could be assumed that due to the pandemic technologically, progress will be made in a year and a half, which would progress in five under normal conditions.

A global event with such a profound impact, made the digital transformation processes for companies go from being a medium and long-term objective to walk, to a pressing obligation to respond to the new context and survive, which is He came bouncing up and no time to catch his breath.

As addition, thanks to the massiveness of the Internet, today it is possible to communicate electronically with distant relatives, friends or colleagues who live on the other side of the world using computers and mobile phones. A cell phone is a handheld wireless device that allows users to make and receive calls and send text messages, among other functions. Cellphone or mobile phone “is a portable device

to connect to a telecommunications network in order to transmit and receive voice, video or other data. Mobile phones generally connect to the public switched telephone network through one of two categories: cellular phone systems or global satellite telephony” (Franco J. , 2014).

Equally important there is the computer. It “is an electronic system made up mainly of a CPU (central processing unit), which is the “brain” of the CPU and consists of a microprocessor made on a chip (which consists of a piece of silicon that contains millions of electronic components). The computer is capable of receiving a set of orders and executing them by performing complex calculations, or also by grouping and correlating other types of information. This device is also known as a computer or computer” (Martínez, 2021). The computer has the ability to store, receive or transmit information, which can be created or edited in it. It works as a digital file of information and as an office, since it has multiple programs that replace functions of other devices that would be found in one.

The major of the tools, using by the teachers are possible through the internet connection, internet is defined as a “global system of computer networks, a set made up of the different networks of each country in the world, through which a user on any computer can, in case of having the appropriate permissions, access information from another computer and be able to even have direct communication with other users on other computers.

Today, the Internet is a public, cooperative and economically self-sufficient means of communication, accessible to hundreds of millions of people around the world” (Informática Millenium, 2021). Physically, the Internet uses part of the total resources currently existing in telecommunications networks. Technically, what distinguishes the Internet is the use of the communication protocol called TCP / IP (Transmission Control Protocol / Internet Protocol).

Teachers have had to develop technological competencies, and improve their skills in this field. In a broad sense, having a technological competence “is having the knowledge and skills to understand, use and make decisions about technology” (Anagnostopoulos, 2002). While for Palomo (2001) It is to be able to

develop a competitive technology and have knowledge about: the reason to be of technology, the cultural, social, economic, political and environmental effects of technology, the design and engineering of processes, products and services, the skills to invent and innovate in new situations, the professional skills related to technology.

In the other hand, with the help of the internet, teachers have to familiarize with some tools, to work in virtual education and handle some applications to communicate with the students online. Some of the most useful applications that teachers use are: Teams, WhatsApp, Facebook Groups, YouTube and Zoom.

The official tool given by the Minister of Public Education at the beginning of the quarantine to make contact with the students from home was Teams. In a manual given by the MEP, defined this app as “a center for teamwork that belongs to Office 365. You can invite all the people, with whom we work, to chat, meet, call and collaborate from a place, no matter where they are” (Alfaro Navarro, 2020).

It can be accessed from the cell phone or computer, also do a group chat or send individual messages, you can go instantly from a chat group to a video conference just with a touch of a button. Teams of work, that have several collaborators, may meet at same time from different places.

The MEP enabled students with an institutional email with which they can create a user to access their Teams account. The institutional mail “is, in other words, the one that officially identifies the company; the one that confirms that the sender is a formal and trusted entity, in which the owner is making an investment in a commercial company, a brand or a project” (Zews, 2016). The institutional mail for students was made with their identification card (ID) number and follows the following pattern: ID number + @mep.go.cr.

In other hand, Teams is defined in Solutions SharePoint “as an application based on Office 365 Groups and allows collaboration between people in the same team or the development of a specific project, sharing resources and whose main function is constant communication between team members” (Huarte, 2020).

When you create a team in Microsoft Teams, a dashboard is created. This board contains a series of basic functions, which today are:

- a. Chat
- b. File saving and sharing options
- c. Possibility of organizing meetings within the team itself
- d. Add files from different external programs that provide new functionalities.

For some students have been difficult how to understand Teams app, for that reason a lot of teachers prefer to use Zoom to make the virtual lessons. Zoom “is a cloud-based video conferencing service that you can use to virtually meet with other people, either by video or just audio or both, all while chatting live, and it allows you to record those sessions for later viewing” (Tillman, 2021).

The easiest way to be in contact with the students and send important information is by the use of WhatsApp, according to the Spanish International Marketing Institute Digital, considers that it “is a messaging application for smartphones, which send and receive messages via the internet, complementing email services, instant messaging, service short message or multimedia messaging system.

In addition to using the text mode messaging, contact book users can create groups and send images, videos and audio recordings to each other” (Gudiño, Uribe, Barragán , & Vásquez, 2019).

Other teachers have used Facebook groups to contact their students, Facebook groups are defined in A Community Manager as “a space within this social network designed for different users, with common interests, to share knowledge and information. Anyone, from their personal profile and in their own name, can create a group on a certain topic, cause or interest. The groups are classified according to their subject into different types: sale, video games, neighbors, friends, trips, family, educational centers or personalized, if you do not know where to classify it (Carbellido, 2018).

To facilitate the connection for students, teachers have resorted to using all possible means to reach their students, as there are some students who do not have internet at all times, teachers have used the YouTube platform as a means to record their classes and leave them in their channels, so that students have access to them when they can do it asynchronously and as many times as they need it. YouTube is defined as “a Google portal that allows all subscribers to upload and view videos, it has an online player under the Flash platform. Among its innovations is having streaming; which allows to download video files on the computer, in addition; to be able to see them in synchronic time” (Rodríguez-Solís, 2005). Videos cover all lifestyles and learning styles. It is capable of awakening emotions. 90% of the information that the brain receives is visual, allowing the best reception of the information. Carrying all kinds of visual information in motion from any geographic area, just by connecting to the internet.

In Costa Rica, the English teaching is based on EFL, instructional approach, that means English as a Foreign Language. English as a Foreign Language, refers to learning and using English as an additional language in a non-English speaking country. It can be compared with English as Second Language (ESL), which refer mainly to learning English as a new resident in an English-speaking country (British Council, 2010).

Private and public schools are regulated by a governmental institution, the Ministerio de Educación Pública, its acronym is MEP. It is a “body attached to the executive branch of the Republic of Costa Rica in charge of ensuring the maintenance of high-quality education throughout the national territory. Education in Costa Rica is free and compulsory until the ninth year ” (Social Protection Organization, 2006).

This institution is in charge of establishing the study programs that are used to teach English. The study plan and programs "are guide documents that prescribe the purposes, contents and actions that are necessary to carry out a task by the teacher and his students to develop a curriculum” (Ratto, 2004). “The curriculum is the instrumental synthesis by which all aspects of a profession that

are considered socially and culturally valuable, professionally efficient are selected, organized and ordered, for teaching purposes” (Ibarrola, 2005).

In education, every single method goes hand in hand with a specific methodology. The methodology is “a theoretical reference point in the educational sciences. The most important tasks of science methodology are to help a researcher to organize a scientific search, to train special skills in the field of research work, as well as to help a practicing professor to understand his professional and personal position” (CEUPE, 2001).

In English there are different methodologies and didactic methods. In the case of English teaching, the study programs are created for the different English modalities, for example: Conversational English programs, Academic English programs, Bilingual programs, Technical English programs, and English as a technology program.

In English learning process, students must develop different skills of the language. The skill is used equivalently to "know how" or technique. Applied in this way, it is understood that a person has or does not have a certain degree of ability to do something. In the workplace, skill is understood as a combination of knowledge of materials and processes with manual skills required to carry out a productive activity. That is, "the ability represents an individual property, a physical and mental ability to perform a task in the work process (Winch, 2016) "Patrick Griffin, project leader of the Assessment and Teaching of 21st Century Skills (ATC21s), defines skills as “actions that people can take. The competence encompasses the quality and transferability of an action in time and in context” (Griffin, 2014). That is, no one applies a skill with the same skill all the time, performance is adjusted according to the demands of the moment and the context. Therefore, competence is the ability of the person to adjust the performance of the skill according to the demand of the context. English learning development is divided in four general skills: listening, speaking, writing and reading.

In addition, Brown defines listening “is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next

section will consider another way teacher can help ease the difficulty of listening: training students in different types of listening (2006)".

Speaking "is a productive language skill" (Sanggam Siahaan, 2008). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Reading skills "are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages" (2021). Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations. Reading skills can also encompass several key aspects that work together to develop overall literacy skills, including comprehension, fluency, vocabulary and strategies that help readers interpret and find meaning in texts.

Writing skill, according to Rivers (1982), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2001), also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

The teaching of English is governed by pedagogical mediation. First, mediation is defined as “a process that serves to encourage, guide, continue and facilitate a given situation”. And pedagogy, “is the science that aims to study training and studies education as a socio-cultural and specifically human phenomenon. According to Daniel Prieto, (Castillo, Acuña, M, Rodríguez, & Granados, 1995), Pedagogical Mediation “consists of the task of accompanying and promoting learning”. Therefore, how to conceive pedagogical mediation in face-to-face and distance modes? “Of work in the classroom and almost always depends on the capacity and passion of the teacher. In a distance system, the materials embody that passion and it is they that allow the student to find and specify the meaning of the educational process”. (Cuervo, 1999)

In the 2021 school year, the Ministry of Public Education (MEP) proposes combined education as a strategy that combines face-to-face, distance and virtuality. The combined education “is the implementation of strategies that promote the acquisition of knowledge, abilities, skills and attitudes that promote learning in two environments: the educational center and the home; in which quality learning processes are generated, which provide students with a comprehensive education throughout life and allow future technicians an adequate transition to the labor market, considering the requirements of the social and productive sectors of the country” (MEP, 2021).

On the other hand, teachers have had to develop different pedagogical strategies to adapt to the limitations that the pandemic has brought with it. The pedagogical strategies are all the actions carried out by the teacher, in order to facilitate the training and learning of the students. “They make up the curricular scenarios for the organization of training activities and the interaction of the teaching and learning process where knowledge, values, practices, procedures and problems of the training field are achieved.” (Franco B. H., 2008).

The research seeks to propose to English teachers to improve the use of digital technologies through the use of different tools and applications. For example, using different websites, which are designed for learning English as a second language. For this we will define the concept of website “a group of World Wide Web pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution, government, or organization” (Dictionary, 2021).

The concept of mobile applications or app is also defined, which are those that are suggested to improve the use of digital technologies. A mobile application, also called a mobile app, “is a type of application designed to run on a mobile device, which can be a smartphone or tablet. Even if the applications are usually small units of software with limited functions, they still manage to provide users with quality services and experiences” (Herazo, 2021).

All these educational measures have had to be carried out due to the appearance in 2019, in the city of Wuhan in China of a virus. Virus is defined “as germs that cause infectious diseases. They invade cells and multiply, increasing the amount of virus in the body. Infected cells can be damaged or mutated, leading to simple illnesses like the cold or the flu, or serious illnesses like HIV or Ebola. The immune system fights viruses, but antivirals and vaccines can also be used for support” (Morales, 2020) .

Coronaviruses “are an extensive family of viruses that can cause disease in both animals and humans. In humans, various coronaviruses are known to cause respiratory infections that can range from the common cold to more serious illnesses such as Middle East respiratory syndrome (MERS) and severe acute respiratory syndrome (SARS). The most recently discovered coronavirus causes the Covid-19 coronavirus disease. (WHO)” (Morales, 2020).

In the other hand, COVID-19 “is a highly contagious respiratory disease caused by the SARS-CoV-2 virus” (Instituto Nacional del Cáncer, 2021). This virus is thought to be spread from person to person in droplets that are spread when the infected person coughs, sneezes, or talks. It can also be spread by touching a surface with the virus and then putting your hands to your mouth, nose, or eyes, but this is less common. The most common signs and symptoms of COVID-19 are fever, cough, and shortness of breath. Sometimes fatigue, muscle aches, chills, headache, sore throat, runny nose, nausea or vomiting, diarrhea, and loss of sense of taste or smell are also present.

This disease has a high percentage of contagion, "the fact of transmitting a specific disease, from the sick to the healthy individual, by mediate or immediate contact" (L., 1994), constitutes contagion, which suggests that the specific disease in question is contagious, that is, that it is communicable by contact, or that it sticks because it is contagious, in which there is a begging of the question, since it feels like fact the same that is the subject of the question.

Contagion should not be confused with transmission. Transmission, in medicine, “is the mechanism by which a communicable disease passes from one host to another (regardless of whether or not the latter was previously affected)” (WHO, 2021).

This disease developed an epidemic outbreak over time from 2019 until it left its borders and spread around the world. Outbreak “is the sudden appearance of an infectious disease in human cases that can cause death. It arises in a specific place and time, presenting a rapid spread” (Morales, 2020). Morales also mentions that epidemic “is the spread of a disease through a specific area in a certain time, affecting a large number of people. Its spread is generated as a result of the lack of control of an epidemic outbreak” (Morales, 2020).

As consequence the WHO (World Health Organization) declared in March 2020, this disease as pandemic. A pandemic is called “the worldwide spread of a new disease” (WHO, 2021). A flu pandemic occurs when a new flu virus spreads around the world and most people do not have immunity against it. Typically, viruses that have caused pandemics in the past have come from flu viruses that infect animals.

The WHO defines disease as an “alteration or deviation of the physiological state in one or more parts of the body, for generally known causes, manifested by characteristic symptoms and signs, and whose evolution is more or less predictable” (WHO, 2021).

One of the biggest problems that have arisen in the country is the community transmission that has occurred, which has caused the virus to spread much faster. At the beginning of the health pandemic, and the World Health Organization (WHO) defined four possible transmission scenarios of the new coronavirus, which also includes community transmission, that is, “local transmission of the disease, which does not it is produced by imported cases, but between members of the same population” (Hernández, 2020).

Unlike the 6 phases for a pandemic defined by the World Health Organization (WHO) and applied during the 2009 AH1N1 flu pandemic, in the case of COVID-19 caused by the new coronavirus, the organization issued a list of four phases to define the situation in each country:

- Phase 1: Countries without cases.
- Phase 2: Countries with 1 or more cases, imported or detected locally (sporadic cases).
- Phase 3: Countries that experience clusters of cases in time, geographic location, and / or common exposure (known as clusters in English).
- Phase 4: Countries experiencing larger outbreaks of local transmission (known as community transmission) (Madrigal, 2020).

Due to the number of cases that occurred and how quickly the pandemic spread, the WHO declares a global quarantine. Quarantine is defined as the "separation and restriction of movements of people who were exposed to an infectious disease, but who do not have symptoms, to see if they develop the disease. (Universidad del Desarrollo, 2020)" This differs from isolation, which "is the separation of people who suffer from a contagious disease, from those who are healthy" (pág. 15). Both measures are public health strategies that aim to prevent the spread of contagious diseases. This isolation is indicated for 14 days from contact with a person with Covid-19 or from the date of departure from a country with an active outbreak. This isolation time was determined by taking the SARS CoV-2 incubation period as a measure.

One of the most important measures taken by the authorities to avoid contagion is to maintain social distancing, it is for that reason that face-to-face classes have been affected since conglomerate places should be avoided. Social distancing has been introduced in many countries to help slow the spread of the coronavirus between people. This means that "person-to-person contact, social gatherings, public transportation, any non-essential activities and working from home should be avoided whenever possible. You should also keep a distance of at least two meters from other people if you go out to perform essential activities" (Dr Luke James, 2020).

The world is declared in a state of emergency due to the lethality of the virus. This provision "allows limiting the free movement of people, intervening industries, temporarily requisitioning goods, and limiting or rationing services or the consumption of basic necessities" (Mónica Artigas, 2020).

2.3. Theoretical Framework

As a result of the pandemic caused by the coronavirus, which was born in the city of Wuhan in China in 2019 and expands worldwide in 2020. The World Health Organization is forced to make a health alert call world, one of the first measures taken was to close those places where many people were concentrated such as churches, restaurants, shopping centers, bars and educational centers such as schools and colleges.

The closure of schools represents a significant delay in student learning and an increase in school dropouts. That is why you have to act quickly so that this learning is not lost and is continuous as far as possible, and this is where decision-making and measures are born in the institutions in charge of making this possible.

Dual impacts of school closings and the global recession could have long-term costs for education and development if governments do not react quickly to counter them. The closure of schools will cause a loss of learning, an increase in the number of school dropouts and greater inequity; the economic crisis, which affects households, will aggravate the damage, as it will be accompanied by lower supply and demand for education. Together, these two impacts will have a long-term cost on human capital accumulation, development prospects, and well-being. As of the end of April, schools had been closed in 180 countries and 85% of students worldwide were not attending school. Without strong policies, this will have immediate costs on both the learning and health of children and young people. (© World Bank, 2020)

Some of the consequences that the World Bank Group could have at an educational level are:

- Learning will decrease and dropouts will increase, especially among the most disadvantaged people.
- The absence of the support and structure that schools provide will also affect health and safety.

- On the supply side, the economic impact will hit schools and teachers. (© World Bank, 2020)

In the framework of the suspension of face-to-face classes, the need to maintain the continuity of learning has imposed challenges that countries have addressed through different alternatives and solutions in relation to school calendars and the forms of implementation of the curriculum, by means not face-to-face and with various forms of adaptation, prioritization and adjustment. To make the adjustments, it is necessary to take into account the characteristics of the national or subnational curricula, the resources and capacities of the country to generate distance education processes, the levels of segregation and educational inequality in the country and the time elapsed in the school year.

During the pandemic, contextual change was, in short, one of the greatest challenges faced by the Costa Rican educational system. According to UNESCO-IESALC (2020), for April, it was estimated that the closure of educational centers would impact more than 91.3% of the world student population. In Costa Rica, the preventive closure of different institutions and the suspension of academic activities in public universities, such as the Universidad Nacional (UNA) and the Universidad de Educación a Distancia (UNED), among others, took place early of the month of March 2020.

Likewise, a second important challenge faced by teachers was to learn in an accelerated and efficient way to use different technological resources, in such a way that their capacities in this area were factors that facilitated and favored their educational work and that allowed an optimal pedagogical mediation.

Finally, the academic staff faced a third educational challenge, the search for free access and easy-to-use digital tools that would allow students to learn, work and present their assignments in a creative, dynamic and effective way.

For some teachers, this also represented a challenge, since they did not have the prior knowledge required for the use of certain tools or its student population it did not have the technological resources necessary for fluid communication. In this sense, ECLAC and UNESCO (2020) affirm that:

It is necessary to understand these gaps from a multidimensional perspective, because it is not only a difference in access to equipment, but also the set of skills that are required to take advantage of this opportunity, which are unequal among students, teachers and family members in charge of the care and mediation of this learning process that today takes place at home. For this reason, it is essential that policies to promote more equal access to technology begin by recognizing these different dimensions that structure social inequalities in the region and intentionally working to reverse them (pág. 7).

Effective communication and interaction during pedagogical mediation in this setting becomes extremely important for this new context. According to Pérez (2009), communication and interaction in virtual contexts "promote the development of interpersonal relationships that favor learning and group cohesion, through the establishment of common goals and learning networks" (pág. 3). It promotes socio-affective relationships that in turn allow the construction of cooperative knowledge and reduces the feeling of loneliness in the student body. Taking the consideration, the contextual change with respect to new technologies, in addition to being a challenge, helped to promote the social interrelation between student-teacher, generating autonomy in the learning process and effective fulfillment of the objectives.

On the other hand, it should be noted that the teaching staff did not have prior training in the use of digital technologies to teach classes synchronously or asynchronously through them. This led to a series of learning spaces to understand how pedagogical mediation could take place outside of the most common educational context, the classroom. For this, a series of trainings from the Ministry of Public Education was needed for all its teaching staff and it was also necessary to carry out a study of the digital platforms and their characteristics that would be more closely related to the facilities of the students.

It is also necessary to highlight the new environment in which both teachers and students are prepared to work outside the institutions. The conditions of the space where they will work, which would vary from home to home, this became a challenge due to the different social, economic and emotional conditions, among others. That is why the MEP must find a way to work according to the situation of each student and the virtual one 100% cannot be an option for those whose resources do not allow it. In this case, the decision is made for distance education, where the student works independently with the tools that the teachers provide. As Fernández mentioned in this article:

The MEP has been emphatic that distance learning is not synonymous with virtual education or virtual classes, but that virtuality is one of the tools that the distance learning strategy can use. In fact, the guidelines published in April establish scenarios and strategies for pedagogical mediation and distance learning, making a distinction between those who have and those who do not have access to technological devices and the Internet in their homes, defining as part of the educational supports the delivery of available printed material, aimed at families, as well as the possible delivery of technological devices that incorporate internet access (Aráuz, 2020, pág. 2).

On January 18th, 2021, the Ministerio de Educación Pública together with the national health authorities, proceeded to implement pedagogical mediation for combined education, understood as the pedagogical strategy that enables teachers to offer accompaniment to the student in two environments different learning methods: work in person, in subgroups according to the classroom spaces that comply with the health standards established by the Ministerio de Salud for physical distancing and health protocols, as well as the distance educational environment, using technological resources , when possible, or the printed material, privileging the possibility of teacher support that allows the student of public and private educational services of preschool education, I, II and III cycle of basic general education and diversified education, have the opportunity to evacuate doubts, receive support in your weakest areas useful, build guided

processes according to cognitive needs and improve the level of achievement in learning.

There is a difference between virtual education and distance education, as a new methodology the educational institutions around the world had to inquire a new system in the middle of a pandemic period. Distance education allows the training of students who cannot access the institution physically, using different means printed, analog or digital, according to the time; the most current use considers cyberspace as the medium par excellence. To take one more look clearly, a parallel is presented below between the modalities of education to traditional and virtual distance

TABLE 3: PARALLEL BETWEEN TRADITIONAL AND VIRTUAL DISTANCE EDUCATION MODALITIES

| | Traditional distance education | Virtual Education |
|---------------|--|---|
| Space | From any physical space | Virtual classroom |
| Time | Indeterminate | Indeterminate |
| Communication | Correspondence, radio, television, phone - limited | Forums, chat, virtual messaging, email - fluent |
| Teacher | Teach - face-to-face meetings | Orientation - virtual tutorials |
| Students | Guided - passive | Autonomous - active |
| Contents | Printed material - sequential | Electronic material - interactive |
| Focused on | Teaching | Learning |

Source: (Yong Castillo, Nagles García, Mejía Corredor, & Chaparro Malaver, 2017)

The coronavirus is also putting the art of teaching to the test. Technology and the internet, these days, is the perfect ally, but at the same time it has shown a deep social gap: more affluent families have the necessary tools to continue

"learning", albeit virtually. And educational centers came prepared with digital services, platforms and intranets to facilitate studies for their students.

So, the resources by which students could maintain contact with their students are different and the effectiveness of these pampering can meet the educational needs of students is variable. This is where the MEP, according to studies carried out on virtual platforms, provides teachers and students with the Microsoft Teams platform, as an official means of communication between director-teacher-student. For this, the MEP staff must enter with their respective MEP email and the students are provided with an institutional email in the same way so that they can access the platforms. The virtuality of the subjects taught by the educators generated courses built through the Microsoft 365 TEAMS platform.

Therefore, each institution itself, has been a pioneer for having evolved from the school traditional to fully digital, characterized by virtual communities communicated by email enabled by the MEP.

Thus, education and knowledge become the load of information technology for its implementation and further development. The key to education derived from the previous approaches is to train for adaptation to new situations and technologies that, in turn, are changing routines, habits and customs. Each software package that comes out on the market, for example, requires the implementation of new skills (Unigarro Gutiérrez, 2004, pág. 19).

The role of the teacher in virtual education, goes beyond the role of mere transmitter (and qualifier) of the explicit development of skills related to learning, but has also been relevant as a generator of better communication processes with parents and students. This is how anti-educational processes arise that the teacher can now visualize, since they have a great weight in academic performance, which are directly linked to the environment that surrounds the student, such as family conflicts.

The teaching model that is implicit in this conception of teacher that we propose is more complex than any of those that are traditionally known (expert, transmissive, technical, etc.), since it contemplates at the same time a double dimension or perspective: its own as teacher, with all the implications and tasks that this entails, and that of the student, as an active and decisive subject of the process. The tasks, functions, roles and competences attributed to a teacher in an online environment must consider the typology of students that are in the classroom, what their interests are and their capacities to learn. The specificity that online interaction and communication acquire by the teacher should not be thought of only from their role (Gros, 2011, pág. 57).

Despite the great effort that the MEP has made to facilitate connectivity with students, the Teams platform, being such an advanced application, requires a high storage capacity, and many students cannot install it on their phones because they do not have the capacity to storage it requires. That is why many teachers are forced to use other platforms with simpler access and that require less memory capacity of mobile phones or technological equipment that the student uses.

Some teachers, through the YouTube platform, have opened their channels where they post their videos explaining the subject that is going to be evaluated to the students, in this way the student can see the video whenever they can and every time. needed to achieve the required learning. On this platform, teachers can carry out their classes synchronously, doing live streaming, or asynchronously, posting their videos on the channel and allowing students to access them at any time. Likewise, students can interact with their teacher by commenting at the bottom of the video, making their contributions and queries, and the teacher answering them in the same way.

Among the many advantages of streaming live on YouTube for educational purposes are:

- Learning experience.
- Closed transmissions.

- Scheduling of schedules.
- Interaction with text chat.
- Wide coverage and accessibility.
- Generation of statistics.
- Among others (e-Learning Masters , 2019)

The use of different means and technological resources in education gives rise to the integration of new methodologies that adjust to the current reality of the students. The new generation of technology has knowledge at its fingertips that allow it to make use of mobile devices that promote interaction and self-learning.

Likewise, since in an average month 8 out of 10 people between 18- and 49- years old watch YouTube, and in 2015 people between 18 and 49 years old spent 4% less time watching television, while the time they spent on YouTube it increased by 74%, it is possible to say that YouTube is a website that young people like because they use it frequently, regardless of the content they are looking for.

This is where the teacher must know how to take advantage of this situation. Video is a type of multimedia content that can cause a high degree of interest and motivation in the student, but it is such a well-known platform, and the teacher must immerse himself in the reality of his students in order to guarantee their interest and participation in the classroom (Marín, 2019).

Another platform that some teachers like to use to communicate with the student is Facebook Groups. Nowadays, Facebook are one of the most popular social media and teachers are using it as a tool teach in distance education. Usually, they form groups in the application where they only add the students of the course or courses they teach. In this way you can share videos, practices, audios, or whatever you like to use as didactic material to make learning possible. Likewise, students can interact with their classmates and the teacher.

The educational uses of Facebook are only recently beginning to be explored and we are on that path. Among other potentialities of the social network for education, we note that it can function as a suitable and friendly environment for work in small groups. In fact, the “groups” application allows nuclear individuals with a common interest and to form groups (open, closed or secret). The closed groups, in which only their members can see the publications, we understand are the most conducive to the type of work that we proposed and that we will describe in this presentation. (Chiecher, 2014, pág. 79).

Some teachers believe that the Facebook platform can be a bit public and less serious, despite the privacy settings it has. That is why they prefer to use different platforms such as the Zoom platform. Although this platform does not have as many options as the previous platforms, it is excellent for synchronous classes with students, it is also very easy to access and use. In this application, you can give classes synchronously and share videos, presentations, documents, etc., in real time with the students, it also has chat options and the option to record the classes to share it later with the students who could not connect at the time. In an interview with the LC Mundo newspaper, to Oscar Blanco, Director of Sales and Marketing at ILAC (International Language Academy of Canada), a language school in the city of Toronto, the following is stated:

Blanco also explained why the International Language Academy of Canada decided to use this app above the rest. He said that Zoom has certain characteristics that make the communication and educational process much more effective. Among them, he mentioned the option that a user can share a screen so that others will have access to what he sees, the ease with which teachers have to section the video call to carry out group activities, and the ability to create quizzes that are provided to students as part of online classes (Rodríguez, 2020, pág. 14).

However, there are a wide variety of platforms, which are not mentioned in this research, that have been used since the beginning of the pandemic to make distance education possible. However, in this study the main ones used by the majority of teachers in Costa Rica are mentioned. And although many of these applications have been very useful in education, one of the most important to achieve effective and immediate communication with students is the WhatsApp platform. Its operation is similar to the most common instant messaging programs for computers, although focused and adapted to the mobile. There is a desktop WhatsApp web for computer and therefore WhatsApp also works on computers and most tablets.

The application allows, in addition to text chat, to send photos, audio and videos. It has direct access to WhatsApp calls, or even video calls, which are transmitted over the internet and can be free if we are connected to Wi-Fi, or consume data.

WhatsApp can serve as a motivating and innovative tool in the day-to-day life of students. Being able to generate a greater participation than usual in the classroom. Therefore, the utility can be very broad, since it offers, in addition to written messages, voice messages, images, photographs and even calls to another cell phone or device that has it installed and you want to talk. Its main quality is to connect students and teachers anytime and anywhere, both within formal and non-formal learning contexts. And with clear rules you can generate a radical change in the educational process, generating new pedagogical approaches, since, as I have highlighted on other occasions, it is not only about knowing how to teach in virtuality, but about living together using technology, promoting research, self-learning in the student and collaboration with your peers (Acuña, 2017).

As mentioned above, teachers and students have had to develop skills in the use of new technologies. ICTs have been incorporated into the educational system since previous years, however, their use was not so necessary and many teachers did not use them.

This amount of information that is provided in these times, has generated those different theorists call it the knowledge society, some they go much further and try to link it with technology by calling it the digital society, or the information society; however, both concepts accompany the idea of living in a time where the accumulation of information produces an acceleration of interactions and dynamics social. (Aguilar, 2012, pág. 2)

However, with the arrival of the pandemic, the entire educational system is forced to work and depend on the use of technologies to make communication with students possible.

The incorporation of ICTs into education has become a process, the implication of which goes far beyond the technological tools that make up the educational environment, there is talk of a didactic construction and the way in which learning can be built and consolidated. significant based on technology, strictly pedagogical speaks of the use of technology in education. (Barriga, 2015)

The development of strategic plans for the incorporation of ICT, in the business, educational, research and management fields have opened many possibilities to develop systems that allow to achieve objectives in a broader way. And in other cases, some institutions have chosen to create their own versions or virtual training platforms through foundations or companies dedicated to managing virtual training content independently ... In short, and that is what is truly valid in the sense of future perspectives provided by ICT, is that this situation caused by the appearance of the same makes it seen as a great opportunity to place the use of ICT and the use of virtuality as a differential element of added value and as a factor key to innovation and improvement of educational quality in their institutions. (Verdu, 2009, pág. 18).

In teaching English, ICTs have been of great help since with these have improved listening and speaking skills with students. In some institutions, computer labs are provided for the teaching of English and with this the students can learn, using different didactic methods. Also, there have been a series of evolutions in secondary schools, with new resources appearing within the reach of both teachers and students: digital whiteboards, cannons in the classroom, the use of laptops, etc.

All this makes it possible to develop a new idea of education both online and offline, understanding education as a more dynamic process with respect to the traditional role of teaching.

On the other hand, through new technologies in the English classroom, a situation of greater communicative exchange can be recreated, use of conversations, listening, situations that help the student develop precise learning to communicate and express what they have learned, integrating it into their work daily. It is intended to promote the communicative exchange between students and teachers.

The characteristics that allow delimiting the information and communication technologies that they consider Kustcher y St. Pierre (2001) are as follows:

- The power that the devices allow when working with a large amount of different information and simultaneously.
- The miniaturization of the components of the devices, which makes them more compact and portable.
- And the presence of fiber optics as an ultra-fast means of transporting information in more and more networks, as well as wireless communication between digitized equipment. (Kustcher, 2001)

Regarding this matter Kustcher and St.Pierre (2001) consider that the ICTs that have an impact on education are the following:

- Computers and peripherals that handle, use, store digital information (speed, power, sound, a variety of colors, video, CD-ROM drive, calculator, digital camera, color printer, scanner).
- Digital information (application programs and programs that display or manage information: educational application program, WEB page, database, word processing application program, electronic spreadsheet).
- Digital communication (electronic messaging, “chat”, electronic forums, electronic news, telecopier, teleconference, audio and videoconference). (Kustcher, 2001, pág. 21)

The importance of incorporating ICT into the Costa Rican educational curriculum has increased nowadays, so it is necessary that computer laboratories for the language area be provided to institutions, as well as more audiovisual resources to improve language learning. students, taking advantage of the use of these.

As mentioned earlier in the research due to the change in education regarding the pandemic. Teachers must adhere to the new modality of virtual classes, which they mention in different media that this modality is here to stay. And this is where e-learning is born. E-learning is growing in importance around the world. Educational institutions and many companies incorporate e-learning platforms in their training processes without an in-depth evaluation of the available alternatives. It could be defined as a teaching and learning system based on the use of ICT, which allows the classes to be followed without the restriction associated with space or time.

The role of teachers is very important in the use of this medium. What makes the e-learning exchange implementation is that we are asking teachers to teach in a way that they have never been taught when they were in school. They will work on a life plan in which they have never heard from and may have had little first-hand experience. However, without a history and extensive knowledge to build on, educators will have the opportunity to pioneer in their own right as they navigate. They will have the opportunity to reexamine what it means to be a technologist, they will become tutors of the students, and the exchange of knowledge must be in a fast and efficient way, which are fundamental elements. (Mego Pérez, 2019, pág. 10)

E-Learning has a combination of media which are digital and are called multimedia, represented in its various forms such as PowerPoint, currently this tool is generating significant advances in terms of education. In such a way that companies offer their courses, many of them through the Internet, where the server can choose from a range of various courses offered, which can be made to measure.

Due to its speed, effectiveness and flexibility, it can be considered as a functional tool that, used properly, allows to increase the transmission speed and reduce the costs of implementation in the generation of knowledge. It must have the following characteristics:

- To be part of the general planning of the courses to be carried out by the company.
- Complemented with other e-Learning tools (pág. 15)

The E-learning method is coupled with the methodology with which classes are worked today in the MEP, with synchronous, asynchronous and mixed models. Where students who do not have much connectivity, have the opportunity to receive their courses through this methodology as well.

Here are some advantages and disadvantages that the E-learning method represents, according to Pérez's research:

By knowing the following characteristics, we can change our point of view towards e-Learning.

- It is a student-centered teaching process and the role of the teacher is the guide or facilitator of this teaching process.
 - Convenient for students to access anytime, anywhere.
 - It is a type of cooperative learning.
 - E-learning is fast and dynamic and reduces the amount of expenses (such as: travel time and travel costs for students).
 - Encourages self-paced learning whereby students can learn at the pace they prefer.
 - E-Learning encourages interaction between students and instructors.
 - Comprehensive learning; that is, it contains all the instructional sources and tools, such as virtual classes and simulations.
 - All activities such as: registration, supervision, registration is carried out online.
 - Lessons are prepared by different teachers from different places.
 - Students can learn more than one specialty or specialty.
 - Motivation: as indicated in the abstract part, e-Learning increases students' motivation and motivation is necessary for language learning, especially foreign language learning because it affects all parts.
 - The most notable advantages of most types of e-Learning are flexibility, convenience, and the ability to work at a learning pace.
- (pág. 11)

Just as this method has great advantages when it comes to providing information, Pérez also mentions the disadvantages that this model presents:

- Electronic learning reduces social relationships between students.
- Some students have little knowledge about the use of the Internet and the computer, so they cannot work with them properly.
- E-Learning reduces the number of face-to-face meetings and the amount of teacher supervision over students.
- Some teachers have less experience and knowledge of this type of teaching / learning process.
- Linguistic / cultural differences
- Extravagant spending on behalf of virtual universities.
- Technical limitations.
- Lack of face-to-face interaction with a teacher.(Mego Pérez, 2019, pág. 12)

José Lozano Galera, CEO of AEFOL & EXPOELEARNING, launched in 2002 the theory of the "e-learning Triangle" (2002), in which any e-learning project must revolve, in the following fundamental pillars, which are interconnected between them, hence the triangle, and that one without the other, the student's learning process would not make sense, as a central piece, the combination of these three elements provide many different models:

- Technology
- Contents
- Teaching action

E-Learning is a tool that helps to receive and share knowledge, which motivates the development of skills such as self-learning, commitment, will and honesty. It also challenges us to know our technological resources and create new alternatives for education.

Many are still in the position of not adapting to the use of this type of learning, since they prefer physical contact with other people. However, the

pandemic has forced teachers and students to adapt to this out of necessity, the world continues to advance and the education sector cannot be stagnant, it must take advantage of available technologies and constantly update itself.

As a result of the pandemic, those who were faced with great challenges were teachers, having to leave their classroom and blackboard environment, to teach from their homes and learn to handle technology in an accelerated manner in order to make possible the communication and student learning in virtual or distance education. Many of the challenges that were presented for educators was the handling of digital technologies, platforms and applications that they were not used to.

In this context, the teaching role has been fundamental, being necessary to adapt to the use of technological tools, apply new teaching methodologies, adjust planning according to contingency, prepare innovative and creative activities, modify evaluation strategies, among other challenges that in this virtual environment, they make the teaching-learning process more complex. (Pizarro, 2020)

In addition to the great challenge that has been learning to use digital technologies, each adds the difficulty for students to be able to connect to online classes synchronously or to observe the videos and the support material sent asynchronously.

Cameras turned off, students not participating, and problems connecting to the Internet are some of the problems faced by primary and secondary school teachers who are doing online classes during the pandemic. Continuing with distance classes has not been easy, especially considering the knowledge gap in digital subjects that several teachers have, as well as the lack of training. Added to this are the difficulties that some students experience: they do not have a good Internet signal or they do not have an established place at home

to study. Everyone agrees that the pandemic has accelerated several changes, including digitization. Although this is more common in higher education, in schools they must also adapt. For example, until very recently, several schools wondered what to do with the smartphones that children brought to their classes. The way was to ban them or integrate these devices into the subjects. Now that virtualization is part of normality, teachers must have certain skills and competencies that allow them to do classes in this context, but also anticipate the reintegration of students. (Arce, 2020)

Another challenge for teachers, while keeping the classrooms closed has been the environment in which they had to work at home, since they were not only teaching, those who are parents had to watch over their children (more if they were in virtual classes too), help them with their homework and work. Take care of the needs of the house, meals, cleaning and others. This made the teacher unable to fully concentrate on their work.

However, not everything has been bad, perhaps at this time it was not possible to understand that, as a result of the pandemic, it has left incredible technological advantages. And that the use of technologies is here to stay. Both teachers and students have the necessary knowledge to be able to continue classes in a hybrid way when needed. The use of technology in the classrooms will become mandatory for both teachers and students. Some of the advantages are:

- Development of autonomy: Students have embraced study habits in a more autonomous way, managing time and fulfilling their duties independently.
- Use of new technology applications and resources: The biggest challenge for teachers and students has been learning and using technologies appropriately, which, for many, were unknown.
- Class methodologies with interactive activities and applications: Although there were already different educational virtual platforms,

the methodologies that have now been used in the classes have forced teachers to be more creative so that they are attractive and that they manage to capture the attention of the students. students, who, in this mode, tend to be easily distracted.(Lozano, 2021, pág. 3)

Teaching English in Costa Rica, during the context of a pandemic, has been a challenge for educators who were not associated with technology. As, they had to learn to use different applications in order to make it possible to learn the different skills in this area. From videos of students doing presentations to assess speaking ability, to one-on-one interviews and audios on WhatsApp. Technology has had to be included in the curricular part, many teachers had to exploit creativity together with their work experience, to adapt the learning of English to a new distance education scenario.

However, the MEP, during 2020, has facilitated a series of trainings for English teachers so that they develop digital skills, with which they can learn to develop their classes effectively. According to UNESCO, “the integration of technology in education should be considered in the most general field of institutional innovation, the question does not occupy in favor or against ICTs for what will happen with them in education” (2016).

English teachers must strengthen their technological skills, due to the new modality of study through the pandemic. The use of ICTs in the teaching of English are of great help because they provide great opportunities for the development and enhancement of listening, writing, reading, and oral comprehension in the language. Also, it is necessary to highlight the fundamental role played by the English teacher, which consists of the creation of didactic activities using ICT resources to strengthen the teaching - learning of the English language in a meaningful, dynamic and interactive way, which allows them to enhance the different skills to students, so that they can interact with native speakers or foreign language learners.

Therefore, it is necessary to assume the challenge of executing pedagogical proposals that contribute to the teaching of learning a foreign language in a different way from the traditional one, which generates an impact on their educational process and leads them to reflect on themselves in order to create digital citizen awareness that allows the appropriate and pertinent use of ICT that tends to improve educational activities in this specific knowledge, which results in effective teaching, which favors the understanding and interpretation of oral and written messages in the language English.

Therefore, this research seeks to strengthen the knowledge of English teachers in terms of applications and tools that they can use during distance education, through digital technologies and thus facilitate the teaching and learning of students of a in a more creative way, getting out of the ordinary and taking advantage of the resources that technology gives us.

It is evident that when a professor decides to use new digital technologies in his teaching, he is inevitably posing new challenges and challenges to his professionalism. This process of innovation in their teaching practice is not easy nor is it achieved in a short time. For this reason, it is important to highlight the basic and central idea that the planning of activities with technologies cannot be carried out spontaneously and risky, but must start from an educational model that guides and gives them coherence. It must be emphasized that the activity acquires pedagogical meaning not simply because it is carried out, but because it is part of a broader process aimed at promoting certain learning goals that underlie a specific education model. The opposite would be to fall into pure activism, that is, to do specific activities with computers, but without continuity or educational coherence. Taking into account the digitization of the human experience, a teacher or cyber activist would be a person who takes advantage of digital communication tools to act in favor of a cause. (Correa, Aberasturi, & Gutierrez, 2016, págs. 41-42)

As mentioned above based on distance education there are also a number of disadvantages in distance education. Which Lozano lists below:

- Digital gaps.
- Lack of physical interaction.
- There is no differentiation between home spaces and educational spaces.
- Exposure to long hours working with electronic devices.
- Fewer opportunities to show emotional affectations and disorders.(Lozano, 2021)

Adding to these disadvantages the lack of technological resources and connectivity in the student and teacher's community, it is one of the problems that most affects the application of the distance education method.

5% of the teaching staff of the Ministerio de Educación Pública (MEP) with unstable connections (cell phone), or who do not have access to the Internet at all. This situation represents a barrier for teachers to teach lessons at a distance. Of this percentage, 23% have an unstable connection, while 2% are made up of 751 teachers without an Internet connection, who are concentrated in regional addresses outside the Greater Metropolitan Area (GAM), such as Sulá, Peninsular, Grande de Térraba, Aguirre, Santa Cruz, Nicoya, Coto and Cañas, among the main ones.(Parra, 2020)

Despite the efforts of the governments of Latin America and the Caribbean since the pandemic began, new data from Unicef reveals that a third of all children and adolescents in the region still do not receive quality distance education. For the poorest and most vulnerable, learning from home can be an insurmountable challenge, whether due to the absence of a computer, the lack of Internet access, or even the lack of a place to sit and study. (Mesén, 2021)

When thinking about how to improve virtual teaching in higher education, many efforts and ideas focus on content and design. Some studies tell us that although these aspects are very important, we must pay our attention first to the students and how they feel when starting a virtual course. It is very easy to enroll in an online course, but it is also very easy to quit. If we want our students to get involved, motivated and participate, we must pay attention to their experience when taking the course.

Interconnection is a great strength. To get as much learning as possible, there are some tips for students, which will facilitate adaptation to remote learning (or distance learning).

- Practice with technology: in some cases, we may use a platform that we do not know. So testing is needed to make sure it will work when we need to use it.
- Communicate with the school: Be sure to ask questions and take advantage of opportunities to connect with your school through email, phone, or virtual platforms.
- Get involved with classmates: try to participate in class discussions with your classmates or help them with whatever they need.
- Develop structure and organize time well - You may have more flexibility, but the demands of course work within a distance learning environment can be challenging. Therefore, start your homework and other course work as soon as possible to have enough time to clarify doubts and seek support if you need it.
- Finding time for a digital break: Most of us will be spending more time online than ever. Try not to spend all day browsing the Internet and do other activities to disconnect. (Tallarda, 2020)

According to Dorfsman (2015) with the advances in society related to information, teaching as a profession necessarily undergoes transformations that correspond to the acquisition of new skills and that are in correspondence with the so-called digital dimension, related to the impact that the components of education have on teaching. the information society and that will enable teacher training to:

- Produce your own content and expand it.
- Share your assignments with colleagues and students.
- Exceed local and institutional frameworks.
- Design work spaces, creativity, cooperation, meeting and reflection.
- Generate, participate and lead communities of teaching-learning, research, production, recreation with colleagues, students and the general public interested.
- Move freely through the real and virtual world, thereby consolidating their social, cultural and professional potential. (pág. 23)}

It is a fact that technology is part of the lives of students, since they use different devices on a daily basis, and that is why taking advantage of this trend brings with it a series of advantages for education:

- Improved efficiency and productivity in the classroom.
- The use of new technologies in education increases the interest of adolescents in academic activities, since the learning experience is enriched.
- They provide flexibility and adaptability, allowing students to follow different rhythms in their learning.
- Facilitates understanding. The use of new technologies motivates and makes it easier for students to maintain their attention. As a consequence, the contents are assimilated faster.

- They provide autonomy. They are responsible for developing self-learning, with the aim of training self-sufficient people capable of solving any real problem. The use of new technologies in education encourages the administration and management of content. Thanks to this methodology, students are taught to learn to learn, building their own knowledge. Furthermore, the Internet allows an infinite number of sources of information and fosters the ability to select and manage the most appropriate one.
- They promote teamwork. Technology generates interaction between students and encourages teamwork. In the professional field, most of the projects that are developed are in teams and require the collaboration of different professionals, so developing the ability to work as a team from childhood is essential.
- Enhance critical thinking. Both in the case of the Internet and in that of social networks, its use translates into sharing points of view and opinions. And it is that debate is very important when the capacities of adolescents are developing. In addition, the enormous possibilities of technology to break the space-time paradigm, allows infinite sources of knowledge to be interconnected worldwide, connecting with people from other countries and cultures and exchanging information.
- They encourage creativity, since new technologies make tools available to educational centers that allow female students to interact.

Costa Rica is a pioneer in Latin America in the incorporation of digital technologies in the classroom. Thirty years after having entered the experience, many achievements are recognized nationally and internationally, which are important to maintain and exceed in pursuit of a quality and inclusive education that points the path of the knowledge society.

Integrating digital technologies represents more than just equipping schools. These should be integrated into the curriculum, facilitate the creation of networks for learning and have a whole plan of action. In this regard, the actions of the projects carried out in the country stand out, where there is a scaffolding that goes through the equipment, technical support, accompaniment and training of teachers.

The issue of mobile learning is beginning to gain strength and be a trend worldwide, which seems to be an alternative to reach areas of difficult access and with populations in vulnerable conditions, which is linked to the policies to reduce the digital divide.

Some experiences from other countries point to the formation of national and international alliances as a necessary factor for achieving expansion and sustainability in mobile technology programs. In relation to this, the country's participation in international organizations and alliances with private sectors stand out.

Chapter Three

Methodological Framework

3.1. Methodological Framework

3.1.1. Purpose of the study

Currently, education in Costa Rica is experiencing a historic moment, caused by the pandemic that brought with it the coronavirus. The MEP when making the decision in 2020, to continue classes with the distance education method. Teachers are forced to quickly familiarize themselves with digital technologies. This 2021, it was decided that education would be in a hybrid way (face-to-face-virtual) so that students continue to learn through technology.

Despite the training that the MEP has provided to teachers, there is still a great lack of knowledge in the use that can be made of the use of technology today. There are a large number of tools and applications with which students' learning can be facilitated in a fast and different way than the ordinary method.

In the teaching of English, digitization has been a challenge, despite the fact that, since previous years, the MEP has been seeking to improve bilingualism in the country through technology, many teachers have not been encouraged to include ICT in your curriculum plan. That is why with the pandemic, they have had to innovate and learn to make use of these to be able to teach and communicate with their students.

Within this framework of distance education, it has been possible to work with several didactic methods, one of them and with the one that most worked in 2020, was with the autonomous work guides (GTA), these guides are based on practices sent by the teachers to evaluate the knowledge of the students acquired through readings, videos, books, web pages, on the subject to be evaluated sent by the teachers by any means of communication, or in print.

However, these forms have not been the most effective since it is not possible to check in a way you will see if the student is achieving the learning objective that is sought. Since, it is not possible to verify if the student carries out the work with their own efforts and knowledge and not with external help, copying from the work of another colleague or what has become very common, paying to do their homework.

It is for this reason that the decision is made to strengthen the technological skills of English teachers, so that they can take full advantage of them and ensure that students are meeting their learning objective in an easier and more entertaining way.

In general terms, the purpose of the research is merely applied, since it seeks to analyze how digitization is worked in the educational center and how much knowledge in this field English teachers have, in addition to knowing how much benefit they give to the tools and applications that technology offers to be able to teach the language and strengthen your skills more effectively.

Technology offers a wide variety of tools that teachers can use as didactic methods to capture the interest of their students and strengthen their learning. In English, ICT can be used to learn to develop speaking, listening, reading and writing the language in different ways, where the teacher has the facility to practice and evaluate without great difficulty.

3.1.2. Framework

The field of language education is very broad, specifically the area of teaching English as a second language. That is why this research starts from the teaching of English that is taught in youth and adult education schools, made a theme originated by the pandemic, focused on the use of digital technologies in the context of distance education. Focused on teaching methods through ICT, used by English teachers at IPEC in San José.

According to the previous explanation, this research works with a micro research space, this concept is defined by Cole (2019), as the research that focuses on smaller groups, patterns, and trends, typically at the community level and in the context of the everyday lives and experiences of people.

3.1.3. Dimension or temporary range: short term

According to Sampieri (2014) this aspect refers to the time that the research requires to be conducted and the required lapse that the researcher needs to observe the results. Moreover, the same author, said that the research time could be classified into short and long term. Based on the previous classification, this

research exposes a short-term dimension; since the investigation was carried out in a short time, specifically during the first semester of 2021, which is established in the school calendar by the MEP.

3.1.4. Nature

Quantitative research considers that knowledge must be objective, and that it is generated from a deductive process in which, through numerical medication and inferential statistical analysis, previously formulated hypotheses are tested. This approach is commonly associated with practices and norms from the natural sciences and positivism. This approach bases its research on standard cases, with the intention of obtaining results that allow generalizations (Bryman, 2004). Unlike qualitative research, which bases its results on numerical data, qualitative research is carried out through different types of data, such as interviews, observation, documents, images, audios, among others.

Taylor and Bogdan (1984) they consider qualitative research in a broad sense as "that which produces descriptive data: people's own words, spoken or written, and observable behavior". Unlike quantitative research, which is based on a hypothesis, qualitative research usually starts from a research question, which must be formulated in accordance with the methodology that is intended to be used.

In recent decades, numerous researchers have pointed to a "mixed" method, which integrates both approaches, arguing that testing a theory through two methods can obtain more reliable results. This approach is still controversial, but its development has been important in recent years (Hernandez , Méndez, & Mendoza, 2015).

Based on the above definitions, the nature of the research has a mixed context. Since, a survey is carried out where quantifiable data will be obtained and an analysis with non-numerical data is also presented that is based on comparisons and experiences of the selected sample.

3.1.5. Research type

Professor Rosales in his research methodology course defines the following concepts: “The essential objective of exploratory studies is to familiarize us with an unknown or little-studied or novel topic. This kind of research is used to develop methods to be used in more in-depth studies.” (2013).

On the other hand, it also defines the following, “descriptive studies are used to analyze how a non-phenomenon is and how it manifests itself and its components (the level of use of a group, how many people watch a television program and why they watch it or no, etc.)” (2013).

Based on the above information, the research covers exploratory purposes at the beginning, wanting to seek that the English teachers of the IPEC of San José, use new tools and applications based on digital technologies to facilitate the teaching of the language with students, which we It will provide descriptive information later, by having to analyze the data that the investigation reveals.

3.2. Subjects and sources of information

3.2.1. Investigation Subject

"The study subjects are those people or groups of people who are part of the groups whose characteristics, opinions, experiences, living conditions, among other traits and attributes are of particular interest for research with a quantitative or qualitative approach" (Mata, 2021).

According to the previous definition, in this research, the subject is the English teacher of the IPEC of San José, since he is the one who plays the role of orientation and mediation in the research process, applying to the students the tools and applications that are propose to improve their knowledge of the language in distance education through digital technologies. The teacher must convey to the students the need to innovate and question the use of these new methods. In addition to guiding his praxis towards the achievement of these competences.

3.2.2. The population

A population "is the set of all cases that agree with a series of specifications" (Lepkowski , Tucker, & Brick , 2008). Based on the above information, the research population is based on English teachers who work for institutions where youth and adult education is taught in circuit 01 of the Dirección Regional San José-Oeste of the MEP, according to the MEP (2020) There are only 3 institutions that work in this modality in circuit 01: a) IPEC San José, b) Cindea María Mazarello, c) Escuela Nocturna Alberto Manuel Brenes.

Another delimitation is the context with which we are working at this moment in the history of education, with the modality of distance education and its performance with digital technologies.

3.2.3. The sample

The reason why it is decided to work with these teachers is because they have experience working with both young people and older adults, which will help to have a perception of different ages when applying the research proposal. In addition, in this institution, not only English is taught in the academic degree, but it is also taught as free courses in the area of conversational English. So, the use of digital technologies is applied in different areas of English.

Another reason why the professors of this institution are chosen is because the IPEC of San José has great technological facilities, such as a computer laboratory, with video projectors in all classrooms with audio equipment, and fast internet connectivity. For this reason, the research is based on the experience of the teachers of this institution, in order to apply the proposal to improve the use of digital technologies in the context of distance education.

3.3. Sample section

3.3.1. Probabilistic or non-probabilistic

In the research, the type of sample is non-probabilistic for convenience, since the sample is chosen due to the ease of technological resources available to English teachers at IPEC in San José.

Non-probability sampling is a sampling technique where samples are collected in a process that does not provide all individuals in the population equal opportunities to be selected. Unlike probability sampling, the non-probability sample is not a product of a random selection process. Subjects in a non-probabilistic sample are generally selected based on their accessibility or on the personal and intentional criteria of the researcher. (Explorable.com , 2019)

Convenience sampling is probably the most common sampling technique. In convenience sampling, samples are selected because they are accessible to the researcher. Subjects are chosen simply because they are easy to recruit. This technique is considered the easiest, the cheapest and the one that takes the least time. (2019)

3.4. Techniques and instruments to collect the information

3.4.1. Observation

Based on Sampieri (2014) a good qualitative observation process implies: “getting deeply into social situations and maintain an active role, as well as a permanent reflection, be attentive to details, events, and interactions” (pág. 499).

Scientific Observation consists of directly examining some fact or phenomenon as it occurs spontaneously and naturally, having an express purpose according to a determined plan and collecting the data in a systematic way. It consists of appreciating, seeing, analyzing an object, a subject or a specific situation, with the guidance of a guide or questionnaire, to guide the observation. (Tamayo, 1996)

Furthermore, Sampieri (2014) said that the purpose of the observation is “explore and describe environments, communities, subcultures and aspects of social life, analyzing their meanings and the actors that generate it” (pág. 500).

According to the above information, to make the investigation possible, it begins with observation, based on the following aspects: the environment where the teacher develops his classes, the technological means available, the speed of

connectivity, the platforms used to make communication with students possible, plus how many students connect to classes synchronously.

Finally, the observation focuses on the use that the teacher gives to digital technologies to develop his classes, if he uses some tools or applications to be able to practice and evaluate the students and the way in which the students respond when the teacher applies these techniques by means of digital technologies.

3.4.2. Survey

According to Tamayo y Tamayo (1996), the survey "is one that allows answers to problems in descriptive terms such as the relationship of variables, after the systematic collection of information according to a previously established design that ensures the rigor of the information obtained".

The method used to carry out this research was the survey, which "consists of a set of questions regarding one or more variables to be measured" (Sampieri, Fernandez , & Baptista , 2014).

The surveys that are applied in the investigation are descriptive, their objective is to obtain information about a present situation. In other words, "they seek to obtain relevant data on the attitudes or problems of the population at the time the survey is carried out." (Vincent, 2020).

The surveys applied are directed to the English teachers of the IPEC of San José who are part of the sample selected for this research. These surveys had close questions and open questions, asking about the use of the digital technologies in their lessons. The questions posed sought to obtain information on the type of platform that teachers use to communicate with their students, the tools and applications they have used in distance education, the interest and response of students to include digital technologies within of their learning.

3.4.3. Teacher's interview

Part of the development and the data collection process of this research project was based on the professors and students' interviews. For this aspect, Sampieri (2014) defined this as "as a meeting to converse and exchange

information between one person (the interviewer) and another (the interviewee)” (pág. 403). To achieve part of the research’s aims, two structured interviews were developed and applied. Related to the interview structure, it is possible to detail that the different questions according to Sampieri (2014) are cataloged as open questions; since they seek to collect the opinion of the professors and students that are part of the research.

In addition, the interview questions were ordered to allow a fluid conversation between interviewer and interviewee, which seeks to know the experience from the teachers' perspective when applying the proposal to improve the use of digital technologies in distance education.

3.5. Variable operationalization

| Operationalization of Variables Chart | | | | |
|--|--|--|---|---|
| General Objective: | | | | |
| <ul style="list-style-type: none"> - To analyze the limitations and facilities of English teaching through the use of digital technologies based on the experiences of English teachers from the Instituto Profesional de Educación Comunitaria (IPEC) of San José to develop a proposal to improve the use of technology in new education needs in the context of national emergency covid-19. | | | | |
| Specific Objective | Variable | Conceptual Definition | Instrumental Definition | Operational Definition |
| To identify the experiences of the English teachers from the IPEC San José, the limitations and facilities with the use of digital technologies in the context of national emergency covid-19. | The facilities and limitations using the digital technologies based on the experiences of the English teachers. | The facilities and limitations using the digital technologies | A survey is used to evaluate the English teachers from the IPEC San José, in the section 5 and 6 of the survey. | The variable is valid if more than 50% of the teachers affirm that they encountered difficulties and facilities with the use of technology. |
| To evaluate the new necessities with the use of digital technologies of English as a foreign language through the distance of the English teachers from the Instituto Profesional de Educación Comunitaria | The necessities of English teachers teaching through the distance education. | The necessities with the use of the technology through distance education. | A survey is used to evaluate the English teachers from the IPEC San José, in the section 1,2 and 3 of the survey. | The variable is valid if more than 50% of the teachers affirm that they have necessities to develop with the use of the technology. |
| To design a propose to improve the use of the technology teaching English as a foreign language that responds to the new necessities of distance education in the context of national emergency covid-19. | The idea of a propose to improve the use of the technology in the English teaching method to the new necessities in virtual education. | Improve the use of technology in virtual education. | A proposal is used to apply in the classes with the students and then a survey is applied to know the response of the students. | The variable is valid if more than 50% of the teachers affirm that they have positive responses from the students applying the use of digital technologies during the course. |

3.5.1. Conceptual definition of variable

As Latorre and others point out, the conceptual definition of the variable “is the one that aims to explain and develop the content of the concept; is the definition of book. It is a supposed, well-defined and articulated abstract entity that we consider to exist, although not strictly observable, and that serves to explain certain phenomena” (Latorre , Del Rincón , & Arnal, 1996).

3.5.2. Operational definition of variable

According to Moreno, the operational definition of variable "It is the so-called working definition, with this definition it is not intended to express all the content of the concept, but to identify and translate the elements and empirical data that express or identify the phenomenon in question" (Moreno, 2018)

3.5.3. Instrumental definition of variable

The instrumental definition of the variables "is that in which it is clarified how the variable that has just been defined will be studied, the means or instruments to collect the information" (Moreno, 2018). As a result of this, the instruments and means with which the information will be collected must be defined and elaborated.

Chapter Four

Result Analysis

4.1. Diagnosis of the current situation

4.1.1. Analysis and interpretation of data

4.1.1.1. Class observation analysis

For the analysis of the information obtained through the observations of the work developed by the English teachers of the IPEC of San José, it is important to clarify that the teachers carried out their virtual classes synchronously with the students according to the schedule that corresponds to them, but the teachers were inside their workplace. These observations were made at different times, and with different academic grades, in this case with ninth grade (3P-4) and eleventh grade (7P-2 and 7P-4).

TABLE 4: TEACHER'S OBSERVATION DURING THE CLASS

| Teacher | Teacher A | Teacher B | Teacher C |
|---|---|---|--------------------------------------|
| Group | 3P-4 | 7P-4 | 7P-2 |
| Date | 15-03-2021 | 04-03-2021 | 16-03-2021 |
| Environment | The teacher was in an empty classroom, clean and quite. | The teacher decided work in the professor's room, there were 2 more teachers in the room and was not quite. | The teacher was working in the lo... |
| Technological Tools | Smart phone and computer | Smart phone, computer and headset | Smart phone and computer |
| Connectivity | Without problems | Some interruptions | Some interruptions |
| Platform | Teams | Zoom | Teams |
| Does the teacher use some website or app to practice with the students? | No | No | No |
| How many students participate? | 10 to 30 | 19 to 24 | 12 to 33 |

Source: Teacher's observation

In addition to this information, my personal experience as part of the teachers representing the sample is included. During my class, in this case in which the group being attended at that time is an Intermediate Conversational English group, the work environment is in the institution's computer lab, which is silent and the internet connection is Excellent, the technological tool which I use is the desktop computer and I transmit the class through the Zoom platform. The ELLLO website is used to work listening exercises with the students, with 100% participation of the students, 18 in total.

During the observation, in general, it was possible to notice how long it took the students to connect, then the lack of participation and interest of these in the topics that the teachers were teaching at the time. The lack of interaction of the teachers with the students, dedicating themselves solely to teaching the class.

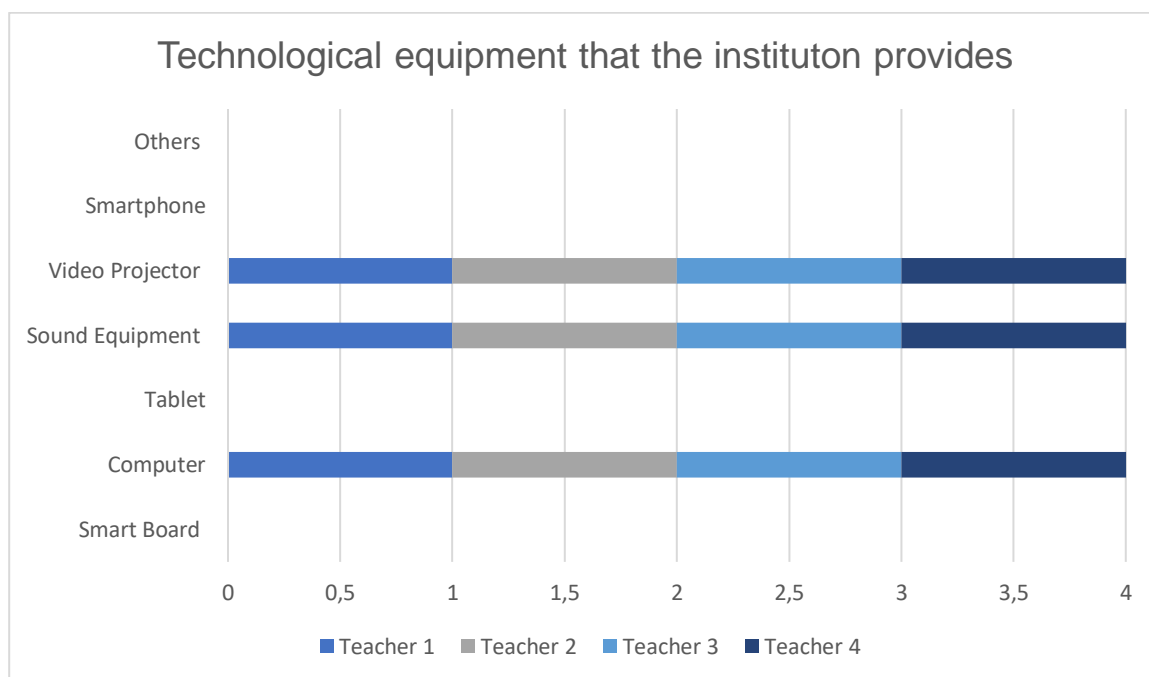
In this case there was no greater use of technology, they only stuck to using the computer as the means to connect with their students. No website was used to practice the topic with the students.

4.1.2. Survey and figures interpretation

4.1.2.1. Teacher's Survey

Due to the pandemic, the survey of teachers had to be digital and face-to-face interviews had to be avoided in order not to fail to comply with social distancing measures. Google Forms is used for the creation and application of these surveys, which were sent to them by email and in the same way by WhatsApp. In the emails, the purpose of the survey is explained to the teachers and that they are the sample of my research and the link is attached to them so that they can carry it out. All four professors, including myself, fully responded to the survey, thus helping with the research process successful.

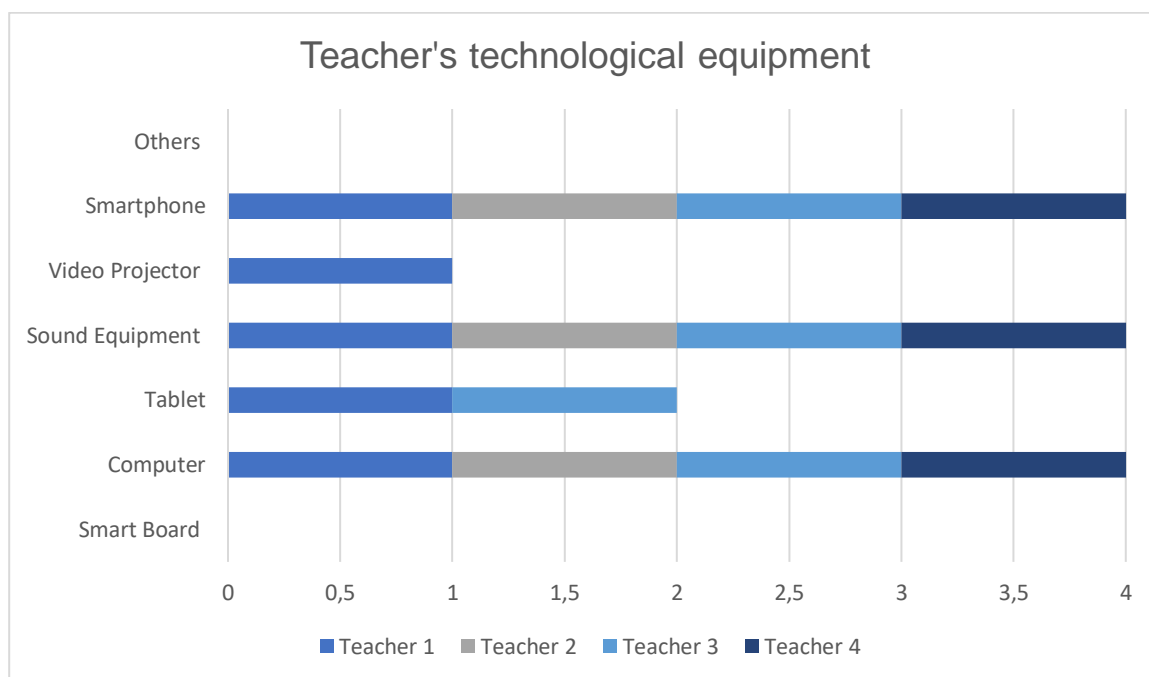
The most relevant questions on the slope were analyzed in the following tables, which guide us for a better proposal before the research studied.

GRAPH 1: TECHNOLOGICAL EQUIPMENT OF THE INSTITUTION

Source: Survey applied to the English teachers from IPEC San José

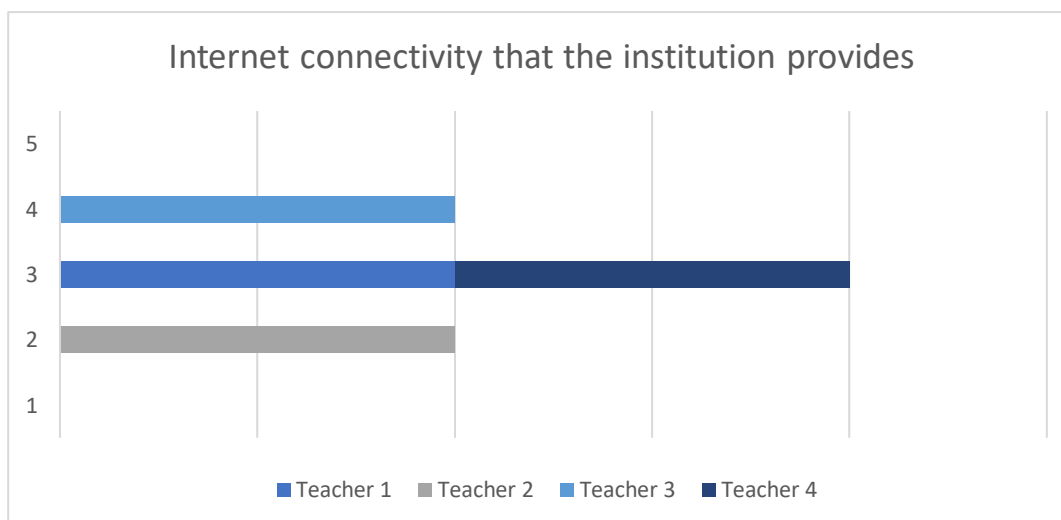
Once the personal information is taken from the teachers in the survey, it begins by asking them openly, if they prefer to work with the technological equipment provided by the school or with their own equipment, to which they respond that they prefer to work with their own technological equipment.

Next, as a closed answer, with their respective options, they are asked what type of technological equipment the institution provides them to be able to carry out their work to which the 4 teachers agree that they only have 3 types of technological equipment, which are: video projector, computer and sound equipment. They do not have smart boards or tablets.

GRAPH 2: TEACHER'S TECHNOLOGICAL EQUIPMENT

Source: Survey applied to the English teachers from IPEC San José

As a result of the previous question, the teachers are asked to indicate what their own technological means are, in which it is possible to see that the 4 teachers have a computer, smart phone and sound equipment. Two of them have a Tablet and only one has a video projector, to be used with the students during the lessons.

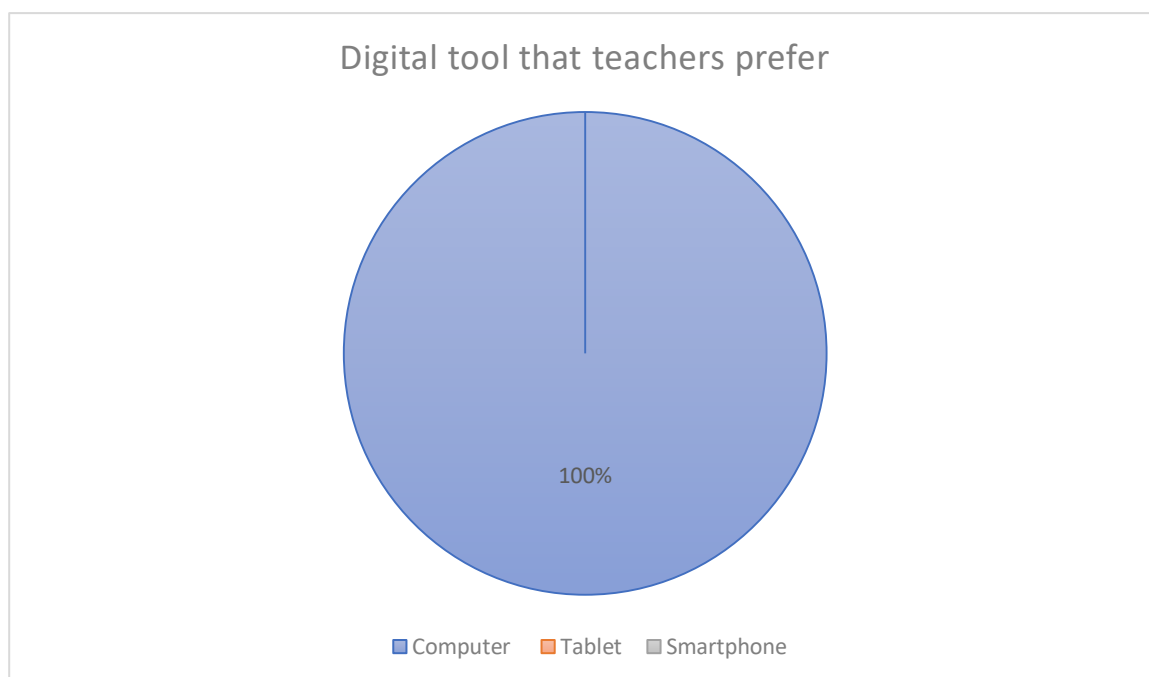
GRAPH 3: INSTITUTION'S INTERNET CONNECTIVITY

Source: Survey applied to the English teachers from IPEC San José

As can be seen in the previous graph, the connectivity offered by the educational center is not the best, they were asked through a closed question, which they will mark on a scale of 1 to 5, how good the internet connectivity was that the institution offers them, where 1 is very bad and 5 is excellent.

Two of the four teachers thought that 3 being this as not very good connectivity, one thought that 4 being this good connectivity and another thought that 2 being this bad connectivity.

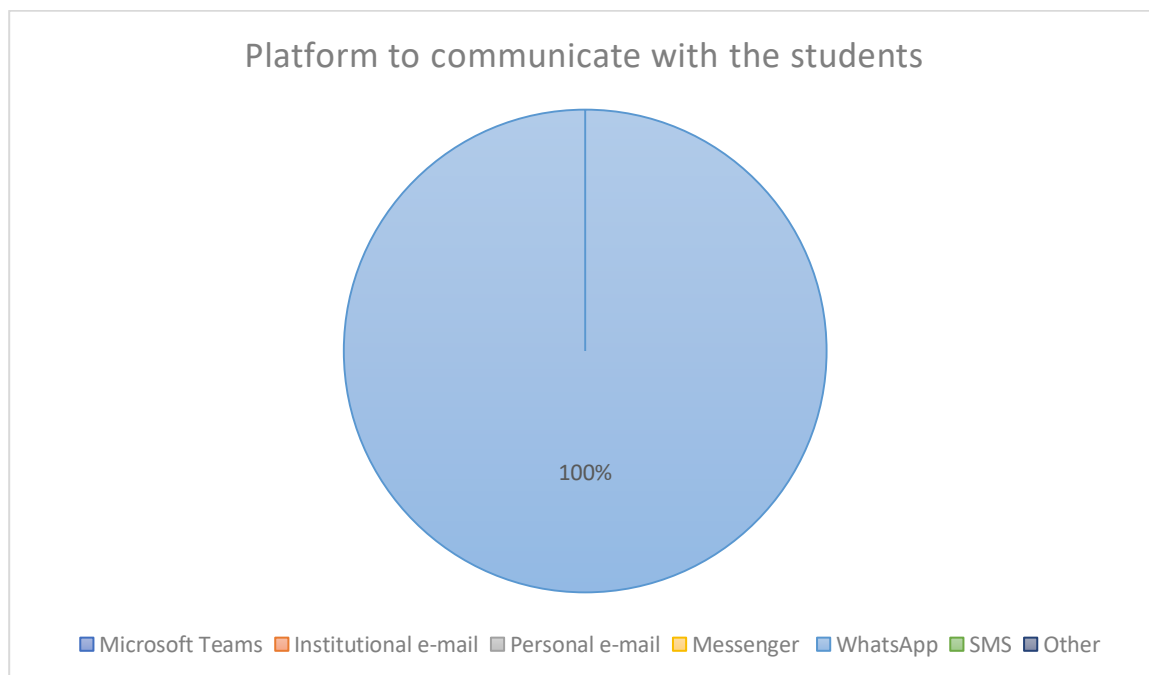
GRAPH 4: DIGITAL TOOL THAT THE TEACHERS PREFER



Source: Survey applied to the English teachers from IPEC San José

As can be seen in the graph, all the English teachers of the IPEC of San José coincide with using the computer as a technological means to develop their classes and work with their students, in distance and face-to-face education. Taking as other options the tablet and the smartphone. This is due to the ease of tools and easy handling that the computer can provide and the other technological means cannot.

GRAPH 5: MOST USEFUL PLATFORM FOR COMMUNICATE WITH STUDENTS



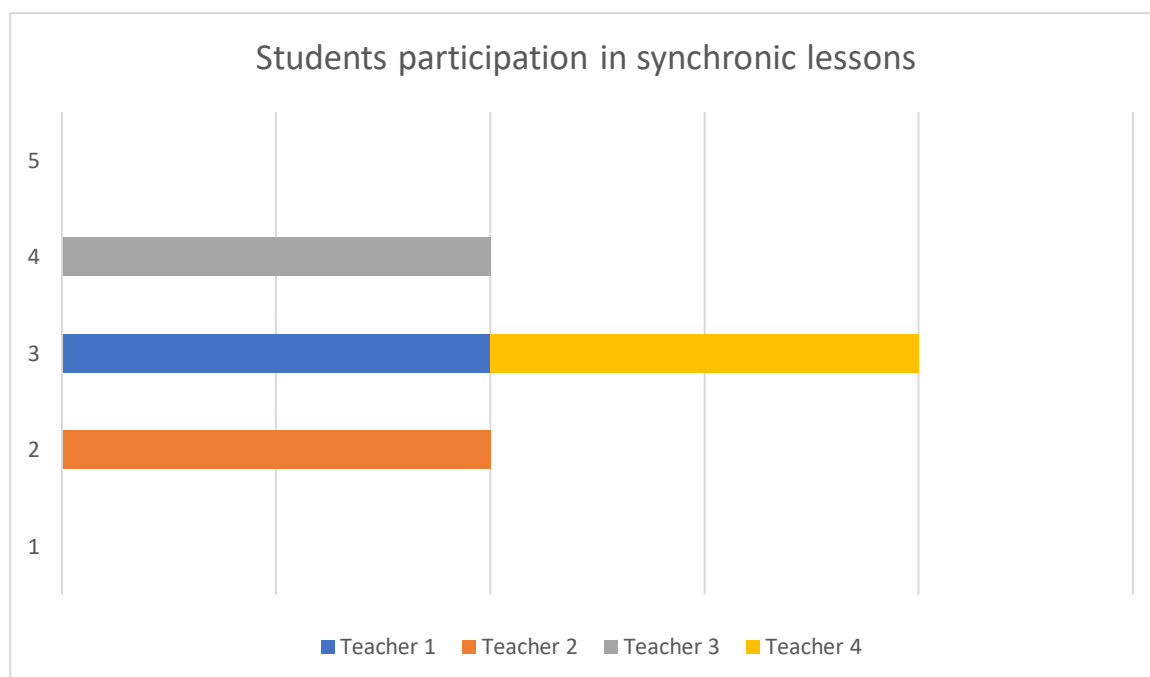
Source: Survey applied to the English teachers from IPEC San José

In the second section of the survey, teachers are asked about the means of communication they use to communicate with their students. Despite the fact that the MEP establishes the Microsoft Teams platform, many students do not have access to it due to the storage of their phones, since this application requires a lot of space or because of the internet connectivity that this platform requires, or because not being able to access it easily. It is for this reason that many teachers turn to other platforms and applications to achieve immediate communication with their students.

As can be seen in the previous graph, the teachers are asked what is the immediate means of communication to contact the students, with which the 4 teachers agreed to say that the WhatsApp messaging application is their means of communication. more successful communication to be in contact with students.

In an open question, teachers are asked to briefly mention the approximate percentage of students who have managed to contact and have been able to communicate this school year 2021, in the context of hybrid education, so an average percentage is able to determine that they have managed to contact 90% of the students, however there are teachers, whose percentage in the survey is notably lower than that of other teachers.

GRAPH 6: PARTICIPATION OF STUDENTS IN SYNCHRONIC LESSONS

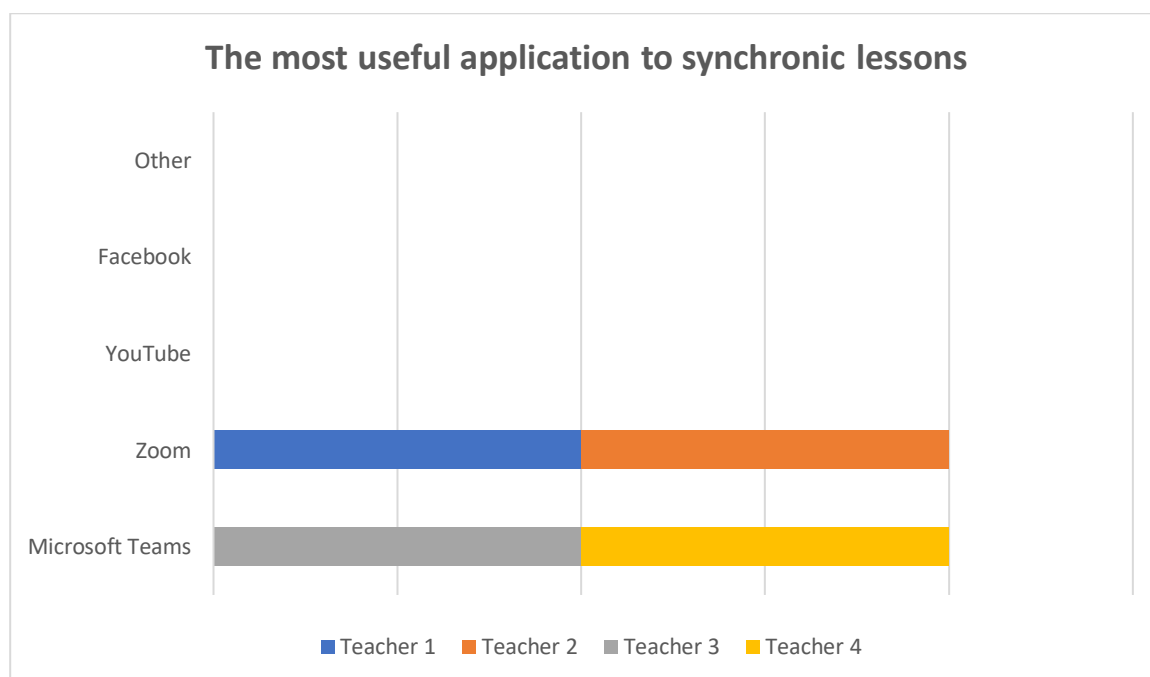


Source: Survey applied to the English teachers from IPEC San José

Part of the limitations that have been for the process of this research and also to successfully carry out distance education has been the lack of participation on the part of the students. There are many reasons why students do not connect to synchronous classes, and lack of interest is one of them.

In the previous graph the teachers give their opinion on a scale of 1 to 5, which has been the participation of the students in the synchronous distance classes, where 1 is very bad and 5 is excellent. Therefore, 2 teachers think that the participation of the students is 3 which indicates that it is not very good, 1 teacher indicates that 2 which indicates that it is bad and another teacher indicates that 4 is good. Therefore, it is possible to observe that 100% of the students do not participate in the synchronous classes in a virtual way.

GRAPH 7: THE MOST USEFUL APPLICATION TO SYNCHRONIC LESSONS



Source: Survey applied to the English teachers from IPEC San José

As mentioned above, the Teams platform is the official platform provided by the MEP to deliver the lessons synchronously in distance education, however, due to the aforementioned student limitations, it is sometimes difficult for students to manage to connect. That is why other options are sought to facilitate lessons virtually with students.

In a closed question with different options, the teachers give their opinions very evenly about the medium they use to teach their lessons, where the two

teachers use the Teams application and the other two teachers decide to do it through the Zoom application.

GRAPH 8: WEBSITES FOR LISTENING SKILLS PRACTICES



Source: Survey applied to the English teachers from IPEC San José

Based on the websites that it is intended to propose to teachers to use to improve the use of digital technologies, applying them in this case to strengthen listening skills, they are asked if they are familiar with or have used some of the pages mentioned in the survey, the teachers leaned towards certain pages like the ones shown in the graph, the majority use the *ESLvideo.com* page more and they have become familiar with it. From there there are other pages that they know or have used, such as the following: *Lyrics Training*, *ELLLO*, *YouTube English Channel*, *British Council*, *Talk English* and *English Central*.

GRAPH 9: APPS FOR LISTENING SKILLS PRACTICES

Source: Survey applied to the English teachers from IPEC San José

Then, the same case as the previous question happens, with the difference that it focuses on the applications that can be obtained from smartphones, they are presented with a group of applications that students could use to practice listening skills.

Of the five options presented to teachers, all four agreed that they know or use the *BBC Learning English* app. Then three of them coincided in the application of *English Listening and Speaking* and only one has become familiar with the application of *Learn English Elementary Podcast*. The rest of the applications are not known to them.

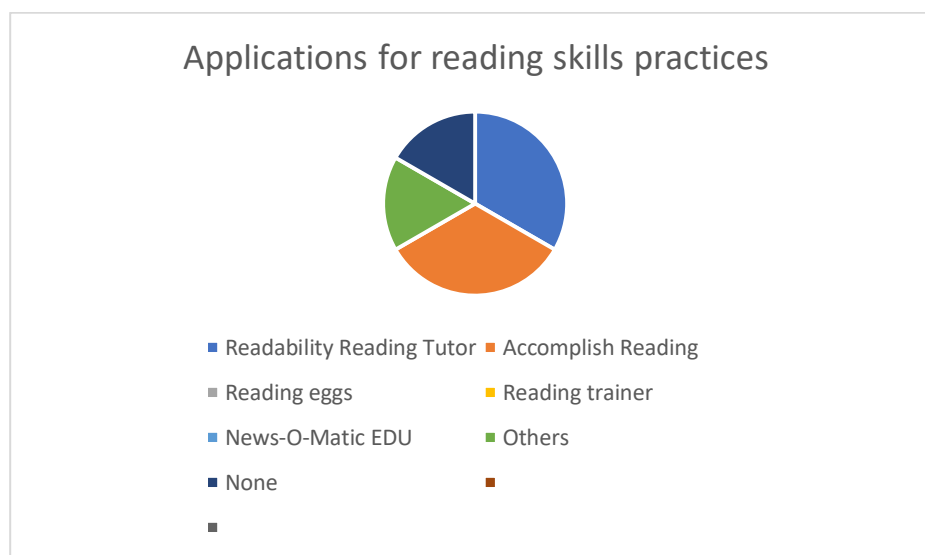
GRAPH 10: WEBSITES FOR READING SKILLS PRACTICES

Source: Survey applied to the English teachers from IPEC San José

The same case is presented, of using the websites but this time, they are websites to practice reading comprehension skills. In this case, 11 types of websites are presented that are suggested to teachers to practice and evaluate reading comprehension with them.

In this case, three teachers answered that they were familiar with the *ReadWorks.com* website, one of them has used or knows the *Super Teacher Worksheets* and lastly two of them know or use the *Education.com*. Those are the only web pages that have been used of the 11 presented in the survey.

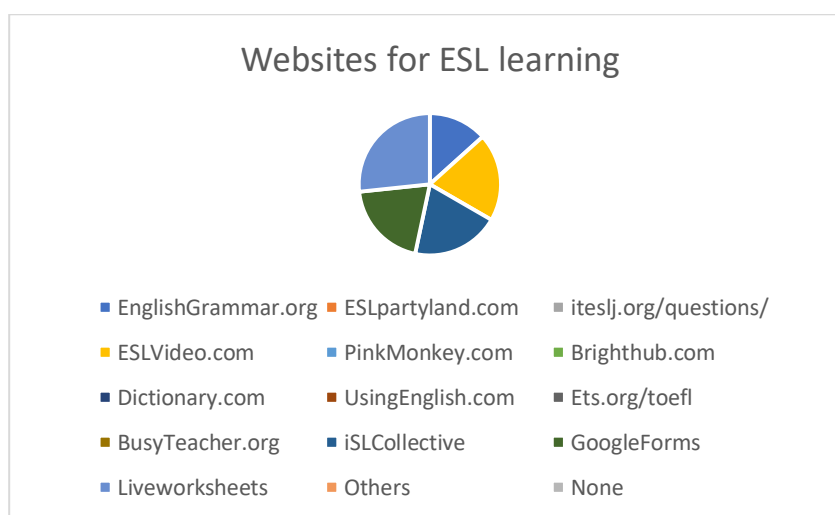
GRAPH 11: APPS FOR READING SKILLS PRACTICES



Source: Survey applied to the English teachers from IPEC San José

Suggested 5 smartphone apps that they could use or know about to assess reading comprehension ability. In this case, the surveyed teachers only mention 2 of them. Two teachers agreed that they have used or are familiar with the *Readability Reading Tutor* and *Accomplish Reading* apps. One of the teachers said he did not know any of the above. And the other teacher mentions that he uses an application that is not mentioned in the options, which is *ESL Short Stories*.

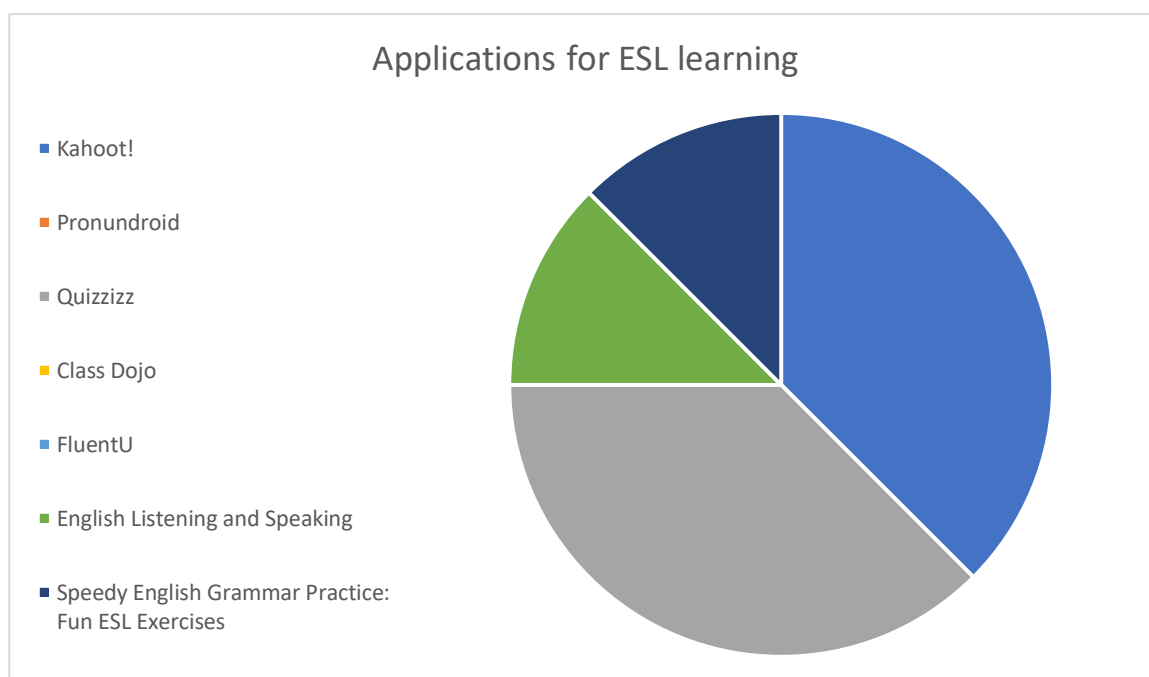
GRAPH 12: WEBSITES FOR ESL PRACTICE AND ASSESSMENT



Source: Survey applied to the English teachers from IPEC San José

It is suggested to the teachers investigated a series of websites where they can learn and practice English as a Second Language in general. Out of the number that exists, 13 websites were chosen, these being the most recommended for teaching English. Of the sites suggested in the survey, two teachers know or have used *Englishgrammar.org*, three teachers have used or know *ESLVideo.com*, *ISLCollective.com* and *Google Forms*. And finally, the four teachers agree that they know and use the *Liveworksheets.com* website.

GRAPH 13: APPS FOR ESL PRACTICE AND ASSESSMENT



Source: Survey applied to the English teachers from IPEC San José

And finally, in the survey of closed questions, a group of 7 applications for smartphones are suggested, which are recommended for learning English as a second language. Of these applications mentioned, three teachers said they know or use *Kahoot!*, and *Quizzizz*. Then one teacher said they know or use *English Listening and Speaking* and another mentioned *Speedy English Grammar Practice*.

Within the survey carried out, there is a section of open questions where teachers are asked to share their experiences in different topics for the assessment of those that they seek to propose in the research.

The four professors agreed that they all make presentations for the students, and among the tools mentioned in the survey to make study presentations they agreed on the following: Microsoft PowerPoint, Canva and Prezi. On the other hand, three of them mention that they make videos of these presentations to be able to share them with their students using video tools such as: Microsoft PowerPoint, Canva and Movie Maker.

In the open questions asked, the teachers were asked if they had previously used or incorporated the use of digital technologies into their study plans, for which the four teachers answered positively, mentioning the way in which they incorporate these digital technologies in their classes, such as using the video projector and sound equipment to practice listening.

Another question seeks to know what the experience of the teachers has been, about the response obtained from the students when incorporating digital technologies in their classes. In which the teachers agree that they have had a positive response, they manage to capture the interest of the students and improve the learning of the subject studied at that time.

When asking about the difficulties they have had to face with the use of technology at the beginning of the pandemic, the four teachers agree on the lack of knowledge on certain platforms and also communication with students. The criterion of the difficulties that students have had to face in distance education also coincides, in which it is mentioned that the lack of connectivity of the students and also the ignorance of the use of some platforms such as Teams.

According to the theoretical framework of this research, it is agreed according to the opinion of the studied samples about the incorporation of the use of technology in the classes and the great advantages that these could bring and improve the learning of English in students.

4.1.2.2. A proposal to improve the English teaching method in distance education

According to the research object, the goal is to improve the inclusion and use of digital technologies in distance education. Therefore, based on the survey of teachers, different exercises and didactic techniques are proposed to incorporate the use of technologies in their study plans. So, we did the test to find out the answer and the results with the students

For the development of the proposal, in the month of April the teachers were asked to provide which were the study topics they were looking at that time.

And from there to design a guide for the teacher to apply the use of digital technologies in distance education. 3 English teachers from IPEC of San José are given the "Guide for the implementation of digital technologies in distance education" where teachers are advised how to improve their classes in a virtual way, taking advantage of the use of technology and the internet.

After applying the proposal, through an interview, the teachers are asked to share their experience in applying the advice given and the response of the students with this proposal.

Teacher A

According to the teacher, she is virtually teaching her students Initial Conversational English, so she wants to put into practice the techniques proposed with this group, ranging in age from 16 to 72, the latter being your oldest student. The subject that the teacher is teaching at that moment is: Places around the town.

As it is conversational English, it is intended that in addition to acquiring the new vocabulary, the student develops their speaking and listening skills in this subject. Therefore, in the technology implementation guide, it is proposed to work with the development of these skills.

The proposal of this class, being a conversational English course that is taught once a week, is designed for the implementation of a single class.

TABLE 5: TEACHER'S A GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

| | |
|--|---|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-esl-powerpoints/search/places%20around%20Otown to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening Using the same ELLLO.com exercise, after practicing the conversation with the students, the listening part is evaluated using the same conversation that the students read, in the tab that indicates Quiz, a series of questions about the conversation are presented they heard and students must answer. https://www.elllo.org/english/beginner/B05-SarahJohn-Hometown-HerTown.htm</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using ELLLO.com as an exercise to make conversations between the participants. In the following link, we can see a conversation which the students in pairs have to read aloud for the teacher to evaluate their pronunciation. https://www.elllo.org/english/beginner/B05-SarahJohn-Hometown-HerTown.htm</p> | <p>Home practices For the student to continue practicing their vocabulary and pronunciation, a video or audio is requested from the student through the WhatsApp platform where they describe the places that are near their home. They are then advised to use mobile apps like BBC Learning English and find related topics to practice.</p> |

Source: Proposal to improve the use of digital technologies

As can be seen in the guide proposed for this teacher and her subject in particular, the use of technology is applied at all times. In this case, through the use of websites and mobile applications.

Teacher B

The next teacher, in the same way, wishes to apply the proposed guide with his group of conversational English of intermediate level. Since this group attends you only in a virtual way. The students in this group range from 19 to 58 years old according to the teacher.

TABLE 6: TEACHER'S B GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

| | |
|--|---|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-esl-powerpoints/search/diseases to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening The teacher is recommended to use a listening exercise from the following link https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/sports-interviews Once the students have answered the questions, the script can be shown to them for them to read as a group and practice fluency and pronunciation.</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using YouTube, students can listen and follow the conversation presented to them at the following link: https://www.youtube.com/watch?v=DiZ2Sqs2ldw The second time they watch the video the teacher pauses the conversation and the students repeat after the teacher.</p> | <p>Home practices As an exercise at home, you can watch the video from the YouTube channel: Learn English with TV Series to practice vocabulary and pronunciation. https://www.youtube.com/watch?v=hzXaySCoZrQ Then the teacher is recommended to ask a series of questions about the video that the students saw through the Kahoot, Google Forms, Quizzizz or Class Dojo.</p> |

Teacher C

In this case, the teacher chooses a group of eleventh year to apply the guide of the proposal, these students are preparing to apply the linguistic proficiency test, so the listening part to which they are not yet found is reinforced. very familiar.

TABLE 7: TEACHER'S C GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

| | |
|--|---|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-eslpowerpoints/search/sports%20and%20activities%20 to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening The teacher is recommended to use the listening exercises found in the following link, where several options for conversations with different contexts relevant to the topic are presented https://learnenglishkids.britishcouncil.org/category/topics/health-and-illness</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using YouTube, students can listen and follow the conversation presented to them at the following link: https://www.youtube.com/watch?v=RLG8Nyve2vg The second time they watch the video the teacher pauses the conversation and the students repeat after the teacher.</p> | <p>Home practices As an exercise at home, you can watch the video from the YouTube channel: Learn English With TV Series to practice vocabulary and pronunciation. https://www.youtube.com/watch?v=3U9I1q4lOnE Then the teacher is recommended to ask a series of questions about the video that the students saw through the Kahoot, Google Forms, Quizzizz or Class Dojo. Then students are recommended to record themselves through WhatsApp audio repeating the phrases to use in conversations about the topic found on the iteslj.org page at the following link http://iteslj.org/questions/sports.html</p> |

The students in the group have an average age of 16 to 21 years. And they receive 5 English lessons a week. Due to the hybrid education, they have 3 English lessons once a month and the rest of the classes are done virtually.

4.1.2.3. Teacher's interview

The interview was applied to the English teachers at the end of April, in person during the teachers' free time. It should be noted that the proposed guide was not applied by myself since I already apply the recommendations with the students to incorporate digital technologies into the lessons.

The first question that teachers are asked is based on whether they have knowledge of the English modality that they are teaching, as we can see some teachers teach conversational English and also academic English. This so that they can choose the most appropriate activities to help students achieve the goals of the program, the first question was based on the differences between conversational English and academic English, this question was directed only to teachers A and B who they teach both modalities.

Professor A mentions that academic English focuses on learning and developing skills such as knowledge of grammar, vocabulary, and reading comprehension. Conversational English, on the other hand, emphasizes more on improving speaking skills, pronunciation, fluency and intonation, as well as developing strength in listening skills.

Professor B believes that the difference is based on the type of teaching, academic English is more attached to notebooks and written practices and conversational English is based on the interaction between students and the teacher.

Once the teachers are clear about the difference between the two modalities, they are asked about the students' experience with the implementation of the guide.

The aim is to find out if, when the teachers saw the guide given to them, they were familiar with the websites and applications mentioned that they use in class. Professor A indicates that if he was very familiar with the suggested pages and applications, however, he had to review them before teaching the class in order to guide his students.

Professor B had to download and learn a bit about the suggested mobile applications since he knew about the applications, but had never used them. And finally, Professor C says he has no problem since the suggested tools have already been used during his classes.

The second question was, which option was chosen to study the vocabulary with the students, was it recommended to use a presentation from a website or for the teacher to make their own presentation. Professor A, decided to access the link provided to find a presentation that would accommodate what he wants to teach his students. Professor B preferred to make his own presentation using the PowerPoint platform with the vocabulary his students need. And finally, Professor C, decides to look at the recommended link in the same way, but mentions that the presentation he found was modified by adding more images and vocabulary to the presentation, using PowerPoint.

Then, they were asked what was the reaction of the students when incorporating activities for the practice of oral production, using videos and also encouraging participation among students. Professor A indicates that at first it was difficult for the students to participate, they felt nervous, however, after helping them a little, the students reacted very positively. Professor B indicates that all of his students participated and were very interested in the topic. Professor C indicated that he managed to better capture the students' attention since they were not used to this type of activity.

The listening activity seeks to know what the performance of the students was when performing the exercises. For which Professor A commented that the activity was carried out in a group and there was a lot of interaction between the students when answering the answers, however, there were several students who did find it a little more difficult to understand the exercises. On the other hand, Professor B indicated that the response of his students was very positive since, despite the fact that there were several exercises, the audios were very understandable and with easy vocabulary, so there was a lot of participation from the students and they responded in a positive manner. right way.

Finally, Professor C indicates that his students had a little difficulty so he decided to play the audio several times and then read the script to facilitate understanding for students when answering the questions.

The following question seeks to know what the reaction of the students was when they indicated that they were going to use the mobile applications so that they could practice at home. Professor A indicated that the students reacted positively, as they were looking for material to practice in extra time in class, so experimenting with applications caught their attention. Professor B mentioned that he made a video to the students to explain how the applications were used and when they did the requested practices they would check them with screenshots, to which the students responded positively. Finally, Professor C mentioned that some students did not have much space on their mobile phones to download the application, so not everyone could use it, but those who used it responded positively.

As a last question, teachers are asked what was their experience as teachers and students when incorporating greater use of digital technologies in their classes. Professor A indicates that his teaching experience was very pleasant as the students participated more than they normally do and he felt there was a lot of interest. Professor B mentioned that it was a challenge for him since he had to familiarize himself with the tools, however it was satisfactory to see the response in terms of the ease of learning in the students.

Finally, Professor C agrees with the previous ones by mentioning the increase in participation and the ease of learning in the students, however, he appeals that he should train more in certain applications that he is not used to using, to get more out of them.

Chapter Five

Conclusion and Recommendations

5.1. Conclusion

In accordance with the formulation of the problem of this research, this conclusion establishes that digitization has become part of the daily use of classes today and that distance education is here to stay, not only in times of pandemic as heard in the media. The use of ICT has shown that they are a great tool and facilitator in the teaching of English in all its forms. Since the use of these technological tools in class generates a better learning process, a dynamic class environment where the teacher and the students benefit. Taking full advantage of technology and the tools it allows a more focused and personalized learning that facilitates the incorporation of different didactic activities in a virtual way, and thus get out of the routine where the teacher is the one who speaks and the students listen. In addition, its uses give students the opportunity to put into practice skills such as listening and speaking, which are among the most difficult to develop and begin a process of error identification and continuous improvement.

Regarding to the general objective:

After the analysis of the response obtained from the proposal to improve the use of digital technology in the teaching of English in distance education. The researcher concludes that the incorporation of these digital tools as a pedagogical resource in the classroom has a huge and positive impact on the student's English learning performance. This is due to the results obtained from the application of the proposal of incorporating the resources offered by technology; where the students showed more motivation, interest in improving pronunciation, less fear of using the foreign language and on the part of the teachers the experience was pleasant because despite being a type of education outside the classroom, they felt that learning was giving good responses.

Regarding to the first specific objective:

According to the data collected by the survey, it is possible to identify what are the limitations and facilities that English teachers have had in distance education with digital technologies. Concluding that the biggest limitation was learning to become familiar so quickly with platforms that they did not know before and in addition to that, looking for different types of platforms to be able to communicate with students effectively.

And the facilities have been that students have also had to adapt to these technologies so they can better implement the use of these for the use of language learning.

Regarding to the second specific objective:

The needs in the teaching of English in distance education are concluded to be the lack of interest of the students and the lack of motivation that exists since the pandemic began for economic and social reasons that have affected their learning process. It is for this reason that it seeks to propose ways to facilitate student learning and gain their interest through the use of digital technologies.

Regarding to the third specific objective:

It is possible to design a proposal that incorporates the use of digital tools during distance classes, where teachers become familiar with the websites and applications that are proposed in the guides implemented for teachers in their classes. Concluding that students react in a favorable way before the incorporation of digital tools as a didactic method in their English classes.

5.2. Recommendations

At the end of this thesis project, several suggestions are listed; all with the purpose of generating a positive change in the field of teaching and improving the process of language acquisition through the use of technological tools.

Additionally, future researchers should consider these suggestions for future studies.

- ✓ The creation of institutional workshops that allow the innovation of teachers in the use of digital technologies to incorporate them in their distance education classes.
- ✓ To improve the teaching of English in the IPEC of San José, it is recommended that, through grants or donations, request technological equipment to enable an English laboratory so that students and teachers learn to use different websites that facilitate the learning of English.
- ✓ It is recommended for English teachers of the IPEC of San José to encourage the use of websites and applications in their technology tools to keep practicing daily.
- ✓ Teachers are also recommended to explore more user-friendly mobile applications to apply them in an evaluative way with their students.
- ✓ Encourage participation in students in the development of speaking and listening skills to remove fears of expressing themselves in the English language.
- ✓ To generate a change in the student population, the researcher recommends the creation of a new culture campaign for the use of mobile applications where the student learns to use the cell phone for academic purposes.
- ✓ On the part of public institutions, seek how to improve connectivity or internet access for all students in an equitable way to have an equalization of knowledge so that everyone has the same opportunity.
- ✓ Have centers where students can attend and provide them with free internet access to connect to virtual classes.
- ✓ Future researchers are encouraged to investigate what the impact of the implementation of these technological tools could be to prepare students for tests such as TOEFL or TEFL.

Chapter Six

Proposal

6.1. Improve the use of digital technologies in teaching English in distance education

6.1.1. Institution's information

The name of the school where the proposal is being made is the IPEC of San José, which is located in Barrio México, San José. The population of this institution is made up of young and adult students ranging from 16 years of age onwards. And the teachers of English have academic degrees between bachelor and bachelor.

6.1.2. General Objective

Promote knowledge in the use of the tools offered by digital technologies to improve the teaching of English in the distance education method in English teachers at IPEC in San José.

6.1.3. Specific Objectives

- a. Recognize the weaknesses of English teachers at IPEC in San José with the use of digital technologies.
- b. Strengthen the development of technological competencies in the English teachers of the IPEC San José in order to improve the teaching of English in distance education in the context of a national emergency due to Covid-19.

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ANNEXES

ANNEX 1: CLASS OBSERVATION EVIDENCE

Teacher's Observation During the Virtual Class

| Teacher | Teacher A | Teacher B | Teacher C |
|---|---|---|-----------------------------------|
| Group | 3P-4 | 7P-4 | 7P-2 |
| Date | 15-03-2021 | 04-03-2021 | 16-03-2021 |
| Environment | The teacher was in an empty classroom, clean and quite. | The teacher decided work in the professor's room, there were 2 more teachers in the room and was not quite. | The teacher was working in the lo |
| Technological Tools | Smart phone and computer | Smart phone, computer and headset | Smart phone and computer |
| Connectivity | Without problems | Some interruptions | Some interruptions |
| Platform | Teams | Zoom | Teams |
| Does the teacher use some website or app to practice with the students? | No | No | No |
| How many students participate? | 10 to 30 | 19 to 24 | 12 to 33 |

ANNEX 2: TEACHER'S SURVEY

Digital Technologies in Distance Education 2021

Through this survey, we seek to verify how English teachers use digital technologies, how they incorporate them in their classes and how much it has served them in the distance education method due to the coronavirus pandemic in 2021.

***Obligatorio**

Teacher and Institution Information

In this section, we require that you help us with personal information about the teacher and their workplace, about the digital technologies they have.

1. Full Name *

2. Workplace? *

3. What grades do you teach? *

Selecciona todas las opciones que correspondan.

- 7th
- 8th
- 9th
- 10th
- 11th
- Conversational English Course

4. Do you prefer to work with your technological tools or with those of the institution you work for? *

5. What kind of digital tool do your workplace provide you? *

Selecciona todas las opciones que correspondan.

- Smart Board
- Computers (PC or Laptop)
- Tablet
- Sound Equipment
- Video Projector
- Smart Phone
- Others

6. What are the personal digital tools you have to work with? *

Selecciona todas las opciones que correspondan.

- Smart Board
- Computers (PC or Laptop)
- Tablet
- Sound Equipment
- Video Projector
- Smart Phone
- Others

7. From 1 to 10, what is the scale of connectivity offered by the educational center?
Where 1 is very bad and 5 is excellent *

Marca solo un óvalo.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. From 1 to 5, what is the scale of connectivity you have in the place where you do work at home? Where 1 is very bad and 5 is excellent *

Marca solo un óvalo.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. What is the technological device that you use the most to work? *

Marca solo un óvalo.

- Computer (PC o Laptop)
- Tablet
- Smart Phone

Digital Platforms
for
Communication

In this section, we ask the teacher to share their preferences towards the different digital platforms to achieve communication with their students.

10. What is the most immediate platform to communicate with your students, according to your criteria? *

Marca solo un óvalo.

- Microsoft Teams
- Institutional e-mail
- Personal e-mail
- Messenger (facebook)
- WhatsApp
- SMS
- Others

11. On a scale of 1 to 5, rate how often do students use the TEAMS platform to communicate with the teacher or make questions? Where 1 is never and 5 is most of the time. *

Marca solo un óvalo.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Comment on how much is the approximate percentage of students with whom you have achieved constant communication during this school year? *

13. Comment if you know of any other technology tool or platform, not mentioned above, that can be used to communicate with students.

Student
Response and
Participation

In this section, information is requested about student participation in distance education and student response when using digital technologies.

14. In 2021, the MEP decides to teach lessons in a hybrid way (face-to-face classes-distance classes) due to the pandemic, in the scale of 1 to 5. What response of participation has students had when connecting in synchronous classes? Where 1 is very bad and 5 is almost all of them *

Marca solo un óvalo.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Have you experienced working with an application or website with students to practice or evaluate the language? *

Marca solo un óvalo.

- Yes
 No
 Sometimes

16. If the answer is yes, comment which have been ypur experience and the response of the students attitude?

17. Do you thing that students can learn English in distance education? *

Marca solo un óvalo.

- Yes
 No
 Maybe

18. Justify your answer. *

Applications and tools for learning English

In this section, you are asked for information about the tools and platforms you have used to teach English through digital technologies in the context of distance education.

19. What is the application that you use the most to teach synchronously? *

Marca solo un óvalo.

- Microsoft Teams
- Zoom
- Facebook Groups
- YouTube Live
- Other

20. If your answer was "other", specify which one?

21. Have you used any of the tools offered by the Microsoft Office 365 platform? If your answer is yes, comment which? *

22. There are websites focused on practices and assessments for listening skills, have you know or used any of these? Check which one? *

Selecciona todas las opciones que correspondan.

- SpeechYard
- English Central
- Lyrics Training
- Player FM
- Youtube English Channels
- Voscreen
- ESLvideo.com
- None

23. If your answer was "other", specify which one?

24. There are apps focused on practices and assessments for listening skills, have you know or used any of these? Check which one? *

Selecciona todas las opciones que correspondan.

- BBC Learning English
- Luke's English Podcast
- LearnEnglish Elementary Podcasts
- Voice of America (VOA)
- English Listening and Speaking
- Others
- None

25. If your answer was "other", specify which one?

26. There are websites focused on practices and assessments for reading skills, have you know or used any of these? Check which one? *

Selecciona todas las opciones que correspondan.

- EnglishMaven
- EnglishForEveryone.org
- ReadTheory.org
- ReadWorks
- Lit2Go
- East of the Web
- UsingEnglish.com
- Super Teacher Worksheets
- RHL School Reading Comprehension
- Education.com
- ReadWriteThink
- Others
- None

27. If your answer was "other", specify which one?

28. There are apps focused on practices and assessments for reading skills, have you know or used any of these? Check which one? *

Selecciona todas las opciones que correspondan.

- Readability Reading Tutor
- Accomplish Reading
- Reading Eggs
- Reading Trainer
- News-O-Matic EDU
- Others
- None

29. If your answer was "other", specify which one?

30. Which of the following websites do you know or use to practice or evaluate ESL? *

Selecciona todas las opciones que correspondan.

- Englishgrammar.org
- ESLpartyland.com
- itesl.org/questions/
- ESLvideo.com
- PinkMonkey.com
- BrightHub.com
- Dictionary.com
- UsingEnglish.com
- Ets.org/toefl
- BusyTeacher.org
- ISLCollective
- GoogleForms
- Liveworksheets
- Others
- None

31. If your answer was "other", specify which one?

32. Which of the following applications do you know or use to practice or evaluate ESL? *

Selecciona todas las opciones que correspondan.

- Kahoot!
- Pronundroid
- Quizizz
- Class Dojo
- FluentU
- English Listening and Speaking
- Speedy English Grammar Practice: Fun ESL Exercises
- Memrise
- AmazingTalker
- Others
- None

33. If your answer was "other", specify which one?

34. Do you make presentations for your students? *

Marca solo un óvalo.

- Yes
- No
- Sometimes

35. If the answer is yes or sometimes, choose which of these programs do you use for made those presentations?

Selecciona todas las opciones que correspondan.

- Microsoft PowerPoint
- Prezi
- Canva
- Powtoon
- Pear Deck
- Others
- None

36. If your answer was "other", specify which one?

37. Do you make videos for your students? *

Marca solo un óvalo.

- Yes
- No
- Sometimes

38. If the answer is yes or sometimes, choose which of these programs do you use for made those videos?

Marca solo un óvalo.

- Filmora
- Microsoft PowerPoint
- Powtoon
- Movie Maker
- Flex Clip
- Canva
- Others

39. If your answer was "other", specify which one?

Teacher
Experiences

In this section, different aspects will be asked about digital technologies and their relationship with them, the answers are open and brief.

40. Before the pandemic, had you already incorporated digital technologies into your study plan? How? *

41. What has been the response of the students, from your experience, when using digital technologies with them? *

42. What has been your biggest challenge with the use of technology at the beginning of the pandemic and distance education? *

43. Were you familiar with some of the apps and websites mentioned in the previous section? *

Marca solo un óvalo.

- Yes
- No
- Maybe

44. Would you try to incorporate the use of applications and websites in your classes? Either face-to-face or virtual? *

Marca solo un óvalo.

- Yes
 No
 Maybe

45. If you had the opportunity to teach classes once or twice a week in the computer lab, would you do it? *

Marca solo un óvalo.

- Yes
 No
 Maybe

46. From your experience, what do you think has been the most difficult for students to use digital technologies? *

47. Do you think that incorporating more the use of applications and websites, as part of the didactic material of your classes, improves and facilitates the learning of the language? *

Marca solo un óvalo.

- Yes
 No
 Maybe

48. Justify your answer. *

Recommendations

In this last section, your help is requested to learn from your experience as a teacher some recommendations on the use of digital technologies in the context of distance education.

49. What would be your recommendations to get more out of the use of digital technologies in virtual or distance education?

ANNEX 3: TEACHER'S A GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

Guide for the Implementation of Digital Technologies in Distance Education

Group: Initial Conversational English

Teacher: Karina Barboza.

Topic: Places around town

| | |
|--|---|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-esl-powerpoints/search/places%20around%20town to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening Using the same ELLLO.com exercise, after practicing the conversation with the students, the listening part is evaluated using the same conversation that the students read, in the tab that indicates Quiz, a series of questions about the conversation are presented they heard and students must answer. https://www.ello.org/english/beginner/B05-SarahJohn-Hometown-HerTown.htm</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using ELLLO.com as an exercise to make conversations between the participants. In the following link, we can see a conversation which the students in pairs have to read aloud for the teacher to evaluate their pronunciation. https://www.ello.org/english/beginner/B05-SarahJohn-Hometown-HerTown.htm</p> | <p>Home practices For the student to continue practicing their vocabulary and pronunciation, a video or audio is requested from the student through the WhatsApp platform where they describe the places that are near their home. They are then advised to use mobile apps like BBC Learning English and find related topics to practice.</p> |

ANNEX 4: TEACHER'S B GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

Guide for the Implementation of Digital Technologies in Distance Education

Group: Intermediate Conversational English

Teacher: Kevin Mendez.

Topic: Illness and diseases

| | |
|--|--|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-esl-powerpoints/search/diseases to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening The teacher is recommended to use the listening exercises found in the following link, where several options for conversations with different contexts relevant to the topic are presented https://learnenglishkids.britishcouncil.org/category/topics/health-and-illness</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using YouTube, students can listen and follow the conversation presented to them at the following link: https://www.youtube.com/watch?v=RLG8Nyve2vq The second time they watch the video the teacher pauses the conversation and the students repeat after the teacher.</p> | <p>Home practices As an exercise at home, you can watch the video from the YouTube channel: Learn English With TV Series to practice vocabulary and pronunciation. https://www.youtube.com/watch?v=3U9l1q4IONe Then the teacher is recommended to ask a series of questions about the video that the students saw through the Kahoot, Google Forms, Quizzizz or Class Dojo.</p> |

ANNEX 5: TEACHER'S B GUIDE FOR THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES

Guide for the Implementation of Digital Technologies in Distance Education

Group: Intermediate Conversational English

Teacher: Jorge Escalante

Topic: Sports and activities

| | |
|--|---|
| <p>Vocabulary Use the ISLCollective website in the ESL PowerPoint part at the following link: https://en.islcollective.com/english-eslpowerpoints/search/sports%20and%20activities%20 to find a presentation that incorporates the vocabulary you need to study. Or, on the other hand, the teacher can use the PowerPoint, Prezi or Canva platform to make a presentation with the vocabulary in a personalized way. At the time of class, the presentation is shared and students are asked to repeat the vocabulary words to practice pronunciation.</p> | <p>Listening The teacher is recommended to use the listening exercises found in the following link, where several options for conversations with different contexts relevant to the topic are presented https://learnenglishkids.britishcouncil.org/category/topics/health-and-illness</p> |
| <p>Oral Production After familiarizing yourself with the study vocabulary and its pronunciation. Oral practice continues, testing vocabulary knowledge in different contexts. Using YouTube, students can listen and follow the conversation presented to them at the following link: https://www.youtube.com/watch?v=RLG8Nyve2vq The second time they watch the video the teacher pauses the conversation and the students repeat after the teacher.</p> | <p>Home practices As an exercise at home, you can watch the video from the YouTube channel: Learn English With TV Series to practice vocabulary and pronunciation. https://www.youtube.com/watch?v=3U911q41OnE Then the teacher is recommended to ask a series of questions about the video that the students saw through the Kahoot, Google Forms, Quizzizz or Class Dojo. Then students are recommended to record themselves through WhatsApp audio repeating the phrases to use in conversations about the topic found on the iteslj.org page at the following link http://iteslj.org/questions/sports.html</p> |

ANNEX 6: PHOTOS OF TEACHER'S PRACTICING LISTENING SKILLS USING DIGITAL TECHNOLOGIES



ANNEX 7: TEACHERS USING DIGITAL TECHNOLOGIES IN DISTANCE EDUCATION

