



Asociación Mexicana de Maestros de Inglés MEXTESOL, AC 48th MEXTESOL International Convention

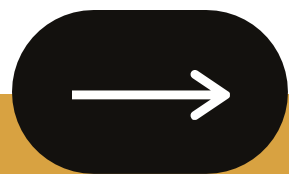
“The magnificent role of teachers during the pandemic:
A look from English teaching in Mexico”

NOVEMBER 11-13, 2021
Puebla, Puebla



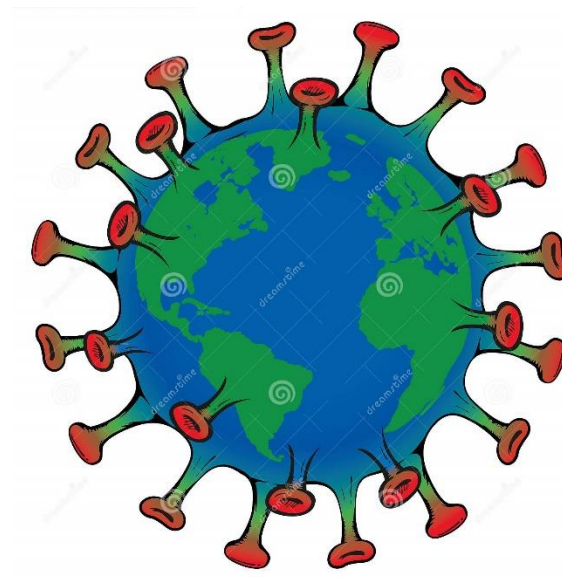
“The magnificent role of teachers during the pandemic: A look from English teaching in Mexico”

Present study collects the impressions of how technology was effective in English classes, and the real credits teachers that manage these resources have in order to make classes succeed. What are the credits that all actors and resources deserve? There are answers provided by students from three different schools, using a Google forms instrument that provides graphics , plus the interpretation of the researcher in order to have both qualitative and quantitative conclusions in the mixed method study.



The world is not the same. COVID-19 is changing the way we perceive life, and it has an immense influence in distinguishing the value of human and non human elements on the educational field and other disciplines.

Teaching a second language is an educational field that deals with plenty of examples of the good practice of the actors of education to achieve goals, maintain the flame of learning alive and the contribution of effective solutions to appear. It is been said that there are several contents that are adaptable to be taught through numerous tech resources (John, 2020).



English language teaching can be supported by many of the tech-resources and platforms available, but has been better represented by the human efforts of many institutions and educators that completely adapted their contents to be imparted in one of the digital platforms available. Unfortunately or fortunately , the issue is not only a matter of using technology well or something about having good tech-resources (Mora, 2020).



The ones making decisions, and managing all these aforementioned resources are human beings (teachers and administrators) who feel and live under the same uncertain conditions that the era of pandemics implies.



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Thomas (2020) asserts that with few exceptions, schools are now closed countrywide across Africa, Asia, and Latin America, putting additional stress on education systems in developing countries, many of which are struggling to provide quality education for all.

Present day, 2021, we are opening ALL schools in the world.

This is **restarting!**



Teaching a second language is an educational field that deals with plenty of examples of good practice from the actors of education.

Reynolds, 2020, talks about advantages:

"Some pedagogical advantages of online learning platform use might include:

"Ability for instructors to experiment with educational technology innovations and identify new (evidence-based) online learning activities that may augment student learning outcomes in ways they were not aware of;

"For students who have functioning technology devices and internet access, increased flexibility to engage based on personal preferences, with materials they are provided by their teachers in a variety of formats, which can leverage individual motivation."

Reynolds, 2020, talks about disadvantages:

"Some disadvantages include:

"Teachers' lack of experience in designing and deploying online teaching and learning experiences.

"For instructional designers, there is always a balance that needs to be maintained between offering enough motivational and engaging material online, but not too much, such that it distracts learners from the core learning objective of the given lesson.

"• The lack of a much needed 'presence'—especially critical for younger learners



Several contents are adaptable to be taught through numerous tech resources (John, 2020).



Luthra , 2020 states that

many institutions and educators made efforts for completely adapt their contents to be instructed in one of the digital platforms available.

Knutson, 2020 establishes that

English language teaching can be supported by many of the tech-resources and platforms available, even though they are hard to find.

Unfortunately or fortunately , the issue is not only a matter of using technology well or something about having good tech-resources (Mora, 2020).



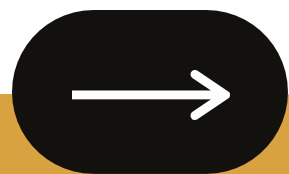
THE STUDY

Context COVID19- and the new ways to see education, specifically , English teaching in our community.

Participants- English students that volunteered to provide answers. They are 18-21 years old.

Instrument – Google forms survey and an interview with one students per each of the three institutions.

Sample- 48 young learners from three different English classes (12, 14, & 22 participants respectively)



There are answers provided by students from three different schools, using a Google forms instrument that provides graphics , plus the interpretation of the researcher in order to have both qualitative and quantitative conclusions in the mixed method study.

Instrument applied in three different English classes



Preguntas Respuestas 11

Do you think teaching remotely was effective? *

Texto de respuesta largo

What are some benefits from your English classes during pandemics? *

Texto de respuesta largo

What are some deficiencies of your English classes during pandemics? *

Texto de respuesta largo

Do you prefer technology resources, active teachers, or the combination of both? *

Texto de respuesta largo

After this experience, Do you consider tech resources substitute teachers? *

Texto de respuesta largo

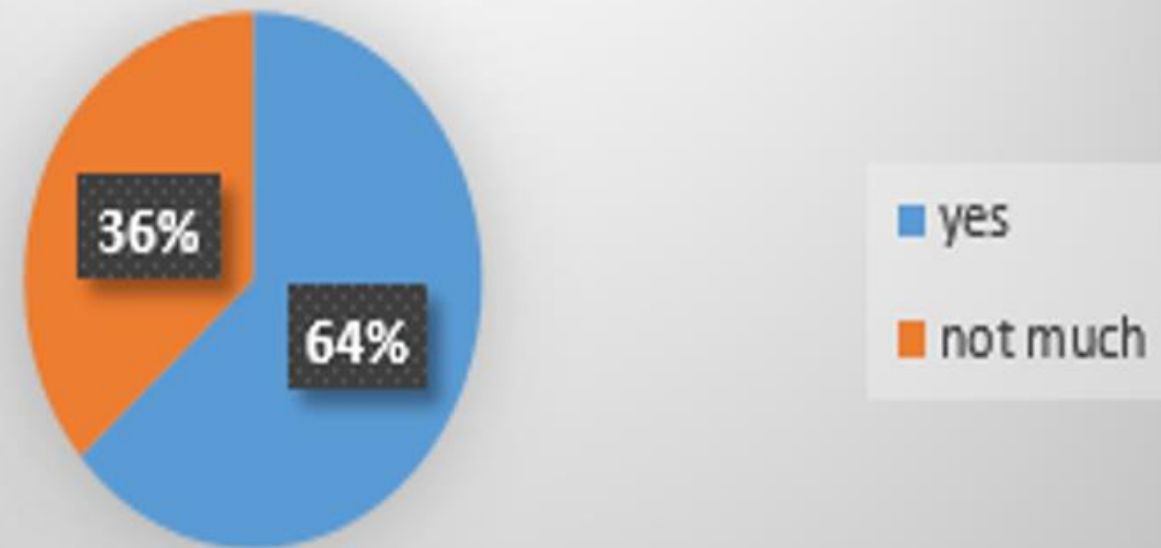
What are the credits you give to the success/ failure of your English classes during pandemic? *



What are the credits that all actors and resources deserve?



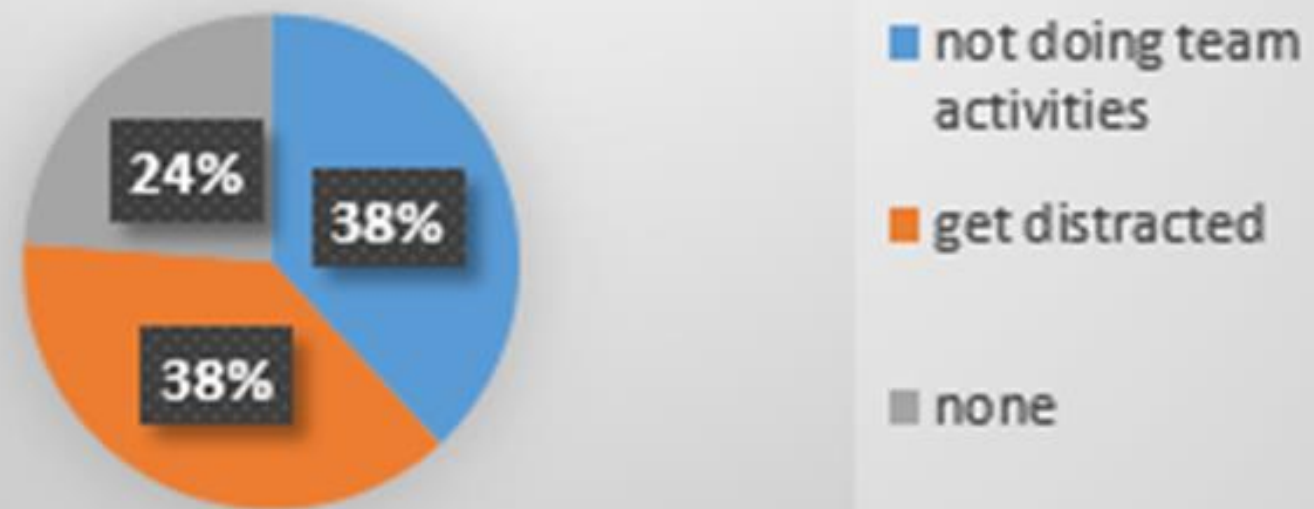
Do you think teaching remotely was effective?



what are some benefits from your english classes during pandemics?



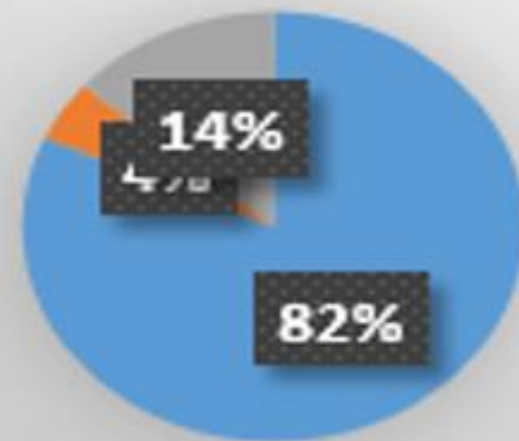
What are some deficiencies of your English classes during pandemics?



Do you consider tech-resources substitute teachers?



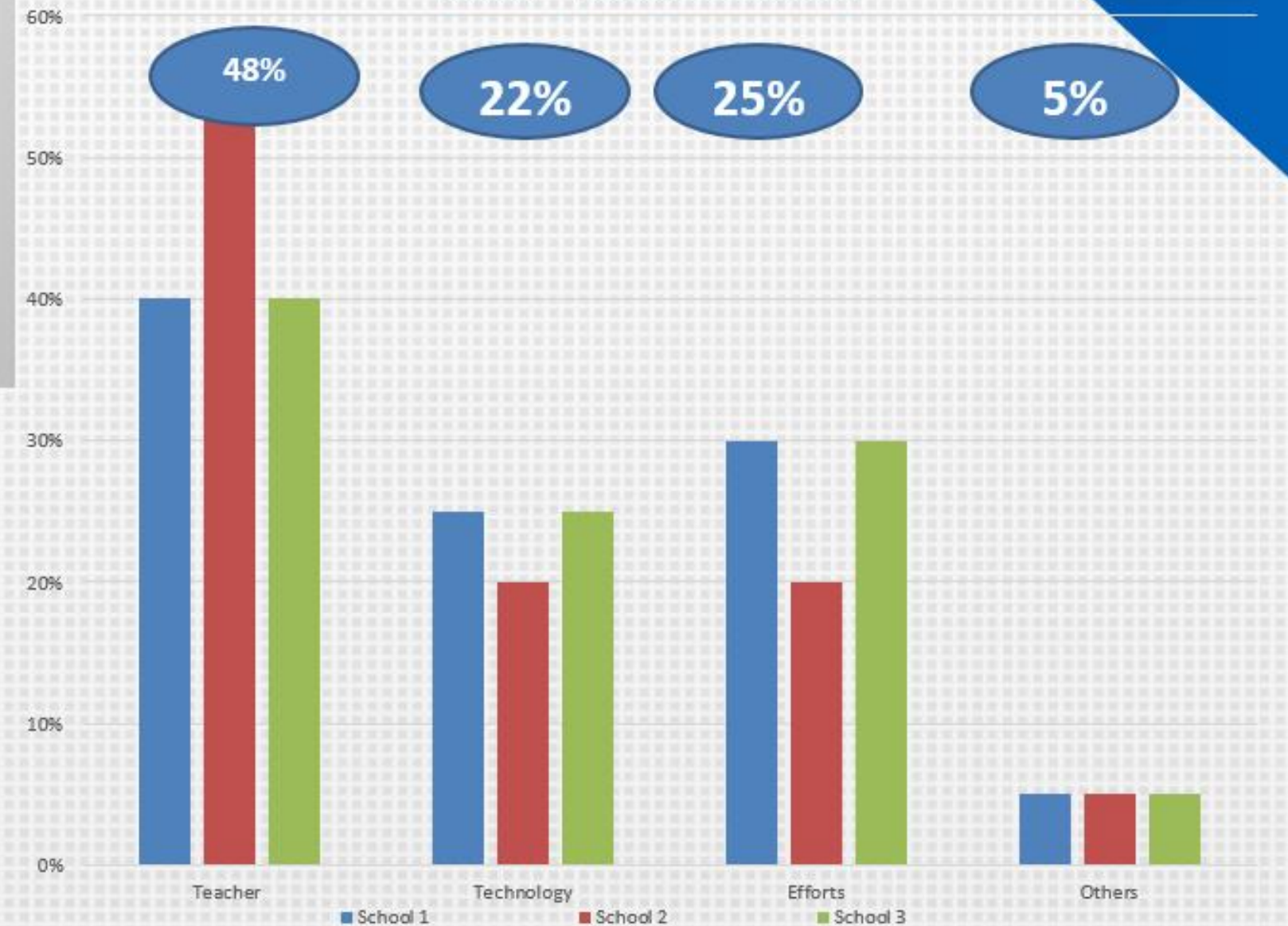
Do you prefer technology resources active teachers or the...



- both
- technology resources
- active teachers



Credits of English class success



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SOME CONCLUSIONS

- Teaching english remotely was effective in this sample.
- Students and Teachers found benefits on these sessions
- Students get distracted, and also miss their classmates (collaborative work).
- Technology does not substitute teachers. Students miss active live sessions
- Technology succeeds when humanism/ human efforts subsists





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**“Social-emotional learning:
Moving towards future challenges in ELT”**

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