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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**ELT Undergraduate Students' perceptions on Effectiveness of Online
Learning**

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**“ELT UNDERGRADUATE STUDENTS’ PERCEPTIONS ON EFFECTIVENESS
OF ONLINE LEARNING”**

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Dedication

Firstly, I would like to thank the life for letting me finish the research of my topic and all the things it required, I want to thank my parents, my family for the support, for the love and for providing me the necessary tools and resources to be able to continue studying and not giving up during these years of the career, also I would like to thank my friends that were an important part of this stage of my life, without them university would have been different.

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Abstract

This research aims to seek ELT undergraduate students' perceptions of the effectiveness of online learning after their experiences taking virtual classes during the lockdown caused by the pandemic. Furthermore, this study seeks to analyze the consequences on ELT students' academic performance and learning process when they take virtual classes. The research followed the qualitative method to collect data and interviewed the participants using a 10-question interview. The participants were 10 students of the Licenciatura en la Enseñanza del Inglés, belonging to the Benemérita Universidad Autónoma de Puebla. They were students from 22 to 23 years old. The participants' responses allow us to analyze which of the main components they detected were the correct ones for their online learning process, the effects this entails, and how virtual classes could affect their academic performance. The research focused on what was the effectiveness of learning during online classes and how much it affected the academic performance of students during online classes that were generated because of the pandemic.

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CHAPTER I: INTRODUCTION TO THE PROBLEM

1.1 Introduction

Since Covid-19 became a global pandemic in March 2020, many of the things we know have undergone a radical change, from the way we work to the way we study, many of these changes led to the adaptation to new resources that were useful to us to carry out the different activities that we normally do. Working from home was a big challenge for most of us, and even for some people it is still. The transition of working and interacting with different virtual tools generated changes in the way of learning and teaching that will be reflected in the future academic results.

1.2 Purpose of the Study

First of all, I consider Education is an important factor that allow us as people progress in order to find the success as human beings, the education provides us knowledge and values that are an important part of our culture. Bahasoan and Rahmat (2020), point out that “education is a tool to change the way of thinking and acting towards a goal that has meaningful value in life both individually, society, or state” (p. 100).

The purpose of this study is to know the ELT undergraduate student’s perceptions on Effectiveness of Online learning due the pandemic that started in the year of 2020 and forced us to continue working from home, these perceptions are important since each virtual class followed different methods to adapt the teaching and the learning to the virtual way.

1.3 Justification

From my point of view, taking Online classes during the pandemic was challenge since I had no idea in how this change of modality could affect the way I learn. The education went through a big change due the schools of all countries were forced to close and continue taking the classes online, most schools in the country were not prepared to face a situation like this, so the implementation of digital tools to continue learning was a difficult start.

Furthermore, many ELT students not only dealt with the online learning, but also they dealt with some problems that the pandemic generated in them, such as depression, anxiety, etc., These feelings make students lose the interest to continue learning, some others experienced the lack of technology when the online class started, and that meant a problem at the time of doing their homework and activities for the university. The increase in cases expanded the lockdown which forced universities to change to a remote learning way in try to rescue the academic activities. Nonetheless, not every student had the approach to virtual tools and features. (Du Preez & Le Grange, 2020).

The implementation of digital tools in ELT Students' learning is something that we normally used to increase our knowledge, In the case of the English Language Teaching undergraduate students, those digital tools are something we are familiar with, in practicing the listening activities and using some other digital resources to practice the language we are learning, but what about to change completely the modality of learning due a pandemic that took us by surprise during the year of 2020. That was and it still being a challenge for most students at the university and different levels of school.

1.4 Relevance

The relevance of this study is to know how much the pandemic affected the academic performance of the students of the Faculty of Languages, the ELT students, and to know how the experience was of working from home since this was a total new experience for all of us.

In addition, the Methods and strategies that were effective using the virtual tools during these years of pandemic.

Thus, this study may contribute to the teachers and the students who experience a big challenge working from home and found difficult the way to relate with the virtual tools and platforms.

Nambiar (2020) highlights that “Online learning and classes are increasingly becoming part of the education system Worldwide”. With the increase in cases of Covid-19 around the world, the virtual learning became a part of our education, thus, the effectiveness of our learning started to take an important part within the educational field, teachers also realize that they have to change the way they teach and adapt to this new working method and the way to relate with their students.

The outcomes of this study might be useful for teachers and students in the future. Teachers may know in a best way the perceptions of the students based on the process of learning the students faced during the pandemic and how the online learning affected or increase their academic performance in these almost 2 years.

1.5 Research Questions

This research addresses the following research questions:

How did the students feel working from home?

How did the change of modality affect the academic performance?

What were some of the problems students faced during the lockdown?

1.6 Conclusion

To sum up, I think The Effectiveness on Online Learning was affected by the lockdown caused by the pandemic in the year 2020 and part of the 2021, even with the implementation of new methods adapted to digital tools, we can say that a virtual class is not the same as a face-to-face class. As Bao (2020) stated that within stablished and in-group teaching, body movement, expressions with the face, and teachers' tone are completely relevant teaching instruments. Nevertheless, when a class changes the way, it is taught to the virtual way, some elements like body movement and students' expressions are limited, for this reason it is hard to use these elements amongst screens, and as a result of this, only *voice* might be the most relevant resource. Based on the strategies and methods teacher applied with their students, the voice knowledge cannot be spread only through screens and apps, it requires more than that to reach the goal of the learning.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

In this chapter II, the most important topics about the effectiveness in learning are the perceptions of the students and the E-learning students experimented when working from home; the use of technology in education and how this generated a change in teaching and learning.

2.1 Defining E-learning

Berman (2006) presents a definition of E-learning provided by Comerchero, which indicates that E-learning is a type of education, which incorporates technology, motivation, communication and efficiency. They are key elements in E-learning. On the other hand, Naidu (2006) considers that online learning purposely utilizes web data and communications technology in the education-study contact. From the descriptions presented, in this study, the definition taken is that E-learning intentionally uses networked information to improve our knowledge and learning in a better way using digital tools.

On aspect worth mentioning about E-learning is that “distance is eliminated because the e-learning content is designed with media that can be accessed from properly equipped computer terminals, and other means of internet accessible technology” (Comerchero as cited in Berman, 2006, p.1).

Online learning can be either be synchronous or asynchronous. Synchronous refers to communication that is held in real-time. It can be through video conferences, teleconferences, and on-line chat. On the other hand, asynchronous does not occur in real-time; other ways to communicate can be e-mails, list serves, online discussions, blogs, and online forums.

Table 1

E-learning

Definition	Type of education, which incorporates technology and motivation, communication and efficiency are key elements.
Qualities	Distance is eliminated thanks to media. Learners and teacher can access need equipped computer terminals, and internet access.
Types of E-learning	1) Synchronous that allows real-time communication. It can take place with video conferences, teleconferences, and chat programs online. 2) Asynchronous, which offers other means of communication in no real time interactions, so that they can be e-mail, list serves, threaded discussions, blogs, forums and so on.

Source: information taken from Berman (2006).

2.1 E-Learning

Education may turn developmental when educators and learners combine material through content and knowledge, considerably weigh up various points of view, and include different studies. Sun and Chen (2016) indicate that learning is the most important part of education, our knowledge and ideas that we generate when a topic is of our interest depend on it, but how much has learning been affected in the classroom in the last two years. After living this experience in a pandemic, we can say that learning has been one of the most important elements that has been affected, from my point of view learning has had to go through an adaptation process of which we were all part, the virtual teaching forced us to adapt and therefore to a radical change in how we generate our knowledge.

In the University of Pennsylvania's book (2006) are presented some advantages and disadvantages when working online. To begin with the advantages, it is considered that E-learning benefits education, corporations, and students because many students can afford it,

they can save time and money, and get measurable results. It can be said that for those advantages more cost effective than traditional learning. Second advantage, students take class anytime and anywhere, so that classes are available whenever and wherever are needed. Third advantage, E-learning can be done in any place, no matter the place where people are, therefore, people can take a class at the office, at home, even on the road, there is no limit of hours, it can last 24 hours a day, 7 days a week. Fourth advantage, E-learning provides different types of learning styles, so that students prefer to learn at their own pace. Fifth advantage motivate learners to examine throughout data using connections and web sites in order to find relevant information for their classes. Sixth advantage, E-learning allows students select study stuff that fulfill their rank of understanding and concern, so that, they to know how to perform effectively an activity. Seventh advantage, helps students developing their knowledge of the Internet, including platforms, apps, and web sites. This awareness will be useful for learners through their professions. Eight advantage, E-learning inspires scholars to assume individual duty for their particular schooling. Despite, there are some advantages, there are some disadvantages that have to be considered.

Continuing with the disadvantages, e-learning requires a lot of time to take classes and complete homework and tasks like every conventional classroom class, which means learners must be encouraged and responsible in order to fulfill with all the activities of the course. Second one, another disadvantage is that students might experience the feeling of isolation from the professor, thus students may lose interest to continue studying. Third one, instructors or teachers are not constantly accessible to help the student, so that students have to work individually by their own. Fourth disadvantage, students need to be very comfortable using a computer, in that way they can develop their virtual skills when studying. Fifth disadvantage, virtual connections or old devices might cause difficulties when students

access to their course materials and platforms. This could be a problem for the learners and cause them frustration. Sixth disadvantage, it is considered that lack of proper devices and the deficiency of administrative aptitudes make students miss or misplace information, documents and files, causing them to be late in submitting assignments and tasks that are relevant for the course. Seventh disadvantage, students could experience difficulties setting up programs needed for the courses due the lack of space in the devices, so that they lose the opportunity to attend the class and that cause them to get stuck in important subjects.

Table 2

Advantages and Disadvantages of E-learning

E-learning Advantages	Disadvantages
Beneficial to education, corporations and to all types of learners, saves time, and produces measurable results, cost effective.	Quantity of time required to stay in class and accomplishing tasks and activities as in traditional class settings. Motivation and responsibility are compelled.
Provides classes anytime anywhere	Feelings of isolation on student part.
Can be done in any place, at the office, at home, on the road, 24 hours a day, seven days a week.	Instructions cannot be clear for students so that help can be entailed. Students are under an obligation to be disciplined and independent.
Provides different types of learning styles. Students like to learn at their own space.	Students need to be very comfortable using a computer.

<p>Encourages students to peruse through information by using hyperlinks and sites on the Web.</p>	<p>Sluggish Internet connections or older computers: may difficult access to course materials and cause frustration and dropouts.</p>
<p>Allows students to select learning materials that meet their level of knowledge, interest and what they need to know to perform more effectively in an activity.</p>	<p>Problems with unorganized work may cause loss or misplacement of reports and files and lead to submitting assignment lateness.</p>
<p>Helps students to develop knowledge of the Internet, which can be useful in their career stay.</p>	<p>Students may have trouble installing software that is required for the class.</p>
<p>Encourages students to take personal responsibility for their own learning.</p>	<p>Students feel motivated to fulfill with their responsibilities.</p>

Source: Berman (2006).

2.1.1 Effectiveness of Classroom Learning

For two years that we have been studying under the virtual modality that we have forgotten how effective school learning was, within a classroom it is possible that greater interaction of all kinds will be generated in terms of educational terms, but it is not the main point, being in a face-to-face class, the learning flowed in a better way, maybe if there were distractions, but learning was more effective than it is currently, having a face-to-face class helped us develop various skills that helped us to understand in a better way the ideas and to make our knowledge generate learning, we found a motivation to continue learning.

2.1.2 Effectiveness of Online Learning

Virtual learning is something we have become accustomed to, after this pandemic that covid-19 left us, education, which is an important pillar in our development as people, had to change drastically, the effectiveness of online learning has been reduced for various reasons that affect the learning development, and it is not only about taking classes in front of a computer, this involves much more than that, many times we believed that studying from home was the perfect dream, but we had no idea what this involved, being in front of a computer daily does not sound easy to say, after implementing this way of studying, skills were developed that perhaps we did not have when attending a face-to-face class, and that is that Although studying from home implies some advantages, it also has some challenges that not many students have been able to overcome, as learning is affected, knowledge is affected training and therefore the performance that each student has during their courses, which may be of great importance in the future.

2.2 Management

From my point of view, handling a situation of this magnitude involved a lot of effort, both for teachers and all the staff who maintained distance education, working from a case involved adapting new ways of teaching and learning to the which we got used to over time, the implementation of methods that built a new structure on the correct way to transmit knowledge, a process that despite the fact that it was not easy could be carried out under the circumstances in which the world was and learning and teaching had to find a way to adapt to a virtual age.

2.2.1 The Transition to Online Learning

The transition to virtual learning was a process that, although it took some time to adapt, could be carried out with the implementation of new methods and new tools that allowed education not to be lost during that critical period in 2020, it is It is important to

emphasize that despite the fact that a more viable way of studying from home was found, not all students had the same opportunities to adapt to change, many students decided to abandon their studies due to lack of resources or due to lack of the most important element in in this case, the internet connection, which was what made this change of modality possible.

2.3 E-Learning Tools

Virtual learning materials like Blackboard, Centra, Wimba, etc. motivate learner to be cooperative, developing interaction abilities and autonomous reasoning. Most of the increasing e-learning instruments encourage learners to get the stimulus and passion to continue in online academic backgrounds (Border et al. as cited in Berman, 2006). An online learning tool plays an important role in online classes and that is useful in the teacher-student relationship during an online course, there are different very popular tools within the online school environment.

Virtual tools have an important role in online education, since without them it would not be possible to continue with the teaching and learning of students during this time of pandemic, it was known that until before the pandemic, students knew how to relate to digital tools to be able to carry out an assignment or task, but this did not mean that teachers knew how to use them, when starting the transition to online education, many teachers adapted their way of teaching and many learned to relate to many of the digital tools that are part of our day to day (cited).

Collaboration Tools

Collaborative tools are gadgets, which allow communication to flow among distributed students; teachers should use collaboration tools to help learners to work and learn

together online. Some collaboration tools are suggested by (Border et al., 2006) E-learning (2) they are mentioned in Table 3.

Table 3

Collaborative online tools

Digital Tools	How teachers-students work:	Actions done
Chat and instant messaging	Asynchronous	Interact at the same time/exchange immediate and spontaneous messages.
Whiteboard Application Sharing	Asynchronous Synchronous	Exchange ideas. Apps allow students the utilize of programs and virtual tools to share ideas and communicate.
Presentations	Synchronous	Graphics and slides are included to present a new topic.
Audio Conferencing	Synchronous	Students discuss and exchange ideas using the audio tool.
Video Conferencing	Synchronous	Students see the and listen to the meeting.
Online Meeting Tools	Synchronous	Members of a class reunite to see and share content.
Asynchronous	not happening at the same moment.	
Email	Asynchronous	Exchange messages/content by internet.
Online Discussion	Synchronous	Students share ideas and make a discussion of the topics of the class.
Text Messaging	Asynchronous	Virtual communication

Source: taken from E-Learning (2)

2.3.1 Platforms

The platforms to which the students had access during this period turned out to be of the utmost importance to be able to carry out the course(s), Ala-Mutka et al. (2008) suggested that educational institutions necessitate to embed digital learning skills to the teaching-learning processes of all subjects.

In this way, if the use of digital platforms was effective, in the future teachers could continue to implement them to have a better performance in their courses and to adapt the courses in a certain way to how they were before the pandemic.

2.3.2 Virtual Resources

The first and foremost challenge is availability of digital devices and high-speed internet connections in students to participate in online learning (Juárez-Díaz & Perales, 2021). During this period of pandemic, which took us by surprise during the year 2020, most of the subjects and assignments were carried out physically, although we knew how to consult some result or information on some website, it was not something that kept us up to date. In front of a computer for hours, as it is now today, the students had to have an internet connection and the most important element, a computer.

According to Akuratiya and Meddage (2020) consider popularity of information technology (IT) has bloomed, and it has influenced many aspects of people lives, especially in education due the utility, it provides.

2.4 Online Learning Issues

Although studying from home was positive for many of us, it was also negative for many students who did not have the necessary resources to be able to take classes from home, there were cases in which the lack of interest or some device technology made it impossible for some students and classmates to connect, by not connecting to the class they not only affected their learning, they also affected the fulfillment of assignments and tasks, this triggered a series of steps that ended the disinterest of some students for the class, from my personal opinion this happened during a semester of the year 2020, when presenting the subject of Target Language, the class in virtual form made it very difficult to learn and develop ideas that helped us increase our level of English, when this It happened, I must admit that interest was lost in continuing to connect to the class and not seeing any progress in your learning.

2.4.1 Technology

This pandemic forbade any type of activity outdoors and compelled businesses to stay closed such as sport activities and school activities. Therefore, institutions were under a compulsion to resettle their face to face classes to online ones (Adedoyin, & Soykan, 2020). Digital tools together with technology have an important role in online learning, since without the technology we have today, the change would not have been possible, adapting to a new way of working under the use of digital devices was and it will continue to be a viable way to continue with education, despite the fact that schools return to face-to-face classes, they can continue to use technology to reinforce their knowledge and methods that they acquired during the critical period of the pandemic.

2.4.2 Emotional Health

Psychological sequels due to pandemics appeared among them nonadaptive behaviors, emotional affliction and shielding reactions, disquietude, fear, vexation,

loneliness, irritability, boredom, unhappiness, stress, and dogging (Talevi et al. 2020). The environment that we were surrounded by during the lockdown period during the year 2020 was an environment that we had not been exposed to for a long time, this would definitely bring consequences that would definitely not be so good, after a while we started to show signs that the lack of interaction made us feel isolated from the world and from other people.

2.5 Online Learning

As virtual learning and applicable technical materials continue to progress, various tools related with online teaching are utilized. They incorporate e-learning, virtual learning, remote learning, compound learning, and mixed learning (Heng & Sol, 2021). With online learning within all educational institutions, specialized terms emerged in technology, these were useful to better associate our way of learning and fulfilling our jobs and projects correctly, even now these terms are used daily to identify the type of learning that we as students are developing.

2.5.1 Environments

There exists increasing acceptance of virtual learning or e-learning amongst advanced academic institutions and schools over the world (Zabadi & Alawi, 2016). The environment that was had during the online classes drastically influenced the way in which we as students were interested in taking the class, there are many things that could capture our attention and that could make concentrating in class impossible, however If the classes presented innovative ideas for us as students in an environment where knowledge could be developed, it was a good experience, otherwise online learning became more difficult.

2.5.2 Behaviours

It was clear that the change influenced student behavior when facing this pandemic, many university students even decided to delay their studies, some simply decided to leave

the university in the face of this situation, motivation was affected by what being involved with digital media implied. On-line education is the employment of internet and some diverse significant tools to improve equipment for instructional purposes, educational delivery and direction of program (Fry, 2001). Besides, teachers also modify their behavior, attitude, ways to work at the beginning everything was much complexed than in the second term of the pandemic, where teachers were more organized, more prepared and more in touch with their students (Juárez Díaz et al., 2023).

2.7 Perceptions

According to Khalili (2020) The complete effect of the COVID-19 pandemic on advanced learning and intermediate proficient learning programs in specific is yet to be decided, nevertheless, it is evident that this pandemic is modifying the manner we live, study, and work. Although there are different perceptions about the effectiveness in learning and the way teachers and students work, it can be said that after the pandemic the learning process will have to start a new adaptation process again so that we students find the most viable way to acquire knowledge and develop new ideas.

2.7.1 Perceptions of students

Innumerable educational institutes have been applying a shift from conventional schoolroom teaching to virtual teaching or a combine of stablished education and online teaching prior to COVID-19 (Dhawan et al., 2020). Before this way of working from home was implemented in all schools in the world, online learning already existed, it just depended on who decided to study in this way, when studying online it is easier for some students but for some it is a challenge to which they do not want to return, thus they prefer to take their face-to-face classes.

2.7.2 Perceptions of students on Effectiveness of Online Learning

Online learning showed that it is possible to learn and teach from a distance, only that the correct methods and structures must be adapted so that we as students feel capable of continuing to study and acquire knowledge, I think that the effectiveness in learning was affected. Due to the lockdown and lack of electronic resources, this change could be reflected in the future.

CHAPTER III: METHODOLOGY

3.0 Introduction

This chapter will be divided into eight sections, in which It will present the research approach that is going to be apply during this this project, moreover, the second section will explain the location of the of the research, additionally, the sampling, finally there will be an explanation of the Data Collection techniques, the type of instruments and materials that are going to be useful to collect the data.

3.1 Research Approach

The present study follows the Qualitative method since the main objective is to know the perceptions of ELT undergraduate students on the effectiveness of virtual learning. According to Dung (2020) Online education commonly refers to direction in learning environs where educator and learner are apart by time or place, or both. Therefore, in this study the qualitative method contributes to the collection of the necessary information about the ELT students' perceptions on effectiveness on virtual learning and their experiences working virtually during the pandemic and what are the consequences in their academic performances. Qualitative research collects participants' backgrounds, impressions, and conduct (Tenny et al., 2017).

3.2 Location of Research

The Location of the collection of data for this study will be the Faculty of Languages, school that belongs to the Benemérita Universidad Autónoma de Puebla, it is located at the Calle 24 Norte 2003, Humboldt Norte., in Puebla City, Mexico. There, the main activity is the language teaching, the school offers the degree in English and French Language Teaching. Furthermore, the faculty offers courses to people in general, such as courses of German, English, French, Portuguese, Italian, Japanese, etc.

3.3 Sampling

The sampling of this study focuses on the Snowballing or word-of-mouth participants , this type of sampling suggest other participants they know who may be suitable to participate on this study, since the main objective of this study research is to know perceptions of the ELT undergraduate students, the choice of selecting the qualitative method in this study is focused on the instruments that are going to be apply during the data collection, that is an interview, furthermore, the process of selection of the students will be present at the Faculty of Languages (BUAP).

3.4 Participants

This study was carried out in the Licenciatura en la Enseñanza del Inglés (LEI) at the Faculty of Languages that belongs to the Benemérita Universidad Autónoma de Puebla (BUAP) in Puebla, the Faculty is located at the Calle 24 Norte 2003, Humboldt., in Puebla City, Mexico. The participants of this study are students of the same career, the sample of this study is composed by 8 students (four females and four males), they belong to 2018 and 2019 generations, their ages ranged from 21 to 23 years old.

3.5 Techniques and Instruments

The Data Collection Techniques of this study is based on the Qualitative Method, especially focused on the interview guide protocol instrument since this is how the perceptions of the students are going to be based, in this study research the instrument is an interview, which was made in English in order to implement some of the skills students have learned and acquired during the degree. The main purpose is to know the students' perceptions on effectiveness of virtual learning. Interviews are amongst the most familiar strategies for collecting qualitative data. The diverse qualitative interviewing designs in

general use appeared from different corrective viewpoints resultant in a broad change amongst interviewing methods (DiCicco et al., 2006).

Table 4

Questions for the Interview phase

How did the students feel working from home?	What were the good and bad aspects from working at home? Did you find easy the use of digital tools to continue studying? What were some of the aspects you found less interesting during the online courses?
How did the change of modality affect the academic performance?	The change of modality was good for you. How easy or difficult was it for the you to focused on their online classes? Did you learn more working virtually than in face-to-face class? Why?

What were some of the emotional problems students faced during the lockdown?

Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

What were some of the challenges you experienced working from home?

Did the teachers motivate you to continue doing your best during online courses?

Did you feel the support of your teachers during the virtual classes?

Source: own elaboration

3.6 Data Analysis

Qualitative research is the study of qualitative information such as text info from interview transcriptions Bhattacharjee (2012). The qualitative method requires a series of steps to get concrete results at the moment of analyze the data obtained. Firstly, it is important the organization of the data, the finding and organization of ideas and concepts, in this point the information may be organized according to the answers of the participants, secondly build general themes in the information and the ensuring of reliability and validity in the data analysis including the findings, thus, the answers provided by the participants of the research can be analyzed following to find if the information is valid and reliable, finally, find feasible and plausible interpretations on the results to know if there is any other thing that contributes to the final results. Hence, the data obtained from the application of the instrument can be analyzed based on the grounded theory. The grounded theory method demands that searchers

interrupt any preexistent abstract prospect or influences before data examination, and let the information prescribe the composition of the theory.

3.7 Ethical Consideration

According to Bhattacharjee (2012), ethics is the virtuous differentiation amid proper and improper, and what is wrong might not certainly be unlawful. Therefore, all the data and information that was obtained as a result of the application of the instrument must follow the correct patterns to analyze the final results. Ethics is definite by Webster's dictionary as compliance to the morals of conduct of a provided occupation or class. The voluntary participation is an important factor during the application of the study since it follows the ethical principles in the research of the ELT undergraduate students' perceptions on effectiveness of online learning.

According to Arifin (2018), the shelter of individual topics through the application of proper moral principles is significant in every search study. In a qualitative research, principled points have a specific tone due to the comprehensive sort of the study procedure. All the participants of this study were contacted in order to collect the data for the analysis and the consideration of their answers, all the answers are confidential and mainly with academic purposes, the study follows the qualitative method since the instrument that was applied was an interview.

CHAPTER IV: Results and discussion

4.0 Introduction

In this chapter, the results of the research are presented and analyzed based on the complete information obtained from the interviews on ELT Undergraduate Students' perceptions on Effectiveness of Online Learning.

4.1 Sociodemographic Information

The participants of the research were 8 women and 2 men. Their age was between 22 to 23 years old, most of the participants continuing studying the bachelor's degree at the Facultad de Lenguas that belongs to the Benemérita Universidad Autónoma de Puebla. See Table 5.

Table 5.

Sociodemographic information table

Participants	Age	Sex
Participant 1	22 years old	Male
Participant 2	22 years old	Female
Participant 3	22 years old	Female
Participant 4	22 years old	Female
Participant 5	22 years old	Female
Participant 6	22 years old	Female
Participant 7	22 years old	Female
Participant 8	23 years old	Male
Participant 9	22 years old	Female
Participant 10	23 years old	Female

Source: Own Elaboration

4.2 Perceptions on Effectiveness of Online Learning

Question 1.- What were the good and bad aspects from working at home?

Respecting participants' answers, most of them agree that the good aspect of not going to face-to-face classes is saving money that is spent on taking the bus to go to university, another important aspect is not waking up early to be able to attend classes. They said that they didn't have to get up so early to get to college and that they could be at home comfortably taking classes, and that they didn't have to spend any money to take classes.

Some of the participants also agreed that the negative aspects of working at home were the connection to the internet and the lack of concentration that sometimes occurred during classes, four participants said:

“My connection wasn't good enough” (Participant 1).

“The internet frequently failed” (Participant 7).

“I was more easily distracted at home” (Participant 3).

“Sometimes my internet didn't work well, and I had problems to get in online classes” (Participant 5).

4.2.1 ELT Undergraduate Students' perceptions on Effectiveness of Online Learning

Question 2.- Did you find easy the use of digital tools to continue studying?

Regarding Question 2, Most of the students easily related to electronic devices when using them for online classes, they said that with a simple click a task could be delivered, also that the activities were more interactive, only some had problems at first, adapting to the correct use of each platform and other devices and apps.

Three students said:

“At the very beginning was sort of difficult because of the whole time working from home I used to do it all on my phone, but then, wasn’t that difficult because I had taken lot of practice” (Participant 1).

“I found it a little difficult to learn how to use the virtual whiteboard in zoom or share screen from my computer to present works that the teachers asked me” (Participant 2).

“I had to learn how to use them by watching tutorials in internet” (Participant 4).

4.2.2 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning

Question 3.- What were some of the aspects you found less interesting during the online courses?

Regarding Question 3, Most of the participants agreed that some of the aspects they found less interesting during the online courses were how the classes were taught, the fact that the lessons and the subjects were the same and sometimes the lack of interest of the students. teacher for teaching the class, four participants said:

“Some teachers only read their presentations, were boring for everyone” (Participant 6).

“The lessons or assignments were often the same” (Participant 8).

“The class becomes monotonous when the teacher follows the same procedures” (Participant 9).

“Teachers assigned a lot of homework”. (Participant 10).

4.2.3 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning.

Question 4.- Was the change of modality good for you?

Regarding question 4, which talks about the change of modality and how good it was for the participants, most of them expressed that the change of modality was not good for them since most of them agreed that the Internet connection was the main problem and due

to this there were some other consequences, such as not being able to enter classes or with the online learning style, three participants said:

“I didn’t learn enough” (Participant 1).

“I had problems related to my learning style” (Participant 5).

“I didn’t have a significant learning “ (Participant 9).

4.2.4 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning.

Question 5.- How easy or difficult was it for you to get focused in your online classes?

In this question, the majority of the participants agreed that it was very difficult for them to concentrate during the online classes, since sometimes there was noise around them, or they were easily distracted by something else. They said that it was difficult since they had distractions around them during the virtual sessions or during an important class, two participants said:

“Sometimes the noises of the house or mom cooking, the neighbor playing music and vendors who passed by screaming in the street did not help me to concentrate much”. (Participant 2).

“It was difficult because I spent much time watching my laptop and that was so stressing and frustrating”. (Participant 4).

4.2.5 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning.

Question 6.- Did you learn more working virtually than in face to face class? Why?

Regarding this question number 6, Most of the participants agreed that they prefer face-to-face classes to virtual ones, since as one participant said, "I get more stressed than I ever imagined" (Participant 6), the way of carrying out the virtual classes did not leave them with a good experience, that is why they prefer to have face-to-face classes than virtual ones, three another participant said:

“I didn't learn much working online since for me it's more boring” (Participant 3).

4.2.6 ELT Undergraduate Students' perceptions on Effectiveness of Online Learning.

Question 7.- Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

In this question number 7, the majority of the participants presented at least one emotional problem during the online classes, some of them were due to discussions with a teacher, some participants mentioned that due to the lack of face-to-face interaction and the constant stress due to the pandemic, five students said:

“The stress of a pandemic and that of school together caused a kind of tension that made me feel sad or sometimes frustrated”. (Participant 2).

“I felt so stressed”. (Participant 4).

“Anxiety, stress and fear”. (Participant 5).

“Depression and Anxiety”. (Participant 7).

“Anxiety and insomnia as I was desperate to be locked up and wanted to see my friends and family”. (Participant 10).

4.2.7 ELT Undergraduate Students' perceptions on Effectiveness of Online Learning.

Question 8.- What were some of the challenges you experiment working from home?

Regarding this question 8, some participants mentioned that the biggest challenge they faced during online classes was the Internet connection, which prevented them from paying attention in class and that was reflected in their school performance, some dealt with the lack of tools and electronic devices to take classes online, some others deal with being active during a team project or have time to complete an assignment, three students said:

“At the beginning I didn't have all the tools to take my classes such as: a computer or laptop and internet”. (Participant 4).

“Internet problems, and the access to a device for the classes”. (Participant 6).

“When I had to do a team project, it was difficult to get in touch with my colleagues, since not everyone had time to connect”. (Participant 10).

4.2.8 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning.

Question 9.-Did the teachers motivate you to continue doing your best during online courses?

In this question the answers were varied, since some participants mentioned that some teachers did motivate them to continue making an effort during the online classes, however there were some participants who mentioned that the teachers did not show support for them to continue making an effort to improve their class performance, two participants said:

“They used to encourage us to still doing our best”. (Participant 1).

“Some of them were patient and comprehensible”. (Participant 4).

4.2.9 ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning.

Question 10.- Did you feel the support of your teachers during the virtual classes?

How?

In general, the participants responded that they felt supported by their teachers since they were very kind with them in answering messages and having individual sessions for any questions related to the classes and assignments, others said that the teachers only motivated them to do the homework, three participants said:

“They supported me by extending the deadline to submit work and homework. Others supported me by talking to me”. (Participant 3).

“Some of the teachers helped me with some activities”. (Participant 5).

“They were very kind in answering messages or having individual sessions for any questions”. (Participant 10).

CHAPTER V CONCLUSIONS

5.0 Introduction

In this chapter, ELT undergraduate students' perceptions on effectiveness of online learning are presented, the results of the study show us how effective online learning was during the pandemic period, the results also show us how much school performance was affected when taking virtual classes, therefore this chapter will be divided into 4 sections with a general conclusion.

5.1 Conclusions

The complete process for obtaining data required the application of an instrument, which in this case was an interview, in which 10 participants who belonged to the Licenciatura en la Enseñanza del Inglés belonging to the Benemérita Universidad Autónoma de Puebla, in this interview the main purpose focuses on the perceptions students had during the lockdown, the three research questions were formulated in order to gather some of the points that are relevant for this study, the first question raised “How did the students feel working from home?”, it is concluded that students experimented different and new ways of learning and teaching when they worked from home, the feelings that prevail were stress and frustration due the conditions of working.

The second question was “How did the change of modality affected the academic performance?” It can be concluded that academic performance was affected in general due the lack of interest of the new way of studying and teaching students and teachers went through during the online sessions.

And the third question was “What were some of the problems students faced during the lockdown?” It can be said that among the different challenges faced, the most common one was related to internet connection. All in all, the perceptions of the ELT undergraduate

students reflected the factors that led to learning during the pandemic period were explained. In addition, the chapter presents how much academic performance was affected during this period of time. It is concluded that based on the results of this study, the effectiveness of learning suffered a downgrade due the conditions learning and teaching went through. Implementing virtual resources to the classes was a challenge for most of the people and teachers where students had to face changes during this period. As a result of this change, academic performance was affected due to lack of interest in the way of teaching and learning.

5.2 Implications

According to Lister (2014), designing virtual education implies selecting elements which help to improve student's learning and permit learners to employ with the content.

In this study, it was found that online learning was not as effective as initially proposed, since some factors external to it caused academic performance to decrease instead of increase, this is also related to the components of the virtual class. , since the content was not well presented or was not good enough to be reflected in the learning of the students, learning styles are important when acquiring knowledge, the class must be developed together with the students so that there is a balance.

5.3 Limitations

When using the qualitative method, some limitations arose, for example, the group of participants is very small compared to the participants that are necessary for the quantitative method, the interpretation of the information requires a lot of patience since it can be difficult at the time of the analysis. data transcription.

5.3.1 Interview Limitations

When choosing the interview as an instrument for data collection, it is well known that it requires time and willingness, since most of the time it is not possible to have all the participants so that you can carry out the interview, you have to look for alternatives to be able to have a time in which both the interviewer and the participant are available, messages are sent to the participants but they are not answered, another limitation is the transcriptions, since sometimes a word is mispronounced or the answers of the other are not heard participants when they are answering a question.

5.4 Suggestions for further research

Some suggestions for future research are: The research of this study focused primarily on the ELT undergraduate students' perceptions on effectiveness of online learning, however it can be implemented at other school levels to find out what the learning effectiveness was during the pandemic period and how much the learning was affected. academic performance, including the teaching and learning styles that were implemented to promote interest within the virtual classrooms.

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Appendix

See Appendix 1

Appendix 1: Instrument

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

1. What were the good and bad aspects from working at home?
2. Did you find easy the use of digital tools to continue studying?
3. What were some of the aspects you found less interesting during the online courses?
4. The change of modality was good for you?
5. How easy or difficult was it for you to get focused in your online classes?
6. Did you learn more working virtually than in face to face class? Why?
7. Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?
8. What were some of the challenges you experiment working from home?

9. Did the teachers motivate you to continue doing your best during online courses?

10. Did you feel the support of your teachers during the virtual classes? How?

Appendix 2: Informed Consent Letter

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

You have been asked to participate in a research study that is part of the requirement for a degree in Language English Teaching. Before you agree to participate in this study, it is important that you read about and understand the study and the procedures it involves. If you have any questions about the study or your role in it, be sure to ask the investigator You may contact the investigator(s) at:

Jonathan Alejandro Ortiz Pérez: Jonathan.ortizp@alumno.buap.mx

Purpose of the Study

The reason for this study is to know the perceptions of the ELT undergraduate students’ perceptions on effectiveness of online learning. You have been asked to participate because you belong to the 2018 generation and you are studying at the Faculty of Languages from Benemerita Universidad Autonoma de Puebla. This study will review the perceptions of effectiveness of online learning during the lockdown period of about 10 college students.

How will my privacy be protected?

Information about you will be coded. Your name will not appear on the descriptions of the study. The information gathered will be accessible only by the investigators and it will be kept in a locked facility on campus. You will not be identified by name in any publications that result from this research. All information from this study will be destroyed 3 years after the study ends.

Consent to Participate

If you want to participate in this study, “ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”, you are required to sign below as an indication of your willingness to participate: I have read and understand the information in this form. I have been encouraged to ask questions and all my questions have been answered to my satisfaction. I have also been informed that I can withdraw from the study at any time. By signing this form, I voluntarily agree to participate in this study.

Name of the Participant

Date

Signature of the Participant

Date

Appendix 3: Transcriptions

Participant 1

How was students experience working at home?

How did the change of modality affect the academic performance?

What were some of the emotional problems students faced during the lockdown?

Interviewer: What were the good and bad aspects from working at home?

Participant: The most important advantage was that I didn’t have to spend any money to take my classes, furthermore, it wasn’t necessary to spend almost the whole day going to school since this one is far away from my home. The disadvantages were that sometimes my connection wasn’t good enough and hence, I couldn’t learn as I’d rather.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: At the very beginning was sort of difficult because of the whole time working from home I used to do it all on my phone, but then, wasn’t that difficult because I had taken lot of practice.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: I consider it was the way of how classes were taught since the majority were lineal and tedious. I’d rather teachers would include something more interesting on their slides.

Interviewer: The change of modality was good for you?

Participant: Both, it was a good alternative because I could save money, however it was worse because I didn’t learn enough.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: It was really difficult because I'm really easily distracted and when the topic wasn't relevant, I used to get lost.

Interviewer: Did you learn more working virtually than in face-to-face class? Why?

Participant: Not. Because I used to get distracted lots of times when we were on virtual modality.

Interviewer: Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Of course I did, they were more personal and not so much because of lack of face-to-face classes. The main problem was that I lost a lot of weight because where I lived, I didn't eat enough and also everything was closed so I couldn't do anything.

Interviewer: What were some of the challenges you experienced working from home?

Participant: The internet connection was unstable lots of times, there were days that people used to steal my cables of connection because they wanted to sell them and so, I couldn't be on classes.

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Yes, they used to encourage us to still doing our best and that pandemic was going to end soon.

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: From the majority of course, but there were exceptions. For the majority, when I had questions, they used to answer me as clear as possible. That made me feel relieved.

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

Participant 2

Interviewer: What were the good and bad aspects from working at home?

Participant: Some advantages were that I didn't have to get up so early to get to college and that I could be at home comfortably taking classes. What I sometimes didn't like was sitting in front of a computer for several hours.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Basics were digital tools and platforms were easy to use because the university had already familiarized me a bit with them. But I found it a little difficult to learn how to use the virtual whiteboard in zoom or share screen from my computer to present works that the teachers asked me.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: The attention I paid during the face-to-face classes was not the same as taking virtual classes, the time also stressed a little because you had to complete activities in a certain time and sometimes the Internet did not work well.

Interviewer: Was the change of modality good for you?

Participant: Not because there were subjects that were necessary to have taken them in person to learn a little more

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Sometimes the noises of the house or mom making food, the neighbor playing music and vendors who passed by screaming in the street did not help me to concentrate much.

Interviewer: Did you learn more working virtually than in face-to-face class? Why?

Participant: During my face-to-face classes they noted to better understand the subject but during the virtual classes sometimes the sessions were recorded and noted notice that would

not help a little to my learning because it happened to me as when I took photos to the notes of the blackboard to pass them to the notepad, I never did it.

Interviewer: Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Yes, the stress of a pandemic and that of school together caused a kind of tension that made me feel sad or sometimes frustrated.

Interviewer: What were some of the challenges you experienced working from home?

Participant: Learning to use technological tools for my learning and learning to learn by myself and in the subjects of topics that I did not understand

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Some teachers do but others do not

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: In a grammar class we had to make maps of the sentence structures, the teacher asked us to show her our pictures to review from there, the teacher found ways to review the work during classes without us being in a classroom, that was a kind of support I felt from her towards us as her students.

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

Participant 3

Interviewer: What were the good and bad aspects from working at home?

Participant: The good aspects were that I saved money by not having to go to school physically, and that I was also able to spend more time with my family, as for the bad aspects,

they were that I was more easily distracted at home and did not easily do my school activities. Also, that sometimes due to lack of internet I could not enter class.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Yes, since sometimes with a simple click a task could be delivered, and that the activities were more interactive

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: That not being physically in the classroom, it was more difficult to pay attention, since being from home it was easier to be distracted by things that were happening around you

Interviewer: Was the change of modality good for you?

Participant: Not much, since sometimes due to lack of money it was not possible to have internet and as a result not being able to enter classes and hand in assignments.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Very difficult since not being physically in the classroom, it was more likely that I would be distracted by anything that was happening around me and for that reason I would fall behind in learning.

Interviewer: Did you learn more working virtually than in face to face class? Why?

Participant: No, I didn't learn much working online since for me it's more boring. On the other hand, I feel that if I have learned more being in face to face class, since it was possible to interact more easily with the learning and that itself have more impact on the student.

Interviewer: Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Yes, a lot of stress and boredom, since the simple fact of not being able to go out caused very sudden changes in mood that made me stressed being at home every day.

Interviewer: What were some of the challenges you experiment working from home?

Participant: Not always having internet access.

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Yes, some, others did not care if you had internet access or not.

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: Yes, only few, they supported me by extending the deadline to submit work and homework. Others supported me by talking to me.

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

Participant 4

Interviewer: What were the good and bad aspects from working at home?

Participant: Working at home is more comfortable because you don’t have to go to any place, you have all the things for taking your classes and do your homework. The internet connection cannot be a problem because not always is working well and that can affect you.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Not at the beginning because I didn’t know how to use any app before the pandemic. Then, I had to learn how to use them by watching tutorials in internet.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: In one class we just read the presentation and we did the activities as homework’s for the weekend, that was the whole course. Absolutely that was not interesting for me.

Interviewer: Was the change of modality good for you?

Participant: No, taking face to face classes is better for me.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: It was difficult because I spent much time watching my laptop and that was so stressing and frustrating.

Interviewer: Did you learn more working virtually than in face-to-face class? Why?

Participant: I think I learned few things because I often didn't get all that the teacher said.

Interviewer: Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Yes, I felt so stressed because I as mentioned before, I didn't understand all the class and that frustrated me because I didn't know how to do my homework's.

Interviewer: What were some of the challenges you experience working from home?

Participant: At the beginning I didn't have all the tools to take my classes such as: a computer or laptop and internet. It was so uncomfortable and stressing doing everything in my cellphone.

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Yes, some of them were patient and comprehensible.

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: Yes, some of them supported me when I didn't get the class. They explained again.

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Participant 5

Interviewer: What were the good and bad aspects from working at home?

Participant: Internet connection, sometimes my internet didn't work well, and I had problems to get in online classes. Besides, I couldn't concentrate myself because there was a lot of noise, Good aspects: I was home and if I forget homework, I could do it.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Yes, because it was an easy way to do homework and practice and review some topics.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: the way of how teachers gave the class (techniques and material)

Interviewer: Was the change of modality good for you?

Participant: No, because I had problems related to my learning style.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: it was difficult for me. I couldn't concentrate.

Interviewer: Did you learn more working virtually than in face-to-face class? Why?

Participant: I learned more working face to face because I paid attention what the teacher explained in a better way.

Interviewer: Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: After the change of modality. Some problems were: anxiety, stress, and fear.

Interviewer: What were some of the challenges you experiment working from home?

Participant: Being active during the classes and concentration.

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Sometimes

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: Some of the teachers helped me with some activities.

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Participant 6

Interviewer: What were the good and bad aspects from working at home?

Participant: Good: Nobody bother you, I have everything close to me, Bad: Lost the interest in the degree, I think that I don't learn how is supposed to be, emotional issues, internet issues.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: I did, because I learned more how to use the different platforms.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: The classes, because some teachers only read their presentations, were boring for everyone.

Interviewer: The change of modality was good for you?

Participant: In the online aspect, it wasn't, I had a lot of emotional problems. When we go back to the face to face classes, everything went emotionally good for me.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Was really difficult, because the teachers made the classes boring and less interesting

Interviewer: Did you learn more working virtually than in face to face class? Why?

Participant: No, I did not, I get more stressed than I ever imagined.

Interviewer: Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Yes, less self-love (for problems with a teacher)

Interviewer: What were some of the challenges you experiment working from home?

Participant: Internet problems, and the access to a device for the classes

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Some of them, but not every teacher thinks the same way

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: They only motivated you to do the homework's, but anything more.

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

Participant 7

Interviewer: What were the good and bad aspects from working at home?

Participant: you have more free time, the internet frequently failed.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: It became difficult but with practice everything can be done.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: How impressive technology can be.

Interviewer: Was the change of modality good for you?

Participant: No, because the internet in rural areas, where I live, is complicated and failed a lot.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: It was very stressful

Interviewer: Did you learn more working virtually than in face-to-face class? Why?

Participant: I learned more in face-to-face class, because I paid more attention and had no distractions like I had at home.

Interviewer: Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Post-pandemic depression and Anxiety

Interviewer: What were some of the challenges you experienced working from home?

Participant: We couldn't leave the house and that was stressful, zero contact with people gave me anxiety

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Not really

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: No!

“ELT Undergraduate Students’ perceptions on Effectiveness of Online Learning”

Participant 8

Interviewer: What were the good and bad aspects from working at home?

Participant: The good things are that you spend more time with your family and save some money, and the bad thing is that you cannot control something that are out your control (example: Internet issues)

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Yes, I did

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: That the lessons or assignments were often the same

Interviewer: The change of modality was good for you?

Participant: Personally speaking yes, since I was able to be in my hometown

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Personally, it was difficult since I had distractions around me

Interviewer: Did you learn more working virtually than in face to face class? Why?

Participant: No, I missed a lot of topics due to connection problems

Interviewer: Did you experience emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Not really

Interviewer: What were some of the challenges you experienced working from home?

Participant: Problems with the Internet and especially hearing problems

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Not really

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: Most professors apprehended that there were times when it was not possible to be in the sessions.

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Participant 9

Interviewer: What were the good and bad aspects of working at home?

Participant: You don’t spend money for transportation to go to college, Internet connection issues, there isn’t interaction at home

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Obviously

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: Sometimes some teachers don't encourage to participate, the class becomes monotonous when the teacher follows the same procedures.

Interviewer: The change of modality was good for you?

Participant: No, it discourages me because I didn't have a significant learning

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Was difficult because there was noise that distracted me.

Interviewer: Did you learn more working virtually than in face to face class? Why?

Participant: Face to face class because I have significant learning and I write my notes

Interviewer: Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

Participant: Yes, my dad dead., I had problems with my family.

Interviewer: What were some of the challenges you experiment working from home?

Participant: Technical issues, Noise surrounding and Desconcentration

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Some of them

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: I don't think so.

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Participant 10

Interviewer: What were the good and bad aspects from working at home?

Participant: The good aspects were that I didn't have to spend money on food, I could wake up minutes before my class and I didn't have to choose my outfit. And the bad aspects were that I was very distracted in class and didn't pay attention, it also made me very sleepy.

Interviewer: Did you find easy the use of digital tools to continue studying?

Participant: Yes, because on the internet there are a lot of pages and websites in order to seek any information.

Interviewer: What were some of the aspects you found less interesting during the online courses?

Participant: Class activities were almost non-existent or very boring. And the homework, the teachers assigned a lot of homework.

Interviewer: The change of modality was good for you?

Participant: I think so, because in the pandemic I changed many habits.

Interviewer: How easy or difficult was it for you to get focused in your online classes?

Participant: Very difficult since I am very distracted and I could not concentrate in class.

Interviewer: Did you learn more working virtually than in face to face class? Why?

Participant: No, because I didn't feel like entering virtual classes. However, I think that having direct access to the internet in the classes was very useful and good since it made the classes easier and new things were learned.

Interviewer: Did you experiment emotional problems during the lockdown or after the change of modality? What were some of the problems?

Yes, I started to have anxiety and insomnia as I was desperate to be locked up and wanted to see my friends and family.

Interviewer: What were some of the challenges you experiment working from home?

Participant: When I had to do a team project, it was difficult to get in touch with my colleagues, since not everyone had time to connect.

Interviewer: Did the teachers motivate you to continue doing your best during online courses?

Participant: Some teachers yes, but the majority gave classes for a long time and did not put activities, the classes were boring.

Interviewer: Did you feel the support of your teachers during the virtual classes? How?

Participant: Of some teachers yes, since they were very kind in answering messages or having individual sessions for any questions.