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“EFL techniques and strategies for distance teaching in public vs private basic education during COVID-19 pandemic”

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“EFL techniques and strategies for distance teaching in public vs private basic education during COVID-19 pandemic”

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DEDICATORY

Esta tesis se las dedico principalmente a mis padres, Marcelino y Altagracia.

A mis hermanos Alan y Uriel.

Y finalmente a mi hermosa hija, Abril, porque eres mi mayor motivación para ser mejor cada día.

A ellos y a toda mi familia, que estuvieron a mi lado apoyándome, les agradeceré eternamente sus consejos y ayuda durante la universidad, así como antes y después de ser mamá.

Con todo mi cariño.

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Finally, I dedicate this thesis to my beautiful daughter, Abril. You were my reason to finish this project. This is for you. I will always love you. To all my family, thank you for everything.

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ABSTRACT

The world faced a crisis when COVID-19 pandemic arrived, especially in the educational field. In Mexico, COVID-19 pandemic changed the way how teachers and students interacted in classes. This research explored the teaching strategies and techniques that English Foreign Language (EFL) teachers used during the COVID-19 pandemic in all levels of private as well as public basic education. Thus, based on the information obtained from the surveys, the background information from the participants of this study are divided into two categories. The first category is from public basic education and the second are from private basic education institutions.

This study is qualitative descriptive research because it investigates the teaching strategies and techniques used by EFL teachers during the COVID-19 pandemic. The participants in this study were 6 EFL teachers, 2 from kindergarten, 2 from elementary and 2 from secondary school. Three of these participants belong to public institutions and the other three from private institutions.

The findings of this study show that there are different teaching techniques and strategies used by all participants. Mostly, all of them were adapted by the EFL teachers who used them to improve and continue teaching EFL online. Finally, some suggestions are proposed based on these EFL teachers' experiences during this period.

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CHAPTER I

INTRODUCTION

During the pandemic COVID-19, which started in 2019, most of the schools were closed. Education suffered a dramatic change in teaching. For instance, teachers modified their classes to accomplish the scholar year through distance teaching. The United Nations (2020) argued that, in order to respond to this crisis, it was necessary to suspend face to face classes by using a variety of platforms and formats in order to achieve distance teaching.

According to UNESCO (2022), the school's closure affected 1.5 billion students around the world. In Mexico, according to Ortiz, Linares & Moreno (2020), the pandemic COVID-19 disturbed 33 million students' learning in elementary schools, junior high schools, high schools, and universities. This impact carried high social and economic costs affecting education; as Parks (2020) mentioned, this included interrupted learning, poor nutrition to those schools who provide meals, parents unprepared for homeschooling, social isolation, parents prioritization of some children' learning over others. Therefore, this research aims to investigate 6 EFL Mexican teachers' techniques and strategies used in distance English as a Foreign Language (EFL) teaching during COVID-19 pandemic.

1.1 Rational for the topic selection

There exist two main points to consider at the time to decide developing this study. Firstly, distance teaching was the key for education during COVID-19 pandemic. According to Tadesse and Muluye (2020), COVID-19 pandemic made all educational systems adopt distance teaching since it promoted the change of face to face into online or virtual learning. Moreover, Wu (2021) affirmed that teachers had to alter their teaching methods even if they were prepared or not during COVID-19 pandemic. Although it was their first time for some EFL teachers to teach online in order to help students to continue their learning-teaching process, some academic institutions provided resources and software during this period of time (Kounenou et al., 2022). Therefore, the implementation of distance teaching during the

COVID-19 pandemic happened in different ways for teachers and students from private and public basic education institutions in Mexico. In this case, this research intends to explore how this distance teaching affected both sides.

Secondly, Tadesse and Maluye (2020) mentioned that there is a significant difference between private and public institutions due to the fact that students do not have equal access to technology and educational materials. Also, Chen (2020) says that with insufficient government funding, public schools suffered from lack of resources for online classes while private institutions dedicated to providing the most accessible and effective learning resources and environment during the COVID-19 pandemic. Furthermore, Lindenberger (2022) states that differences and benefits in private vs public schools are huge. For instance, he points out that 48% of teachers from public institutions have a degree while only in private schools 36% of teachers have a degree. Regarding the class sizes, the average is 25 kids in public institutions while in private there are around 19 kids. Also, he claims that public schools are supported by the government, so parents do not pay more than just a small fee. On the contrary, private institutions cost an average of \$7,000 to \$25,180 dollars per year. Therefore, in this study it is pretended to compare the teachers' distance teaching strategies and techniques within their private or public education contexts.

1.2 Significance of the study

This study is important because it is necessary to raise awareness about the difference between distance teaching in private and public Mexican institutions during the COVID-19 pandemic. Findings in this investigation may give practical and useful information, first of all, for EFL students because new techniques and strategies for distance teaching are enlisted. This list of techniques and strategies will help language students to realize the different options they have in order to keep learning, no matter the distance. According to Nguyen and Terry (2017) learning strategies promote student's ability to find what is better for them, to drop old strategies and try to use new strategies as well as the unfamiliar. It also mentions that it is important for teachers to be flexible to learn new strategies that have been found or developed

for students. Therefore, learning and adapting new strategies in distance teaching will promote students' acquisition of language.

Secondly, for teachers and pre-service teachers, this study may be a first step to know and improve teaching techniques and strategies to teach EFL. According to Liu and Zhu (2020), "curriculum and pedagogy need to be updated, and should become models of successful online pedagogies that could be taken into future teachers' practices" (p.698). So, language teachers have to improve their teaching strategies regarding the educational situation; and they should try to make education flexible. In this specific case, many EFL teachers adapted their techniques and strategies to various learning platforms during a time of crisis (Tadesse and Muluye, 2020). In other words, during this COVID-19 pandemic, EFL professors used different distance teaching techniques which helped students to learn and apply their EFL into practice.

Thirdly, this study may also raise parents' awareness about how teachers develop and adapt their courses in order to be emphatic during distance teaching. During COVID-19 pandemic, some parents stayed at home with their children to prevent the spread of the virus; thus, it was a difficult time for schools and families (Stelmach, 2021). Parents took a role where they were not prepared because the pandemic made teacher-parents relations strained and strengthened. Stelmach (2021) points out in her studies that 45% of parents increased their respect for them. However, 43% of parents reported a decrease in interaction with teachers while 18% increased their communicative relationship with teachers. Thus, the results of this study will help to make parents conscious about the effort from EFL teachers during pandemic, and perhaps, to apply these strategies and techniques to make their children practice the EFL. That would increase the engagement and support from parents for schools and for teachers (Schleicher, 2020).

1.3 Context of the Research

This research is having six English as a Foreign Language (EFL) teachers as participants. There are two per each level of basic education which are kindergarten, elementary and

secondary school. In each educational level, there is one private and one public institution where distance teaching techniques and strategies are proposed for this study. All these institutions are displayed in the following paragraphs and are located in Puebla City, Mexico.

On the one hand, within the private institutions that participated in this research there are one kindergarten, an elementary school, and a secondary school. First, *Carrusel* is an institution that offers kindergarten and a nursery school located in El Mirador, 18 south street 3908 in Puebla City. It has been 24 years since its foundation. This kindergarten student population is currently around 56 students. According to Kinder Carrusel (2019), this institution is bilingual and offers a lovely, positive environment and equally national identity and multiculturalism; and students can practice rights and values. The participant that is considered for this inquiry is a thirty-one year old female. She has been enrolled in Kinder Carrusel for 4 years. Second, the elementary school level is in a bilingual institution called *Colegio Bilingüe L'école*. This school offers nursery, kindergarten, and elementary school levels. Colegio Bilingüe L'école has been in Villa Carmel, 20 south street 4314 in Puebla City. It was founded 30 years ago. The elementary level students' population is around 120 students. According to Colegio Bilingüe L'école (2020), this school offers changes in social, intellectual, and emotional people's life. It allows its students to develop their knowledge, abilities, values, beliefs, and habits in daily life. The participant from this institution is a thirty-one year old female. She has been working in this institution for around 6 years. Third, the secondary school is called *Fundación Escolar ABC*, it has 150 students. It is located in Ex Hacienda San José Chapulco, Puebla City. It has been 23 years since its foundation. This institution has kindergarten, elementary and secondary level. According to ABC school (2021), this institution is bilingual and offers to educate young people passionate about learning and motivate them to be leaders to accomplish their goals. The participant for this study is a twenty-nine year old female. She has been enrolled in this institution for the last 5 years.

On the other hand, regarding the public institutions, there is a kindergarten, an elementary school, and a secondary school as well. First, the Kindergarten's name is *20 de Noviembre*. It

has 225 students. It is located in San Baltazar Campeche, Avenue Vicente Guerrero 401 in Puebla City and this school has 20 years since its foundation (Estudia, 2016). According to SEP (Secretaria de Educación Pública, 2015a) children have the capacity to develop different abilities such as thinking, expressing, asking questions, and interacting with their parents and partners. The participant from this institution is thirty-two years old female EFL teacher who has been enrolled for 6 years. Second, the Elementary school named *Profesor Luis G. Salazar* has 810 students. It is located in Rafael Lara Grajales 10 in Puebla City (Centros Educativos, n.d). This school has 45 years since its foundation. The participant from this institution is a twenty-eight year old male. He has been enrolled in this for 2 years. Finally, the public secondary school is an institution called *Centro Escolar Presidente Guadalupe Victoria* located in Avenue Roseville, Chignahuapan, Puebla (Estudia, 2016). This school has been 40 years since its foundation. This institution has kindergarten, elementary, secondary, and high school. The participant from this institution is a thirty-two year old male who has been working as EFL teacher for 4 years.

1.4 Aim of the Study

This section of the thesis presents the aims of this research. This study aims to enlist and compare public and private basic institutions' techniques and strategies used during distance teaching in COVID-19 pandemic.

1.5 Objectives of the Study

In order to achieve the previous mentioned aim, the following objectives need to be developed:

- To design a research instrument to gather information from participants.
- To apply the survey to know the strategies and techniques used during distance learning in COVID-19.
- To compare the techniques and strategies used in distance teaching in public vs private basic education during COVID-19

1.6 Research Questions

This section of chapter one presents the research questions that this study aims to answer.

- According to the participants, which are the most used techniques and strategies in both private and public basic education during distance teaching?
- According to the participants, which are the least used techniques and strategies in both private and public basic education during distance teaching?
- According to the participants, are there any other suggested strategies or techniques that were used in both private and public basic education during distance teaching?

1.7 Conclusion

To conclude this chapter, it is important to remember that COVID-19 pandemic made changes, especially in education. During this contingency, education changed its modality from face to face to online. Teachers adapted their EFL into distance teaching and students continued their learning process. This chapter presented a brief introduction about the research topic for this thesis and how the pandemic affected the education field. This study aims to enlist distance teaching techniques and strategies used during the COVID-19 pandemic. Therefore, the following chapter aims to introduce readers to the main topics considered for this thesis.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to define the important concepts about distance teaching. In this chapter, it is important to set the definition of online and virtual teaching by establishing the differences between them. Also, it is presented how EFL teaching is in the Mexican context and how Mexican education was during the COVID-19 pandemic. Later, the differentiation between teaching strategies and teaching techniques is displayed. Finally, the EFL teachers' techniques and strategies are going to be explained in order to check this study's findings.

2.1 Distance teaching

According to Moore (2013, as cited in Simonson, Smaldino & Zvacek 2015), distance teaching refers to a family of methods that are used to teach learners and the presence is not required. So, the communication between the teacher and the learner should be by printed documents, or the use of electronic devices or applications. In other words, Moore states that the use of electronic devices is important for teachers and students to be in contact when presence is interrupted. On the other hand, Schneider et al. (2021) mentioned that distance teaching is an alternative in a classroom teaching that allows flexible learning in this case a combination of learning place, classroom, or home. It is also flexible learning in terms of time; this means a difference in schedules from home and schools. As they mentioned in their studies, distance teaching will be successful only if students and teachers are well prepared in equipment and engaged in distance teaching.

In fact, the author of this thesis believes that distance teaching is flexible which means to be adaptable to the teachers' needs. Consequently, distance teaching depends only on how well teachers and students are prepared. To affirm this Carillo & Fuentes (2020, as cited in Mankki 2021) established that distance teaching requires a well-designed pedagogical approach, original and relevant assignment and appropriate technology and tools. Therefore, it is considered that distance teaching implies the use of methods that allow teachers to teach when face to face mode is available or interrupted; for instance, during COVID-19 pandemic.

In the following paragraphs, some negative and positive impacts of distance learning aim to be explained.

Positive impacts

According to Øgaard (2018) distance teaching means to give opportunities to people who live in remote areas access to education; this means that it is not necessary for them to leave their place. Another aspect that characterized distance teaching is that it helps to educate when face to face is not possible and helps to be updated. The implementation of distance teaching is viewed as a positive change in the development of technologies and schooling for the future as affirmed by the European Commission (2008, as cited in Øgaard, 2018). In addition, Kruse et al. (2022) mentioned that one advantage of distance teaching in a foreign language teaching is that it contributed to the development of new competences in the new technologies among teachers and students. Thus, we can say that it provided opportunities for the access of modern electronic resources, digital tools, and apps.

Negative impacts

Regarding the negative impacts from distance learning during the COVID-19 pandemic, Kim and Asbury (2020) said that this transition made teachers feel harmful at the moment to apply distance teaching. They did not feel like real teachers since teaching switched from face to face to distance teaching and classes were adapted in distance. Similarly, Singh and Hardaker (2014, as cited in Mankki, 2021) argued that, during this educational mode change, teachers lost control and fear over their own teaching. This situation, according to Ferri et al (2020), brought social problems related to the limited space at home because other members were working or studying at the same time, this changed communication and living evoked stress. Finally, it can be assumed that teachers, students, and parents experienced a dramatic change not only in their education environment, but in their way of thinking and feeling, this can motivate them to be prepared educatively for the future.

2.1.1 Online teaching vs virtual teaching

When teaching through the use of distance mode, there can exist two different classifications, *online* and *virtual* teaching. On the one hand, during the COVID-19 pandemic teachers implemented a lot of online teaching which means that they used various resources and digital tools to try to solve the situation and create new approaches for teaching (Eickelmann & Gerick, 2020 as cited in König, Jäger-Biela & Glustch, 2020). Similarly, Luu Nguyen (2021) stated that online teaching refers to any type of teaching or learning interaction through internet connection avoiding the traditional face to face mode. Nevertheless, Luu Nguyen said that there are some challenges that teachers face regarding online courses instruction, technology facilities, online management class and teaching methods. To affirm this, Chou and Chou (2021) mentioned that online teaching requires teachers to have access to online research resources and have technical skills too. This is to say that having good technical skills will help teachers to be more adaptable and interactive with students. Teachers are able to be creative and improve their professional development through distance teaching. In addition, Anderson (2011, as cited in Rapanta et al, 2020) defined online teaching as a situation in which the learner is separated from the teacher, the learner uses any kind of technology to keep in contact with the teacher and interact with other learners and access to any type of learning materials for his learning purposes. To conclude the conceptualization of online teaching, the researcher of this thesis claims that it is important that the use of technology in online teaching helps teachers and students in the learning process. This activity breaks the traditional face to face teaching and provides a new teaching environment that can be beneficial for both due to the different, creative, and interactive activities that technology helps us to create.

On the other hand, the concept of virtual teaching aims to be clarified. Firstly, Calvo et al. (2022) refer to virtual teaching as a type of teaching where the communication is between the transmitters (teacher) and receivers (students) more directly. Thus, digital communication stops barriers against mental and physical distances between the teacher and students.

Shahzad et al. (2020) mention that in the virtual teaching process all the participants, in this case teachers and students, log simultaneously and the teacher delivers teaching material. Moreover, Sanford (2020, as cited in Shahzad et al. 2020) refers to virtual teaching as a teaching process where there is no physical communication between teacher and students. Thus, they are separated in terms of time and place. Although there are significant problems during the development of virtual teaching because it provides a limited number of requirements during teaching and the learning process, some problems that occur during virtual teaching such as the interaction between teacher and students (T-Ss), vice versa or even student to student (S-S) interaction is not the same as face to face (Shahzad et al., 2020). The lack of classroom environment, technical issues, and the lack of Information Technology (IT) equipment affect some students' development. The correct and proper training of virtual teaching-learning for teachers and students.

In conclusion, the similarities between online and virtual teaching are that both of them do not have face-to-face interaction as the traditional teaching requires. Also, the communication between teachers and students is using technology and the internet. Thus, some common problems between them are the expertise of using this kind of teaching, lacking equipment, or accessing the internet. Meanwhile, the differences between online and virtual teaching are that *online* teaching refers to an interaction which occurs most of the time between teacher and students in *specific time but separated in distance*. *Virtual* teaching interaction *does not have to coincide*. In virtual teaching *the documents or work are uploaded to work separately or in teams*, but this method is strictly with technological resources. Conversely, online teaching is distinguished by the *personalized accompaniment* to the students even when it requires to work in teams.

2.2. EFL teaching in Mexican education

Mexican education is divided into public and private education. All educational Mexican levels of education are enrolled in SEP, no matter if you are a private or public institution. SEP Secretaría de Educación Básica (Ministry of Public Education) and has the purpose to create

conditions that allow Mexican citizens to access to quality education wherever it is required (SEP, 2020). According to SEP (2015), there exist 3 levels of education: basic education, upper middle education, and higher education. This study is only focused on basic education which consists of kindergarten, elementary and secondary school. Additionally, in Mexico, it has been established '*El Modelo Educativo*' (educational model) since 2017.

Based on SEP (2017a), *Modelo Educativo* is the way in which the component of an educational system articulates from the administrative management to the curricular and pedagogical approach. Its main objective is quality and equity in education where the learning goals and training of people are the main educational center. In particular, this educational model has 5 cores within basic education: *the curricular approach, school as the center of the educational system, training and professional teachers' development, inclusion and equity, and governance of the educational system* (SEP 2017a).

-*The curricular approach* refers to the establishment of what has been learned from kindergarten to high school which implies a humanist approach based on the findings in educational research. This curricular approach focuses on the development of key learning which contributes to the integral development of students by allowing them to learn throughout their life. Additionally, this core of the educational model helps students in their social and personal development, and it incorporates the socioemotional abilities in their academic training.

-*School as the center of the educational system* focuses on approaching high learning achievement to all students. It pretends to compound schools with more autonomy such as more capacity, faculties and resources, teachers, directors, managerial leadership, collegial work, less administrative workload, worthy infrastructure, access to the Information and Communication Technology (ICT), connectivity, pedagogical technical assistance, and more participation from parents.

-*Training and professional teachers' development* refers to a professional teacher focused on their students' learning and producing an inclusive learning environment. Teachers engage students with the continuous improvement of teaching and being able to adapt the curriculum

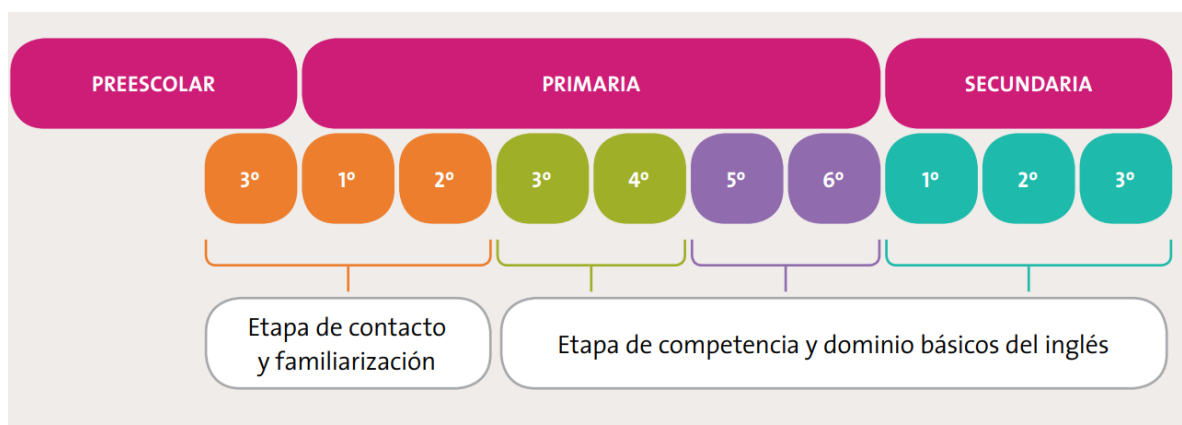
to a specific context. This professional teacher's service works as a system of development based on merit, with an evaluation process that allows to offer an appropriate and quality continuity formation.

-Inclusion and equity, this educational system must stop barriers against access, participation, presence and learning to all students. Inclusion and equity must be basic principles that lead the system functioning to take measures to those students that are in a vulnerability situation.

-Governance of the educational system defines an effective participation based on different participants, and sectors from society in the educational process and coordination between them, the federal government, educational local authorities, the INEE (The National Institute for Evaluation of Education), the trade union, parents, schools, teachers, civil society and the legislative branch. This will define the clear objective of children and younger people receiving an integral education and preparation to live plenty in XXI society (SEP, 2017a).

Regarding the foreign languages subject, SEP (2017b) points to integral education as key for learning; this means that English as a Foreign Language (EFL) was set as mandatory in basic levels of education. The purpose of this EFL subject is that students develop abilities, knowledge, attitudes and learning strategies to participate and interact in the language social practices, spoken and written with native or non-native speakers of English (SEP, 2017b). EFL as a subject is divided into 2 stages: the first one is to promote the familiarization of the language with EFL since it is the first contact. It covers from the 3rd grade of kindergarten to the 2nd grade of elementary school. The second stage has the objective of continuity and EFL domain (See Figure 1). It covers from the 3rd grade of elementary to the 3rd grade of secondary school.

Figure 1. Organization of EFL in basic education.



The standards in this model, *Modelo Educativo*, were defined with the support of 2 frames. The first one is *Marco de Referencia Nacional* (MRN, Frame of National Reference) and the *Common European Framework of Reference* (CEFR). Firstly, the MRN (developed by SEP) offers descriptive scales and competencies in the domain of English. This frame is the equivalence of the CEFR. The second one is the CEFR and *Association of Language Testers in Europe* (ALTE) which present a combination of descriptive scales and competence in order to unify learning and teaching of English. Therefore, the English as a Foreign Language (EFL) subject in Mexico only uses these frameworks as a reference to build standards in Mexican education (SEP, 2017b).

The Mexican educational system has a specific program in charge of providing EFL classes to all basic levels of education stated in the Educational Model called *Programa Nacional de Inglés* (PRONI, English National Program). The federal government issued the *Acuerdo Numero 37/12/2022 por el que se emiten las Reglas de Operación del Programa Nacional de Inglés para el Ejercicio Fiscal 2023 in the Official Journal of the Federation (DOF)*. In other words, DOF is the agreement about PRONI's rules of implementation in basic education. According to DOF (2022), PRONI is focused on the teaching and learning of EFL; it contributes to the personal and social development with inclusion by taking into account the diversity and multiculturalism.

PRONI started, in 2009, the pilot phase in the 32 states of the Mexican country; it was considered from 3rd grade of kindergarten to 6th grade of elementary school only. Then, in 2011, the second phase started considering the 1st, 2nd and 3rd grade of secondary school as well. By 2015, in the expansion phase, PRONI was implemented from 3rd grade of kindergarten to 3rd grade of secondary school. The objectives of PRONI, according to DOF (2022), are the following:

Firstly, to support the international certification of the English domain from students of 6th grade of elementary to 3rd grade of secondary school. Secondly, to support the academic strengthening or in this case the academic international certification for teachers. It aims to work with external consultants specialized in EFL as well as the international certification in didactics competences in the English teaching from basic public education participants of PRONI. In addition, PRONI is guaranteed by Cambridge University in their curricular proposal. This proposal established in the current plan and study programs from kindergarten, elementary and secondary school which is divided into 4 stages (Cycle I: 3rd grade of kindergarten, 1st and 2nd grade of elementary; Cycle II: 3rd and 4th grade of elementary; Cycle III: 5th and 6th grade of elementary and Cycle IV: 1st, 2nd and 3rd grade of secondary school). It is established that at the end of these stages, the students achieve a level B1 in the CEFR in secondary school (DOF, 2022).

2.2.1 Mexican Education during COVID-19 pandemic

This section of the literature review aims to present the landscape that Mexican education faced during the COVID-19 pandemic. Two different perceptions from this period of time would be stated. Firstly, some authors mention that, in Mexico, the educational system was not prepared to face COVID-19 pandemic, neither students nor teachers. Fernandez et al. (2020) mentioned that COVID-19 pandemic highlighted the lack of Mexican teachers training on incorporating technology in their classes, the insufficient technological capacity, the lack of technological access in Mexican households, and the deficiency to establish and design a plan for the distance teaching by the Mexican government and educational institutions to give

continuity in students' learning. Breña (2022) points out that it is not necessary to be an educator to know that teaching in distance would not be the same as face-to-face mode before COVID-19 times. Education in Mexico had a lack of resources, competences, and abilities in the system, and due to the COVID-19 pandemic, this lack of competences increased. Breña also mentioned that, for this modality of distance teaching, it is not enough just to develop and evaluate a lesson plan. Currently, teachers need to know how to program online activities, learn and explore new applications to fill these blanks. Additionally, Comisión Nacional para la Mejora Continua de la Educación (MEJOREDU, 2020, as cited in Backhoff, 2021), mentioned that in Mexico 85% of teachers were working in distance teaching but only 64% occurred in poor regions. The results from Backhoff's interviews showed that during the pandemic 7 out of 10 teachers spent more money on the internet, electricity, and telephone while 56% of parents spent more on photocopies and 64% on instructional materials. In addition, between 71% and 87% of teachers reported an increase in worktime. Similarly, between 52% and 83% of students spent more time on some school activities. Additionally, the same happened with 6 out of 10 parents who affirmed that it was hard to develop housework with their children around.

On the other hand, during this period of time, teachers needed to know how to organize learning evidence and how to communicate with parents, motivate and create consciousness in students through a screen (Breña, 2022). Therefore, we can mention that after COVID-19 pandemic, some people tried to make some changes or implementations to cover gaps in Mexican education. For instance, Osorio (2020) said that the Mexican government, through SEP (Secretaría de Educación Pública in Spanish, Ministry of Public Education), activated and developed '*Aprender en casa*' (learn at home) which is a program where students from elementary and secondary school have access to educational content by watching TV or online to continue their distance learning. Unfortunately, this SEP's program was not accessible for all the students, mainly the ones in rural zones which have no internet access and no technological resources. In fact, private institutions are trying to survive to COVID-19 because they do not receive any government support (Breña, 2022). As it is known private

institutions work with student fees instead of any government support; however, teachers made online classes, innovated, adapted and created new services. Private institutions tried to restrain students from quitting school by talking to parents about tuition discounts, facilities to pay or scholarships (Villar, 2020, as cited in Forbes, 2020). Another implementation during COVID-19 pandemic in distance teaching is the study carried out at the Faculty of Languages at the Benemérita Universidad Autónoma de Puebla (BUAP). During the pandemic, online learning allowed interaction between teacher and students, it also encouraged access to resources and the use of telecommunication systems where EFL courses could be done. In their study, Juárez Pacheco & Lara Calvo (2022) found that EFL pre-service teachers feel positive practicing speaking and reading through the Microsoft Teams app (MT). Therefore, in Mexico the implementation of applications such as MT had a positive impact on the teaching-learning process since these participants felt optimistic and confident during the use of this app.

As a conclusion, even when technology or resources were not appropriated or enough, it seemed that distance teaching was something that Mexican education tried to face. Teachers and institutions made all kinds of efforts to continue their courses by implementing the use of apps, resources, TV programs and printed materials in order to cope with the situation. Teachers, students, and parents created a strong rapport to continue their learning even at a distance.

2.3. Teaching techniques vs teaching strategies

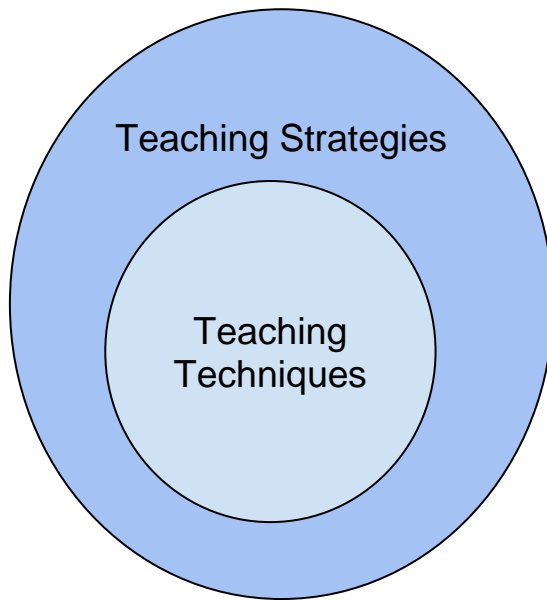
This section of the thesis pretends to establish the difference between strategies and techniques in order to clarify what they are and categorize the obtained data in this study. Regarding the term strategy, Ayua (2017) has claimed that teaching strategies are the identification of a particular behavior which helps to achieve effective teaching or learning. Similarly, Hasanova et al (2021) defines teaching strategies as a precise plan of activities that teachers do to ensure effective teaching or learning. It is also an action plan created to achieve specific goals. They also mentioned that teaching strategies evolve to establish and define the

teaching methods. In addition, Sarode (2018) mentioned that teaching strategies are those methods to help students achieve their learning goals and the course contents also identified the different methods available to the development of the correct strategy. Daniel (2021) affirmed that teaching strategies are the set of actions, the goal, and the plan to achieve learning. Consequently, the researcher of this study can affirm that teaching strategies refer basically to the plan that teachers follow to achieve their goals with their students.

On the other hand, teaching techniques, according to Hasanova et al (2021) means a unique way to carry out a specific task in the teaching or learning process and the individual teachers' way of applying a strategy through a technique. Also Doff (1988, as cited in Pratolo et al, 2018) mentioned that there is a relation between teaching techniques and how the learning activities are performed or organized. Thus, a teacher can change their techniques if he thinks that the new one will work better, especially to improve students' learning. Additionally, Brown (1985, as cited in Pratolo et al, 2018) affirmed that teaching techniques is the way a teacher chooses how to present the language materials to students, and then fit it into their needs. Therefore, this researcher can conclude that a teaching technique is the manner that teachers perform or carry their activity to achieve their objectives.

To sum up, it is noticed that teaching strategies means a path of planned activities which are intended to achieve a specific purpose and the development of their themes. Also, it could be something abstract like a thought. Conversely, teaching techniques refers to those ways in which something is done, the way of carrying out a particular task, it can take the form of an activity or exercise in order to complete a task according to the students 'needs. We can say that they complement each other when teaching, in this case, English as a Foreign language (See Figure 2).

Figure 2 Teaching strategies and Teaching Techniques



2.3.1 EFL teachers' techniques and strategies

This section of literature presents the different strategies and techniques proposed to teach EFL by different experts. According to Ayua (2017) some specific *teaching strategies* are *set induction, examples or establishing appropriate frames, planned repetition, stimulus variation, effective use of questions*. Firstly, *set induction* is a strategy to open and create a good environment in the classroom. Also, it is a pre-planned action by the teacher to create an atmosphere of interest, motivation, and curiosity. Secondly, the *use of examples or establishing appropriate frames* refers to use appropriate references, good examples, relevant to the subject, for example verbal example should be in analogy or metaphor and concrete examples are better than verbal ones because students used imagination and all kinds of representation of reality helps as stimulation which is a good as teaching example. Thirdly, *planned repetition* is a sound strategy which helps the student or learner to over think and repeat and learn at the same time, this strategy will be helpful if it is well planned. Fourthly, *stimulus variation* refers to those strategies used to be flexible during class using different movements, gestures, interaction between students, the use of voice, silence, charisma and maintaining an uneven speed in lesson. This can help to keep interest in students' learning.

Finally, *the effective use of questions* is an important skill that teachers must dominate, this ability evoke to use answerable and appropriate questions for students.

On the other hand, teachers can teach effective teaching using the adequate techniques in a lucid, depth and efficiency way, the use of different teaching techniques help to attain their teaching objectives. Some examples of teaching techniques in modern education according to Vijayalakshmi (2019) are *Brainstorming, Micro Teaching Technique, Programmed learning, Inquiry based learning, Mind map, Cooperative learning, and Dramatization*. Firstly, *Brainstorming* is a creative technique which helps to generate innovative ideas for solutions. It is also used to solve problems or to make synthesis; it provides benefits from others bringing ideas and helping each other. Secondly, *Micro Teaching Technique* is to practice teaching skills in order to become a good teacher. It is a set of teaching behaviors where teachers bring the total attention and desires of changes in students. Thirdly, *Programmed learning* is a research system which helps students work successfully. In this case the learning material should be textbooks or a computer. The way of presenting this kind of material is in a tested logical sequence for example, the learner gives a question to test their comprehension, then the answers are shown, this means that the learner receives responses immediately to know the knowledge acquired. Fourthly, *Inquiry based learning* refers to developing in asking questions, scenarios, or problems. So, inquirers will identify and research issues to solve to create their own knowledge in students and give solutions to real situations. Fifthly, *Mind map* is an innovative technique because it illustrates the relationship between ideas and concepts. This kind of technique is represented in circles, boxes, and concepts are linked by phrases or words explaining connection in ideas. This technique absolutely helps to organize, discover new ideas and recollect information for a long time and provides effective learning. Sixthly, *Cooperative learning* is an effective technique which helps students work in teams and help each other. The use of different learning activities improves their understanding and creates a good learning atmosphere. Students work in teams to accomplish the assignment until they complete and understand it. To conclude with techniques, *Dramatization* is a modern technique as Vijayalakshmi (2019) mentioned to help students use their own imagination

through the characterization using costumes, accessories, and environment. This improves their creativeness and language usage, speaking, and listening skills.

2.3.2 Technological teaching techniques

Vijayalakshmi (2019) also involves media or the use of technology in teaching techniques and he established the following *audio aids*, *visual aids*, *audio-visual aids*, *interactive electronic white board*, *M-learning*, and *E-learning*. Firstly, *audio aids* refer to those devices which help to improve phonetics, pronunciation and spoken English in students. Some examples the author gives are recorders or cassettes. Secondly, *visual aids* are those resources like the traditional aids such as pictures and charts which are still in use in classrooms. There are other visual aids used in recent years like motion pictures, slides and similarly. In modern times the revolution of technology brings resources such as e-books and portable electronic devices that are mainly used for reading skills. Thirdly, *audio-visual aids* have been adopted in many educational institutions as an effective resource helping students to their learning. With the growth of technology students showed more interest in PowerPoint presentations because they developed teamwork between students involving active participation. Fourthly, *interactive electronic white board* refers basically to the use of the blackboard as a touch screen connected to a projector, thus it will project the learning material. Students can do different activities such as mathematical calculations, scrabbles, or games without the need to touch the computer. Fifthly, *M-Learning* is a technique where learning can be used in different contexts through content or social interactions. The use of electronic devices such as laptops, mp3 players, notebooks, mobile phones and tablets are a few examples that students can take in anytime and anywhere using technologies. Sixthly, *E-Learning* refers to the acquisition of knowledge through the use of any electronic technology (Ong & Wang 2004, as cited in Vijayalakshmi, 2019).

To conclude, it is important to remember that providing good and effective teaching strategies will enrich students with a variety of activities and they can choose the suitable one for them (Amin, 2017). Also, the use of effective teaching strategies helps teachers enhance and

support their students' learning; meanwhile in teaching techniques, teachers help students to participate, improve, and extend their own abilities. Therefore, teaching techniques help to promote work in groups by helping each other. Also, teachers can learn with the students during this process, not only students. In fact, Vijayalakshmi (2019) mentioned that different teaching techniques are characterized for exchanging learning information of living experiences between teachers and students. Thus, language learners will improve their language knowledge and use it in the correct time to achieve their learning objective.

2.4 Conclusion

In conclusion, all this chapter aimed to present relevant information about different concepts related to this study's aim. Generally, this chapter shows the impact that COVID-19 pandemic made into Mexican education and how EFL teachers faced this situation. Finally, this chapter presents the different literature related teaching strategies and techniques when distance teaching has been applied.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research design used for this inquiry. Therefore, the research methodology is established and the context where this research is performed. Later, this chapter presents the participants and the instruments that were used to collect the data. Finally, the overall research design where the process of the data collection is explained, and the data analysis section states the plan to analyze the collected data.

3.1 Methodology

According to Creswell (2009, as cited in Bozkurt & Öztürk, 2022), qualitative research is focused on comprehending, testing, describing and interpreting ideas from a context. Similarly, Ezer & Aksüt (2021) mentioned that qualitative research is researched in their natural environment as cases or events that are examined in depth and the qualitative process helps to understand the perceptions and experience of individuals. Therefore, the purpose of qualitative research is to investigate, to understand and make sense of an event or situation in their natural environment. In addition to these definitions Janusheva et al (2022) mention that qualitative research tries to answer questions by examining different settings, groups or individuals who live in. Researchers consider participants' thoughts as the most important to analyze and interpret the meaning, thus qualitative interpretation is a combination of the researchers' and participants' interpretation of a situation and perceptions. Specifically, this study is having a qualitative approach because it is important to discover new information through the analysis of the strategies and techniques used in distance teaching in COVID-19 pandemic, therefore, this considers participants beliefs or considerations when teaching EFL in distance teaching. Also, this study aims to use a descriptive methodology in order to achieve its purpose. According to Mishra and Alok (2017), a descriptive methodology is an investigation of all kinds where findings are crucial, the main feature is that the researchers only report what is happening or happened. Nassaji (2015) affirms that descriptive research

describes a situation and its characteristics; it is more focused on how and why things happened. This research occurs without the intervention or modification of the variables. In addition to these definitions, McCombes (2022) states that descriptive research refers to describing a population or situation it answers questions as how, what, where but not why questions. McCombes mentions that it is appropriate to use it when the researcher wants to identify characteristics or categories. In summary this research will focus on qualitative descriptive research because it will investigate the teaching strategies and techniques used by EFL teachers during the COVID-19 pandemic. The information obtained will be analyzed and interpreted without any modification from the researcher's standpoint.

3.2 Context

This study is carried out in 6 different public and private institutions from basic education all located in Puebla City. *Public basic education* consists of 3 levels: kindergarten, elementary and secondary school.

Based on SEP (2015a), *at kindergarten level*, children must have opportunities to use their abilities and continue learning and growing. Thus, a teacher is the key to driving the learning process because it is established, set out, and finds the way to motivate and involve students in beneficial activities for their competence development. Meanwhile, students in elementary education have different changes during their learning development process (SEP, 2015b), The elementary education system offers a coherent formative route which gives continuity to the learning development from kindergarten to elementary. Then, SEP (2014) established that in this secondary level students require more comprehension, counsel, and tutorial support because they will face different situations in their educational pathway from physical, emotional to future studies.

On the one hand, the public institutions are, first, the kindergarten named *20 de Noviembre* is located in San Baltazar Campeche, Avenue Vicente Guerrero 401 (Estudia, 2016). This school is small in population, for example the student population is around 225 and 10 teachers (1 EFL teacher), 1 principal. The English subject is in charge of 1 EFL teacher for the whole

kindergarten but only 3rd graders take English class twice a week for 30 minutes. Second, the public elementary school named *Profesor Luis G. Salazar* is located in Rafael Lara Grajales 10 (Centros Educativos, n.d). The student population is around 810 students and 20 teachers (1 EFL teacher), 1 principal. The English subject is in charge of 1 EFL teacher for the elementary school and takes English twice a week for 40 minutes. Third, the secondary school named *Centro Escolar Presidente Guadalupe Victoria* is located in Avenue Roseville, Chignahuapan (Estudia, 2016). This institution has kindergarten, elementary, secondary, and high school, but in this research the researcher will focus on secondary level. The population in secondary level is around 360 students and 22 teachers, 2 of them EFL teachers. The English subject is 3 times a week with 60 minutes per class.

On the other hand, the private institutions located the same way in Puebla City are the following. First, the private kindergarten named *Carrusel* is located in El Mirador, 18 South Street 3908. This institution offers maternal and kindergarten but in this study the researcher will focus only on kindergarten. The student population is small; this kindergarten is around 56 students currently. The teacher population is 6 teachers, 3 of them are Spanish teachers and 3 EFL teachers, 1 principal and 1 English coordinator. This school has been 24 years since its foundation. This is a bilingual institution and offers a kind and lovely environment where students can practice rights and values (Carrusel, 2019). Second, the elementary school named *Colegio bilingüe L'ecole* is located in Villa Carmel 20 south street 4314. This bilingual institution offers maternal, kindergarten and elementary level but this study will be focused only on elementary school. It was founded 30 years ago. The student population is around 120 students, and 12 teachers, 6 of them Spanish teachers and 6 EFL teachers, 1 principal, 1 EFL coordinator and 1 Spanish coordinator. This institution offers students the opportunity to develop their abilities, knowledge, values, beliefs, and habits in their daily life (Colegio bilingüe L'ecole, 2020). Third, the secondary school called *Fundacion Escolar ABC* is located in Ex Hacienda Chapulco. This institution has 23 years since its foundation and offers kindergarten, elementary and secondary school but the researcher will focus only on secondary school. The population is around 150 students and 12 teachers, 2 of them ELF

teachers which teach to the 3 levels in secondary school, 1 English coordinator and 1 principal. This is a bilingual institution which offers education to young learners and motivates them to accomplish their goals (ABC school 2021).

3.3 Participants

The aim in this study is to know teaching strategies and techniques that EFL teachers used during the COVID-19 pandemic from private and public basic education. Based on the information obtained from the surveys, the background information from the participants of this study is divided into two categories: *the ones from public* basic education and *the ones from private* basic education institutions.

3.3.1 From Public Basic Education Institutions

Participant 1 is 32 years old EFL female teacher. She does not count with any English certification. She counts two degrees: a bachelor in preschool education and a bachelor at English Language Teaching (ELT). This participant worked during COVID-19 pandemic and is still working in the kindergarten named *20 de Noviembre* located in San Baltazar Campeche, Puebla.

Participant 2 is 28 years old EFL male teacher. He has B2 First Certificate of English (FCE) which is Cambridge certification made in 2018. He finished a bachelor's degree in ELT. This participant worked during COVID-19 pandemic in the elementary school named Profesor Luis G. Salazar, located in Rafael Lara Grajales, Puebla.

Participant 3 is 32 years old EFL male teacher. He does not have any English certification. He finished a bachelor 's degree in ELT. This participant worked during COVID-19 pandemic in the secondary school named Centro Escolar Presidente Guadalupe Victoria and is still working in this institution located in Chignahuapan, Puebla.

3.3.2 Form Private Basic Education Institutions

Participant 4 is 31 years old EFL female teacher. She has a B2 TOEFL ITP certification made in 2022. She has a BA degree in ELT. This participant worked during COVID-19 pandemic in

the kindergarten named Kinder Carrusel and is still working in this institution located in El Mirador, Puebla.

Participant 5 is 31 years old EFL female teacher. She has a B2 APTIS 2022 certification. She finished her bachelor 's in ELT. This participant worked during COVID-19 pandemic in this elementary institution named, Colegio Bilingue L'école located in Villa Carmel, Puebla.

Participant 6 is 29 years old EFL female teacher. She is certified in EFL by B2 TOEFL ITP certification made in 2021 and she has a BA degree in ELT. During the COVID-19 pandemic she oversaw secondary school in the Fundacion Escolar ABC.

3.4 Instruments

The instrument for this study is a survey applied to 6 EFL teachers (see appendix A). This survey format is an adaptation from Juarez-Pacheco & Lara-Calvo (2022)'s study about EFL pre-service teachers' attitudes towards their language-learning performance through Microsoft Teams. This proposed adaptation aims to investigate the strategies and techniques that EFL teachers from public and private basic education used during distance teaching in COVID-19 pandemic. According to Burns (2010), a survey is a tactical way of obtaining information when there is no time to interview but also there are 3 types of questions: *factual or demographic, behavioral, attitudinal*. Firstly, *factual, or demographic*, refers to those questions related to experiences and interviewees' background. Secondly, *behavioral* questions refer to things done in the past. Finally, *attitudinal* questions are based on opinions, beliefs, values, and interests. Similarly, Leavy (2017, as cited in Juarez-Pacheco & Lara-Calvo, 2022) mentioned that it is a tool to gather information about people' beliefs, points of view, attitudes, etc.; therefore, this allows a systematic analysis of the data. In addition to this definition, Ponto (2015) affirmed that a survey allows the researcher to collect and obtain information and describe characteristics of individuals in a quick manner. In general, it would help this researcher to collect data in order to be analyzed later.

This adaptation for this study is divided into 2 parts. Firstly, it contains general information about the participants, such as age, gender, private or public school, kindergarten, elementary

or secondary school, location of the school, teachers' certification, and last degree (See Appendix A). Secondly, it contains 18 close-ended items which means that participants' answers are limited in this option; the answers are linker scales, where the options are *never*, *sometimes*, and *always* in order to determine the frequency of the teaching strategies and techniques used (Burns, 2010). Specifically, the first 5 items are strategies used during distance teaching, meanwhile the other 13 items are related to techniques used in distance teaching in COVID-19 pandemic. Lastly there are 2 open items where the participants can write any other type of teaching strategies or techniques that they used during their distance teaching during COVID-19 pandemic.

3.5 Overall Research Design

The first step for this research design was to do the adaptation of the research instrument. Once it was approved by the thesis advisor, this researcher started to contact the participants and started the application process which will be described in two: public and private institution EFL teachers.

Regarding the application to *Public Basic Education participants*, three EFL participants were contacted through different websites. For example, the first participant was from a public kindergarten and was contacted through Instagram. The second participant, from the elementary school, was contacted on WhatsApp. The third participant, from secondary school, was contacted through Facebook. The surveys were sent, and once they were answered and returned, the information started to be analyzed.

Regarding the application to *Private Basic Education participants*, the fourth participant (P4) from this study was working in kindergarten, P4 was contacted in the Instagram application. The fifth participant from the elementary institution was contacted through Facebook but the participant said it was better to use WhatsApp. Finally, the participant from the secondary institution was contacted through Facebook. The same as above once the survey was collected the information started to be analyzed. All the process from the survey adaptation to the application and compilation of the answered surveys took around fifteen days.

3.6 Data analysis

According to Yin (2002, as cited in Yazan 2015), data analysis is categorization, examination, tabulating, testing, or in other aspects combining methods depending on the research. Based on the results obtained from the survey application, this researcher will analyze the information using graphs. Bavdekar (2015) supports this usage of graphs by stating that they are helpful in research. He claims that they show understanding, and it seems in a better way. Also, the use of these graphs ensures clear understanding of details, even more than in written manner. The most important aspect of good graphs is that they bring attention to the data shown (Bavdekar; 2015). In this case, the use of bar graphs for this research will help to emphasize the strategies and techniques that EFL teachers used during COVID-19 pandemic. This technique of analysis would help to make a comparison between public and private basic institutions. The use of these graphs for this qualitative-descriptive study is going to be one graph per teaching strategies and one graph for teaching techniques; this would allow us to compare between public and private education.

3.7 Conclusion

To conclude this chapter, it is important to remember that this qualitative descriptive research will help to know the strategies and techniques used in COVID-19 pandemic by EFL teachers when applying distance teaching. Based on the data obtained, the researcher will analyze the answers given by the participants and make a comparison between the use of the teaching strategies and techniques in private and public basic education. The following chapter shows the result of this data analysis.

CHAPTER IV

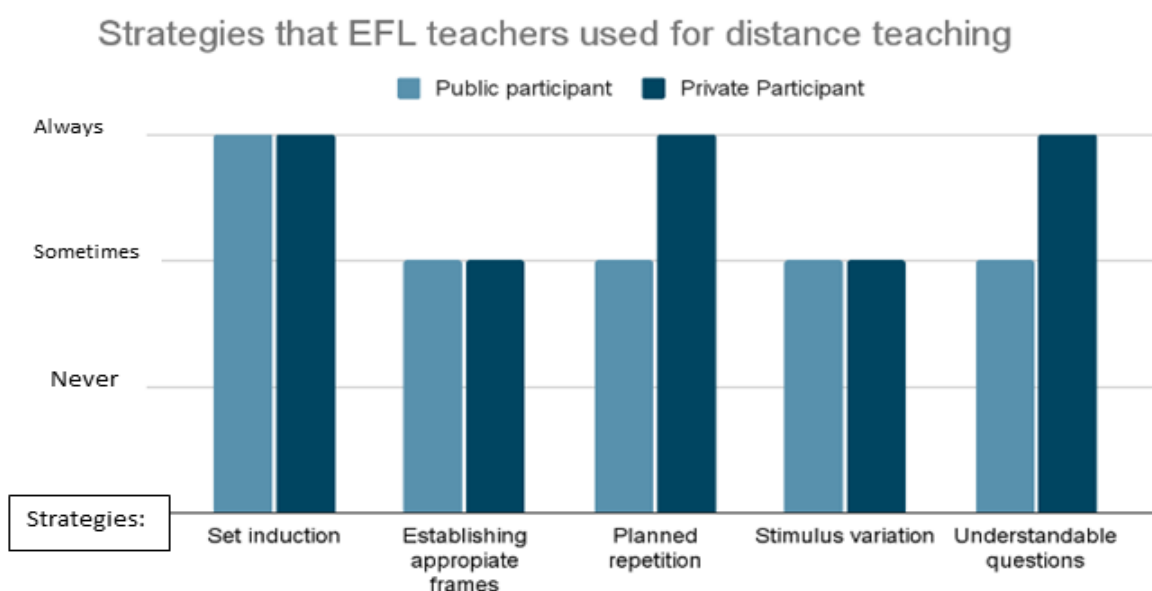
RESULTS

In this chapter the results obtained for this study will be presented. Firstly, there is a section of this research obtained which compares the results from private vs public institutions. These results are presented from kindergarten, then elementary and finally, secondary level of education. Then, the researcher of this study will answer the research questions previously established in Chapter I to know what were the techniques and strategies that EFL teachers used during their distance teaching in private and public basic education. Later, the discussion of the research is established. Finally, the conclusion of the chapter is given.

4.1 Obtained Results

In this section of the thesis, there are presented the results obtained after the data analysis. These results will be divided into three main sections which are the basic levels of education: kindergarten, elementary and secondary.

4.1.1 Kindergarten's strategies and techniques used during distance teaching: public vs private schools

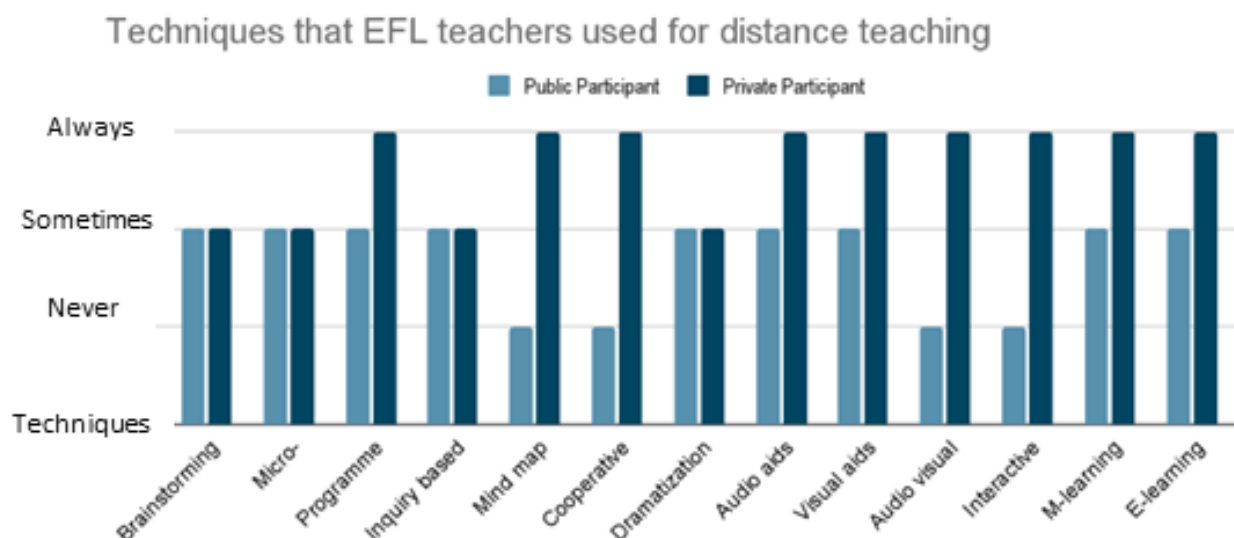


Graph 1. Teaching strategies public vs private kindergarten educational level.

As shown in graph 1, the dark blue color represents the ELF teacher from private kindergarten and the light blue color represents the ELF teacher from public kindergarten. The left side of the graph shows the frequency that the strategies were used: always, sometimes, or never. In the bottom, the teaching strategies are written so readers can identify them. The first strategy is *set induction*, and according to both participants, they *always* use this EFL strategy in their distance teaching to keep students' attention. The second strategy is *establishing appropriate frames*. Here, there is a difference between public and private EFL professors' strategies because the private ELF teacher said she *always* uses this strategy while the public ELF teacher sometimes uses it. In a *planned repetition* strategy, the participant from a private institution said he/she used this strategy *always* during the distance teaching. Participant from the public institution used this strategy *sometimes* during the distance which means that during this period this teacher tried to practice repetition to create understanding during the classes. *Stimulus variation* is a teaching strategy where teachers use all senses to interact with their students. In this case both ELF teachers *sometimes* used this strategy. For the last teaching strategy, which is *the effective use of questions*, the participant from the public institution mentioned that this strategy was *sometimes* used; meanwhile the participant from the private institution said that *she always* used this strategy to help and improve the students' learning during the distance teaching.

The open questions in both participants' cases were not answered so this researcher could not obtain any extra information. This could mean that, in kindergarten, students need more attention even from a distance, and teachers try to adapt to their students' necessities.

The following graph shows the teaching techniques that participants used during the COVID-19 pandemic.



Graph 2. Teaching techniques public vs private kindergarten educational level.

As shown in Graph 2, the dark blue color represents the ELF teacher from private kindergarten and the light blue color represents the ELF teacher from public kindergarten. The left side of the graph shows the frequency that the techniques were used: *always*, *sometimes*, or *never*. In the bottom, the teaching techniques are written so readers can identify them.

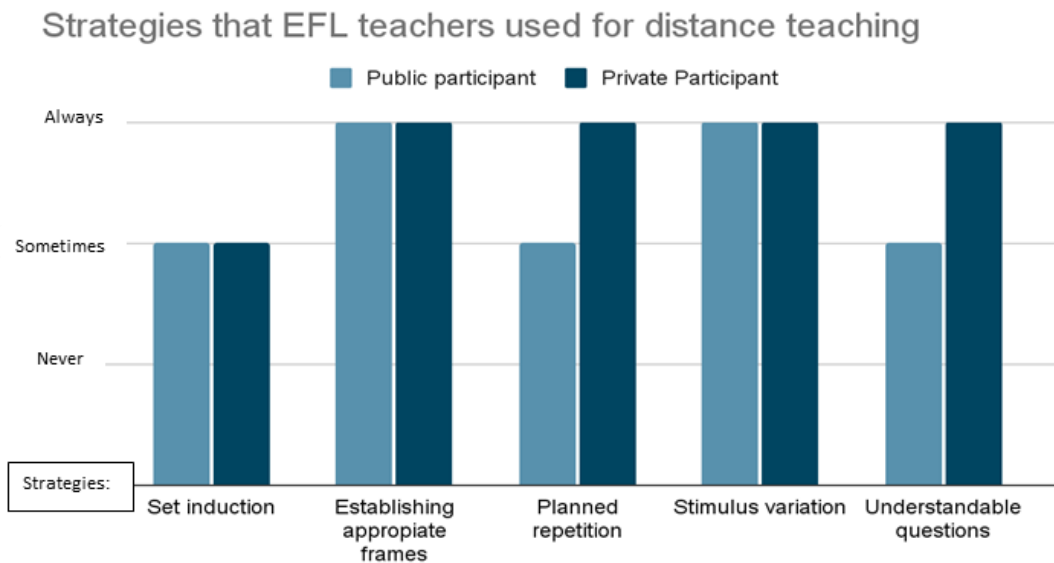
The first one is *brainstorming* where the participant from public kindergarten and public kindergarten mentioned that this technique was used *sometimes* in both participants. *Micro-teaching techniques* help to improve during distance teaching the students' desire, by teaching a concept at time and practice until the student from kindergarten practice and reinforce what has been learnt. The participants from public and private kindergarten mentioned that they *sometimes* used this technique. The *programmed learning technique* helps students to work successfully by asking and answering questions to know the knowledge acquired. In this case for the public participant this technique was *sometimes* applied while the private participant said that she *always* used this technique in order to improve her students in the acquisition of knowledge. In *inquiry-based learning*, both participants from public and private kindergarten used it *sometimes*. Both answers suggest that the ELF teachers tried to improve this technique in children, but it was not efficient in distance teaching. The use of *mind maps* during distance teaching could help to illustrate ideas and help students promote their learning. The participant

from private institution *always* used this technique, unfortunately the participant from public institution *never* used this technique during distance teaching. In *cooperative learning technique* the participant from private institution *always* used this technique to work with students and improve their learning. While the participant from public kindergarten said that *never* used this technique, this answer suggests that the participant could not establish good communication with their students. *Dramatization* techniques help to improve listening skill and speaking skill. Participants from the private institution and the public one *sometimes* used this technique.

In the following three techniques *audio aids*, *visual aids*, *audio-visual aids*, the participant from private institution *always* used these techniques. On the opposite side, the participant from public institution *sometimes* uses either *audio aids* or *visual aids* during distance teaching, *never* the audio-visual aids. The use of an *interactive electronic whiteboard* as a teaching technique for the participant in the private kindergarten was *always* used while for the participant in the public kindergarten was never used. There is a big difference in the answers that suggest that the resources in the institutions were not the same. The use of M-learning technologies helps teachers to interact with their students through different electronic devices. The participant from private institution *always* used this technique effectively while in the public context it was *sometimes* used. The last technique is *E-learning* which means to deliver content electronically and students can access it anytime, anywhere. The participant from the private kindergarten mentioned that she *always* used this technique while the participant from the public *sometimes* used this technique.

To summarize, nine out of thirteen of these teaching techniques were most of the time used by the private kindergarten EFL teacher. This can suggest that the resources from the teacher and students are similar and most of them did not have difficulties accessing education even in distance. On the opposite side, the public kindergarten participant had more difficulties during distance teaching. Her answers suggest that technology and communication with students was not efficient and teacher and/or students' resources were limited. Unfortunately, the two open questions to obtain extra techniques suggestions were not answered.

4.1.2 Elementary schools' strategies and techniques used during distance teaching: public vs private schools

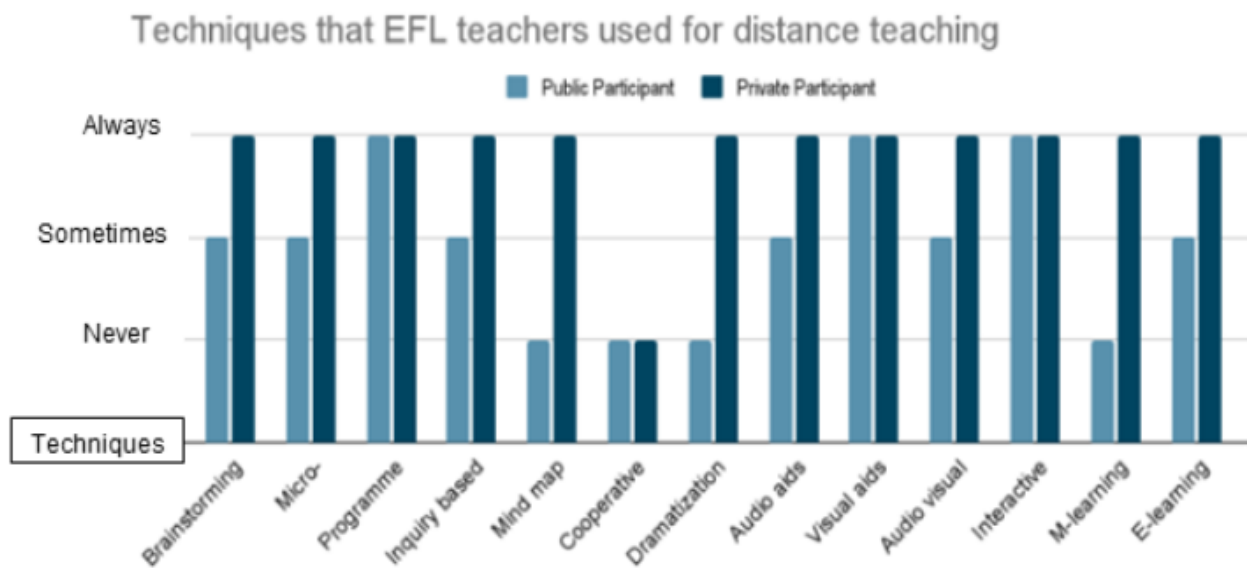


Graph 3. Teaching strategies public vs private elementary educational level.

As shown in Graph 3, the teaching strategies from elementary schools are presented, there are 2 columns: the one in dark blue belongs to the private participant and the light blue to the public participant. On the left side the frequency in which those strategies were used and at the bottom the teaching strategies are shown. First, a *set induction* strategy was used *sometimes* during the distance teaching by the two participants, private and public. The second strategy is *establishing appropriate frames or references*. This refers to teachers making good examples related to the subject and creating a clear understanding in students. Both participants from private and public elementary schools responded that they *always* used this strategy during the distance teaching. The third strategy is planned repetition where the private participant *always* used this strategy while the participant from public elementary mentioned that *sometimes* used this strategy in distance teaching. The fourth strategy is *stimulus variation*. In this strategy there is no difference because both participants answered that they *always* used it. These answers could suggest that they used and implemented the uses of the five senses in their distance teaching to create a good interaction. The last strategy

used in elementary schools is to create *understandable questions*. The public participant mentioned that *sometimes* used this strategy while the private participant affirmed that *always* implemented this strategy.

For the open question the public participant did not answer but the private participant wrote another strategy that she used during the distance teaching called *flipped classroom*. As it seems in this category there was not a big difference between the use of these teaching strategies in distance teaching during the COVID-19 pandemic. Both participants from public and private institutions frequently used some strategies to stimulate their students and create good communication between them.



Graph 4. Teaching techniques public vs private elementary educational level.

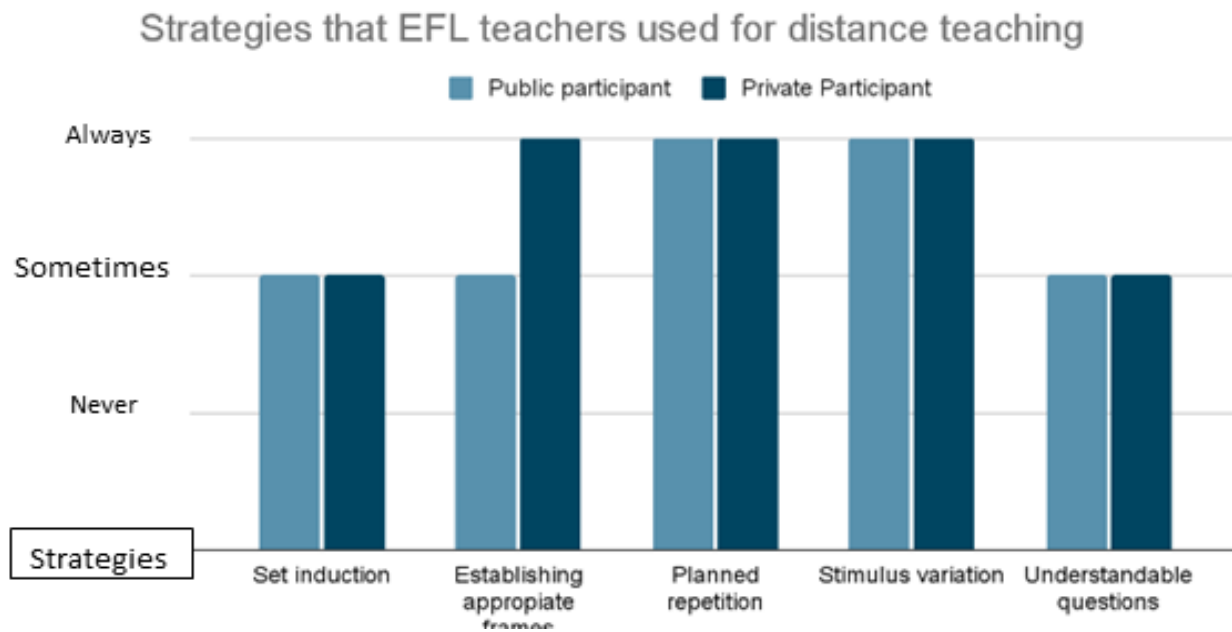
As shown in Graph 4, the dark blue belongs to the private participant and the light blue to the public participant. On the left side the frequency in which the teaching techniques were used, always, *sometimes*, and *never*; besides, at the bottom the 13 teaching techniques are presented. First, the *brainstorming* technique helps to collect ideas of the class and make students participate even in distance. The public participant *sometimes* used it while the private participant mentioned that *always* used this technique. Second, micro-teaching technique refers to improving the teaching skills and desires in students' learning. The answers

to this question show a difference: the public participant *sometimes* used it and the private participant *always* used this technique. Third, the *programmed learning* technique was always used by private and public participants. Fourth, *inquiry-based learning* technique refers to promoting the use of thinking skills in students planning scenarios or questions. The private participant mentioned that *always* used it while the public participant said that *sometimes* applied it in his distance teaching. The fifth technique is *mind map* which helps to promote the uses in students' learning. In this technique there is a notorious difference between the participants, while the public participant *never* used it, the private participant *always* used this technique to enhance students' learning. *Cooperative learning* is the sixth technique obtained from both participants, private and public participants never used this technique. *Dramatization* is the seventh technique which refers to the practice of speaking skill, listening skill and language usage. The public participant answered that *never* used it while the private participant *always* used dramatization as a technique during the distance teaching. In the case of *audio aids*, *visual aids* and *audio-visual aids* techniques, the private participant mentioned that always used these techniques to improve distance teaching. The public participant mentioned that *audio aids* and *audio-visual aids* were *sometimes* used while the *visual aids* were *always* used. The use of *interactive electronic whiteboard* as a technique was *always* used for both participants from private and public institutions. The *M-learning* technologies as a technique helps in the interaction between students and teachers, the participants from public elementary *never* used this kind of technology while the private participant *always* used it during distance teaching. Finally, *E-learning* helps to deliver content and students can access it anywhere, the public participant *sometimes* used this kind of technique, and the private participant *always* used it. In addition, the participant from public elementary did not respond to the open question but the private participant wrote that during her distance teaching she used some platforms such as Zoom, Moodle, Google Classroom and WhatsApp to continue the delivery of tasks and continue the students' learning.

In conclusion as graph 3 shows the private participant accurately used most of the time the different teaching techniques in distance teaching these answers can suggest that she uses

them to improve and promote in students to practice English as a Foreign Language. On the other hand, the answers from the public elementary participant used the techniques not all time, but he used them sometimes in order to improve the students' learning even in distance.

4.1.3 Secondary schools' strategies and techniques used during distance teaching: public vs private schools

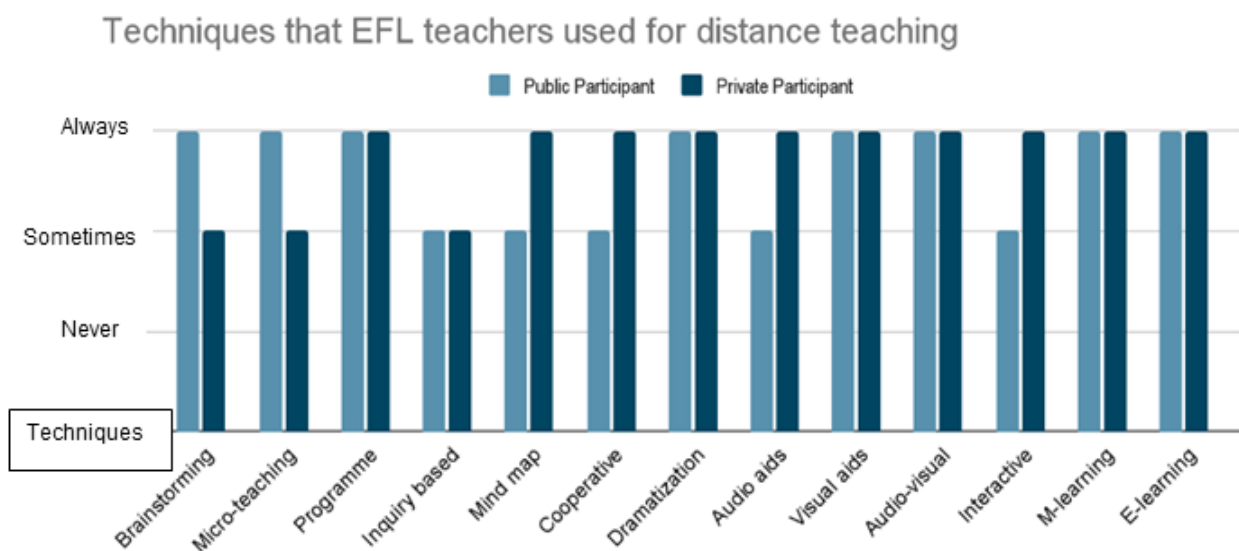


Graph 5. Teaching strategies public vs private secondary educational level.

In graph 5, it is presented the teaching strategies that EFL teachers used in secondary level. The dark blue belongs to the private participant and the light blue to the public participant. As in the previous graphs, on the left side the frequency is shown, and on the bottom the teaching strategies are presented. The first strategy is *set induction* and both participants used it *sometimes* during their distance teaching. The second strategy is *establishing appropriate frames or references*. In this case there is a difference because the private participant *always* used it while the public participant *sometimes* used it. The third strategy is *planned repetition*. There is no difference in answers for this question because both participants from the public and private secondary level *always* used this strategy. The same happened with the following strategy *stimulus variation*: both participants *always* used it. These answers may suggest that

teachers accurately and effectively used them to help their distance teaching in students' learning. The last strategy is understandable questions both participants from private and public secondary level *sometimes* used this strategy.

To conclude, as we can observe in Graph 5, *planned repetition* and *stimulus variation* were *always* used for both teachers. *Self-induction* and *understandable questions* were *sometimes* used by both teachers in private and public secondary level. The only strategy that has a difference is *establishing appropriate frames or references*; the private participant *always* used it while the public participant *sometimes* used it.



Graph 6. Teaching techniques public vs private secondary educational level.

As shown in Graph 6, the dark blue color represents the EFL teacher from private secondary school and the light blue color represents the EFL teacher from public secondary. The left side of the graph shows the frequency that the strategies were used: always, sometimes, or never. In the bottom, the teaching strategies are written so readers can identify them. In *brainstorming* the public participant mentioned that he *always* used this technique while the private participant only *sometimes* used it. As well as the *micro-teaching technique* there is a difference between public and private, while the public participant *always* used it, the private *sometimes* applied it in her distance teaching. In *programmed learning* both participants from private and public secondary level mentioned that they *always* used this technique in distance

teaching in order to know the knowledge acquired in students. In *inquiry-based learning* techniques, both participants only occur *sometimes* during the distance teaching. The private participant mentioned that she *always* used a *mind map* as a technique, meanwhile the public participant *sometimes* used it. The following technique is *cooperative learning*. The participant from public secondary answered that this technique was used *sometimes* during his distance teaching while the private participant *always* used it. It is important to remember that this technique helps teachers to work with their students by making small teams to improve abilities from each other. In other words, this result suggests that, at this level of education, students can work in a team and individually. *Dramatization* was *always* used as a teaching technique by both participants in order to improve abilities such as speaking skills and thinking skills. The following technique is *audio aids*, the participant from public secondary *sometimes* used it while the private participant *always* used this technique. In *visual aids and audio-visual aids* both participants answered that they *always* used these techniques to help their students' learning during distance teaching. The use of *interactive electronic whiteboards* as a technique was *sometimes* used by the public institution participant; meanwhile, the private participant mentioned that *always* used this technique to reinforce the presentations online during classes. The use of *M-learning and E-learning* technologies in distance teaching facilitates the interaction and delivery of contents. In both techniques, both participants answered that they *always* used them when teaching from a distance. Finally, in the open question, the researcher obtained an answer from the private participant that mentioned only the use of *online books* to work simultaneously during the distance teaching. Therefore, both participants applied most of these techniques similarly. These results may suggest that both teachers had good communication and interaction with their students and the level of the students also helped to accomplish tasks even in distance with students in secondary level of education.

4.2 Research questions' answers

This section aims to answer the research questions that were established since Chapter I.

- According to the participants, which are the most and least used teaching strategies in both private and public basic education during distance teaching?

Institutions	Most used teaching strategies		Less used teaching strategies	
	Public	Private	Public	Private
Kindergarten	<ul style="list-style-type: none"> • set induction 	<ul style="list-style-type: none"> • set induction • establishing appropriate frames • planned repetition. • understandable questions 	none	none
Elementary	<ul style="list-style-type: none"> • establishing appropriate frames • stimulus variation 	<ul style="list-style-type: none"> • establishing appropriate frames • planned repetition • stimulus variation • understandable questions 	none	none
Secondary	<ul style="list-style-type: none"> • planned repetition • stimulus variation 	<ul style="list-style-type: none"> • establishing appropriate frames. • planned repetition • stimulus variation 	none	none

Table.1 The most and less used teaching strategies in private and public basic education

According to the first research question, the answers presented in Table 1 show a comparison between the most and less used teaching strategies by private and public basic education. First, in the kindergarten section *set induction*, *establishing appropriate frames*, *planned repetition* and *understandable questions* are the most used teaching strategies in distance. Second, in elementary schools, the most used teaching strategies were *establishing appropriate frames*, *stimulus variation*, *planned repetition* and *understandable questions*. Third, in the secondary level of education, the most used teaching strategies were *planned*

repetition stimulus variation and establishing appropriate frames. On the other hand, the less teaching strategies used in this section according to the participants are *none* for all.

- According to the participants, which are the most and least used teaching techniques in both private and public basic education during distance teaching?

Institutions	Most used teaching techniques		Less used teaching techniques	
	Public	Private	Public	Private
Kindergarten	none	<ul style="list-style-type: none"> • programmed learning, • mind map • cooperative learning • visual, audio, and audiovisual aids, • interactive electronic whiteboard • m-learning • e-learning 	<ul style="list-style-type: none"> • mind maps • cooperative learning • audiovisual aids • interactive electronic whiteboard 	none
Elementary	<ul style="list-style-type: none"> • visual aids, • interactive electronic whiteboard, • programmed learning 	<ul style="list-style-type: none"> • brainstorming, • micro-teaching, • programmed learning, • inquiry based learning • mind map, • dramatization, • visual, audio, and audiovisual aids • interactive electronic whiteboard, • m-learning • e-learning 	<ul style="list-style-type: none"> • mind map, • cooperative learning • dramatization • m-learning 	<ul style="list-style-type: none"> • cooperative learning

Secondary	<ul style="list-style-type: none"> • <i>brainstorming,</i> • <i>micro-teaching technique,</i> • <i>programmed learning</i> • <i>dramatization,</i> • <i>visual aids,</i> • <i>audio aids</i> • <i>M-learning</i> • <i>e- learning</i> 	<ul style="list-style-type: none"> • <i>programmed learning</i> • <i>mind map,</i> • <i>cooperative learning,</i> • <i>dramatization,</i> • <i>visual, audio,</i> • <i>audiovisual aids,</i> • <i>interactive electronic whiteboard,</i> • <i>m-learning</i> • <i>e-learning</i> 	<i>none</i>	<i>none</i>
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Table 2. The most and less used teaching techniques in public and private basic education.

To answer the second research question, a synthesis of the answers is presented in Table 2. This table shows a comparison between the most and less used teaching techniques by the participants in public and private kindergarten. First, the most used techniques in private kindergarten are the following: programmed learning, mind map, cooperative learning, visual, audio, and audiovisual aids, interactive electronic whiteboard, M-learning, and E-learning. Conversely, in the case of the public kindergarten, the participant mentioned that the techniques were useless. Second, the results at the elementary school level show a difference between the public and the private. The public participant used only three techniques while the private one used more than the public. The common techniques between the two participants were the use of interactive electronic whiteboards, programmed learning, and visual aids. The private participant used different techniques than the public, for example, brainstorming, microteaching, inquiry-based learning, mind map, dramatization, audio and audio-visual aids, m-learning, and e-learning (see Table 2). Third, in the secondary school level of education, the private and public participants had in common some techniques such as programmed learning, dramatization, visual and audio aids, m-learning and e-learning. However, some of the other techniques used in the public sector were brainstorming and micro-teaching techniques meanwhile in the private sector were mind maps, cooperative learning, audio-visual aids, and the use of interactive electronic whiteboards.

Finally, the less teaching techniques used by the private and public participants were also different. In the case of the private institution the only technique used was at the elementary level of education and it was cooperative learning. Everything else was at a certain point useful for them. On the other hand, from the public institution's participants, we could see that at kindergarten level mind maps, cooperative learning, audiovisual aids, and electronic interactive whiteboards were the least useful. Moreover, at the elementary school level, the less useful techniques were mind map, cooperative learning, dramatization, and m-learning.

- *According to the participants, are there any other suggested strategies or techniques that were used in both private and public basic education during distance teaching?*

To answer this third research open question, the researcher only obtained information from the private institutions' participants in two levels of education, elementary and secondary schools. On the one hand, the elementary private participant wrote *flipped classrooms* as a strategy that she used during distance teaching. However, it is important to mention that flipped classroom is an approach rather than a strategy. According to Bergamm & Sam (2014, as cited in Merla & Yáñez, 2016) flipped learning consists of two important moments during traditional education. Flipped classrooms work using time distribution, tasks or projects are done in the classroom and the thematic contents are learned outside school. In other words, this kind of learning starts outside school and students are responsible for their own learning and consequently teachers adapt their teaching approach to the students' learning necessities. Therefore, this encourages students to work together to solve problems and obtain a clear understanding. The same participant in the private elementary school mentioned that she used some applications such as *Zoom, Moodle, Google Classroom and WhatsApp* to interact with her students during distance teaching. It is important to mention that the participant proposed these apps as techniques, but these are not techniques. These platforms are resources to connect people around, in this case EFL teachers and students. According to Zoom (2023), *Zoom* is a communication platform founded in 2011 by Eric Yuan. This

platform is used for audio and video conferencing. Second, *Moodle* is a learning platform where educators create a private space, full of tools to create courses and different activities. It was founded in 2002 and, from the original and the current version, there have been many improvements. The latest version is Moodle LMS 4.0 launched in April 2022 (Moodle, 2023). Third, according to Google (n.d), *Google classroom* helps educators to create learning experiences. Google classroom is part of Google workspace for education, which helps and empowers your class and institution to use different tools to engage the learning in students. This platform was launched in August 2014 (Siu, 2016). Finally, WhatsApp is an alternative to SMS which allows you to send videos, photos, documents, location and make video calls. WhatsApp was founded by Jan Koum and Brian Acton and joined Facebook in 2014 (WhatsApp, 2023).

On the other hand, the participant from private secondary school wrote the use of *online books* as a technique. This answer suggests that she used a virtual book as a resource provided by the school and continued with teaching even through distance. According to Bozkurt & Bozkaya (2015, as cited in Pabrua et al, 2018) he mentioned that interactive e-books are books in digital which allows students or users to interact in real time or virtual environment at the same time or by their own. Additionally, in Mexican private schools' parents pay extra for books; consequently, EFL teachers have the responsibility to use them or the interactive resources that it provides before the scholar year ends.

4.3 Discussion

This section of Chapter 4 provides two brief discussions about the results regarding strategies and techniques used through distance teaching that seemed to be related in both types of institutions, public and private.

4.3.1 Discussion about teaching Strategies Results

Regarding strategies that were similarly used in private and public institutions, in kindergarten the identified strategy was setting induction. As was mentioned before, it helps to establish a

good start before the class. Setting induction seems to be one of the most indispensable strategies at this basic level of education. According to Mohamed et al, (2018), in this stage the main purpose of the teachers is to help students to transform their behavior in the academic and social aspects. The implementation of questioning, using previous knowledge or past lessons, using images, cartoons, and creating curiosity in students motivate them to start the current lessons. In other words, a good induction will be able to motivate and catch the attention that students and teachers need to prepare and continue students' learning. Perhaps these can be some of the reasons why this strategy was used by EFL teachers in this level of education; recalling items or topics helped to increase students' attention in class. Secondly, in the elementary level of education, there were similar strategies in private and public schools. Firstly, Ayua (2017) said that *establishing appropriate frames* refers to making good examples related to the subject or tasks in class. These give appropriate references to children, and they understand the subject much better. It is assumed that these interpretations were appropriately established by teachers during the COVID-19 pandemic when teaching to children. It may be suggested also that this strategy worked because of the age of students because teachers can perform and adapt this strategy based on the content by using different activities and gestures to promote understanding in their students.

In secondary school, similar strategies applied by participants' teaching practice from the private and public were *planned repetition* and *stimulus variation* (elementary and secondary levels). Gbarato & Mandah (2017) mentioned that planned repetition should be understood and applied appropriately by teachers. They also affirmed that the effectiveness of planned repetition in this level is because it helps to improve the behavioral and learning students' outcomes. Liao (2014 as cited in Gbarato & Mandah, 2017) mentions that the syntactic and lexical variety increase are based on a research work by which the aim was to combine e-activities using communication through repetition tasks. The strategy of planned repetition, according to the results of this study, seems to be the only strategy that can be used with toddlers, children and teenagers in the private context and secondary schools in the public context. This is because repetition is one of the only ways to make students recall what they

have learned previously. This may be one of the reasons why it only worked and was used in most of these levels of education.

According to Khan et al (2020), stimulus variation strategy helps to avoid repetition and monotony during the teaching and learning process. A study conducted by Fathima and Saravanakumar (2012, as cited in Khan et al 2020) affirmed that the effects of stimulus variation in students effectively enhanced students' attention and improved their achievement in their learning process. Also, it is important to mention that the age of students helps teachers to apply different activities, and this makes students have all the attention and interest in the class even in distance (Khan et al, 2020). This strategy was pointed out by participants in both levels of education and sectors, elementary and secondary. Therefore, this is a strategy that can allow students to improve their communicative skills by using their different senses or gestures even through distance. AlKhamaiseha (2022) mentioned in his research work that communication during COVID-19 pandemic between teachers and students was moderate. In his work, AlKhamaiseha also mentioned that to reduce anxiety during distance teaching, teachers must adequate and innovate to improve communication skills by using games and getting support from their parents. After all, communication skills are considered one important skill in education because it allows the expression of ideas between teacher-student. Finally, all EFL teachers in all levels of education agreed that all teaching strategies are useful at certain point through distance teaching.

4.3.2 Discussion about teaching techniques results

Even though the participants from this study mentioned a variety of techniques that they used to teach EFL through distance, the public kindergarten participant mentioned that none of the techniques work at all. This surely contrasts the different amounts of techniques used by the participant in the private sector. This means that probably the public institution participant did not have resources or communication with their students through distance teaching. AlKhamaiseha (2022) mentioned that this may suggest and attributed to the fact that some students do not have access to communicate with the teacher in a progressive form. For

example, some students do not have computers or tablets. He also suggests in his study as a conclusion that teachers do not need to use the same methods, techniques or even strategies in their teaching. Nevertheless, they must innovate and practice communication skills as first instance. This will improve the relationship between students and teaching in this important skill.

Regarding the elementary level of education, there were some similar teaching techniques, visual aids, interactive electronic whiteboard, and programmed learning. The use of interactive electronic whiteboards seems to be used in public elementary schools. According to Gashan & Alshumaimeri (2015) mentioned in their study that the use of interactive electronic whiteboards helps and enhances the learning and teaching process and allow them to design new and comfortable methods or situations while teaching EFL. However, they also affirmed that teachers face some issues during the use. For instance, insufficient training, students' loss of control while technology is used, the content in the system is not appropriate and the length of class is not enough. In other words, the use of interactive electronic whiteboards has positive and negative impacts even more in public schools. Visual aids and programmed learning techniques were used through distance, not only by elementary private and public EFL teachers, but also by secondary school private and public participants. Thus, this technique can be used for children and teenagers though distance. According to Sadykov et al, (2023) the reason why students prefer programmed learning during distance teaching is because materials were different and stimulated more than the traditional education way. Moreover, the use of visual aids helps to stimulate learning and thinking in a class during this period. According to Shabiralyani et al, (2015) visual aids help to promote effective learning and teaching because it changes the traditional way and increases the understanding in the classroom. Therefore, we can assume that programmed learning and visual aids are interesting and useful for children and teenagers. These techniques together help students to understand in a better and creative manner English as a Foreign Language though distance. Regarding secondary school level strategies in both public and private sectors, audio aids, m-learning, and e-learning techniques are the ones that teachers preferred to use as techniques

for teenagers in this educational level. Firstly, Matzavela & Alepis (2021) affirmed in their study that M-learning helped and supported students using different platforms. These kinds of devices are easy to carry, connect and allow us to communicate and be informed. Additionally, E-learning, based on Maatuk et al. (2022), makes language students learn simultaneously and asynchronously by themselves. Also, some experts may mention that E-learning minimizes the effort of teachers when giving classes; however, it requires internet usage and some other tools to create materials and teach any subject to students. It is flexible, in time and health issues. Finally, as we can see, e-learning and m-learning enhances education quality and offers other techniques such as audio aids to use them and accomplish the learning outcomes; this is the main reason why participants from secondary school level prefer these techniques and participants in this study have noticed.

In order to conclude this discussion, it is important to mention what are some of the least used techniques. Surprisingly, the participants of this study pointed out some of the techniques as useless. On the one hand, in the private level of education the participant from the elementary level mentioned that cooperative learning was not appropriate for teaching through distance. Similarly, the elementary and kindergarten from the public sector believe that it is useless as well. According to Espinal et al, (2021) found that to apply cooperative learning teachers do not have domain in the use of online tools during the COVID-19 pandemic. Barrios & Ramos (2020, as cited in Espinal et al, 2021) affirmed that cooperative learning works in teams, when applying this strategy teachers and students must have internet access. Specifically, through the pandemic, some of the participants did not have the resources to have devices or internet. This was a limitation to effective cooperative learning. At this point one of the main requirements to create an effective cooperative learning was to have a platform where students could access work during the distance teachings, but as we can see this was impossible in different levels of education from the public side and difficult to achieve in the elementary school from the public side.

Additionally, the kindergarten and elementary school levels from the public sector affirmed that there were some other techniques which were useless for them when teaching through

distance: mind maps, audiovisual aids, interactive electronic whiteboard, dramatization, and m-learning. Al-Jarf (2021) mentioned that mind maps are illustrative, which help students and teachers to organize thought making connections to certain information or ideas. However, Polat & Yavuz (2022) suggest that the use of mind maps could not be effective in younger learners because their cognitive skills are not the same as adults. Thus, the level of maturity in children is not enough to develop them. Regarding the audiovisual aids, Kathirvel & Hashim (2020) affirmed that there are some negative aspects about them. For example, it is difficult to find appropriate materials according to the content for kids. Similarly, Tang & Intai (2017) said in their study that teachers face challenges in the use of audiovisual aids because of the inefficient internet connectivity and the lack of resources when teaching online. At this point these may be some of the reasons why the participant from the public kindergarten pointed out as useless the audiovisual aids. Thirdly, the use of interactive electronic whiteboards helps to promote and increase learning in students, but also has a negative side. Gashan & Alshumaimeri (2015) mentioned in their studies that some teachers do not have training on how to use these devices. Besides learning how to use them, EFL teachers must adapt the content according to the appropriate level of proficiency for students. Probably, many of the Mexican EFL teachers in the public basic education system are not having these devices and are prepared to use them. Fourth, a public elementary participant also mentioned that dramatization was a useless technique. According to Casanova & Couto (2019), this technique has some disadvantages. For example, sometimes there is a lack of time to perform this type of activity in the EFL class. It usually requires practice and extra homework to develop it appropriately. These authors also mentioned that it is difficult to keep students' behavior under control during the practice time of this technique. As we can see these may be some of the negative reasons why this activity was useless during distance teaching. Finally, the last technique, which was useless, according to the public elementary participants' opinion, was M-learning. Chiappe & Cediél (2018) point out in their study that M-learning technique has some negative aspects when developing in distance teaching. For example, connectivity to the internet, lack of equipment at home and lack of children's attention negatively affects the

development of this technique. Children usually have access to some applications, games or videos when at home or far away from the face-to-face classes; thus, this affects their learning time. To conclude, these techniques development of application were affected because of lack of technological equipment, lack of training and the age of students as main factors.

4.4 Conclusion

This chapter presents the results obtained out of the data analysis. The following chapter aims to conclude the research and the thesis.

CHAPTER V

CONCLUSION

This chapter presents the final conclusions and implications after analyzing the data. The chapter is divided into five main parts. The first one is about the research contributions where the argumentation of how the outcomes of the study are going to help others. Secondly, the limitation of the study is the section where it is mentioned some of the facts that this study is not able to achieve or claim. Then, some useful suggestions for further research are stated as well as a final reflection regarding this study development. Finally, the conclusion of the chapter is presented.

5.1 Research Contributions

This study's outcomes can help different people involved in the language teaching field. Firstly, language teachers can consider these research-pointed teaching techniques and strategies in order to use them as a guide to facilitate and discern their usefulness towards EFL teaching in EFL basic education. Moreover, EFL teachers can also innovate or improve these teaching strategies and techniques with the integration of technology. Also, EFL teachers can contribute to the reinforcement of those strategies and techniques which were less used to apply them more frequently and conscientiously. To confirm this, Achieng (2023) mentioned in his study that EFL teachers adapt their teaching styles according to their students' needs. He also affirmed that it is important to remain that EFL teachers are flexible to adapt teaching strategies through the use of different methods and techniques that will be appropriate to their students' learning objectives and see what works better for each student. Finally, he assumed that the integration of technology would enhance the practice of the four skills and improve them beyond the classroom.

Secondly, this study helps language students' parents to realize how important are online abilities. This research will help parents to recognize which teaching strategy or technique was the most useful and in which ones they need to help their children to continue their language

learning. In other words, parents can develop and adapt different resources to understand their children's needs. In addition, this may help them to use more online applications and platforms that suit their children's learning. According to Garcia et al. (2021), distance teaching is necessary to enhance videoconferences, streaming, online tools, educational applications which allow to continue the learning process. Therefore, parents and students can see the importance of planning and establishing time to do the daily activities and promote responsibility, autonomy, and perseverance in their children when language learning or practice virtually.

Finally, institutions, more in the public sector, should try to raise awareness about the implantation of mixed methods to teach and promote the use of technology in traditional classes. This study's result also highlights the need of EFL teachers to implement more use of technology during their classes. Technology plays an important role nowadays according to Carstens et al, (2021) in their study found that technology gives students interest, helps them in speech and writing abilities, children with disabilities can use it to their needs and found interactive resources. Therefore, institutions where EFL is taught must be conscious about the implementation of English and technology in their infrastructure.

5.2 Limitations of the Study

One of the limitations of this study is that there were considered only 6 participants. Specifically, there was 1 participant per level of basic education (kindergarten, elementary and secondary) and per sector of education (public and private). Therefore, these results are not generalizable since the number of participants does not allow any statistical impact. Another aspect to consider is that this research does not consider any higher education levels, that data may be significant to compare results in different education grades. The last limitation may be the fact that all the data obtained was from EFL teachers' opinions. It could be useful to research about the students' opinions in the usage of different strategies and to know how effective they were while acquiring and understanding English as a Foreign Language.

5.3 Suggestion for further research

This section aims to share some possible suggestions for further studies related to this one. The first suggestion will be to find more than 6 participants in order to compare their perception of the private and public sector. Even though they belong to the same levels of education and context, they might have different teaching strategies and techniques that can contrast or support the results of this study. The second suggestion may be to apply and expand this study to other subjects or areas in public and private higher education to see the impact that COVID-19 caused and how teachers face distance teaching. The results might be different depending on how teachers and students used the resources to continue their learning. Another suggestion is to explore the different circumstances where the implementation of distance teaching can appear; for instance, when teachers or students are not able to share the classroom due to illnesses. This is due to the fact that the use of video conferences, video calls, and virtual platforms may help to continue not stopping language learning. Finally, it is important to remember that not only techniques or strategies are important to explore, but there are also some others such as the teaching methodologies that teachers use to guide students to achieve their learning objectives.

5.4 Reflection

Personally, I can say that it has been a challenge to do research. During my time doing the bachelor's degree, I developed some work related to research but not like this one. After many years of not working under supervision to develop a study, I feel very happy and satisfied because research like this is not easy to develop, but it helped me to continue improving my reading and writing skills. Sometimes, I really wanted to give up, but the circumstances and my desire made me continue developing this research. This project will improve my skills for my future as an English teacher as well.

Professionally, this study encourages me to continue with further research to help teachers and students to face similar situations during the COVID-19 pandemic. I need to recognize

that these results show the effort that these EFL teachers made to improve their distance teaching during this crucial worldwide moment. They love teaching English, and this was a challenge for them too.

5.5 Conclusion

As mentioned earlier, it is important to remember that the use of teaching strategies and techniques during the distance teaching are important for EFL teachers. Many situations can raise and require the implementation of distance teaching of EFL subjects. This research was done to show used distance teaching techniques and strategies during the pandemic in Mexican education. Additionally, it is important to conclude by stating that there exists the necessary to prepare teachers into a new Mexican mixed method teaching where face to face and online systems work together for a future education improvement.

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Appendix A

Survey

English as a Foreign Language Teachers' used techniques and strategies for distance public vs private basic education teaching during COVID-19 pandemic"

The aim of this questionnaire is to enlist and compare public and private basic institutions' techniques and strategies used by EFL teachers during distance teaching in COVID-19 pandemic. The use of this data will be collected and used for academic purposes, all information will be confidential and essential to develop this study.

Background information

Age: _____ Gender: _____ Private School: _____ Public School: _____

Kindergarten: _____ Elementary: _____ Secondary School: _____

What is the name of your school? _____

Where is located: _____

Are you certified in EFL? If so, which certification you have _____

What is your last degree of education? _____

Distance Teaching Practice

Instruction: select the appropriate answer that suits the teaching strategies you used during COVID-19 pandemic.

	Never	Sometimes	Always
TEACHING STRATEGIES			
1. I used <i>set induction</i> with my students to promote motivation, curiosity, and interest to create a good environment in the class as a pre-planned action.			
2. I used <i>appropriate frames or references</i> to give good examples related to the subject. To create all kinds of stimulation in students and establish a clear understanding.			

3. I used <i>repetition</i> during classes to reinforce the knowledge, key words, phrases, etc. already acquired.			
4. During the distance teaching I used <i>stimulus variation</i> which helped me to interact with students using gestures, voice modulation and increment the interaction through 5 senses in students learning.			
5. During distance teaching I create <i>understandable questions</i> to stimulate students to seek additional information on their own.			
6. Other _____			

TEACHING TECHNIQUES

TEACHING TECHNIQUES			
1. During distance teaching I used <i>brainstorming</i> to produce collective ideas in the class to solve something or to make a synthesis.			
2. In distance teaching I used <i>micro-teaching techniques</i> in order to improve my teaching skill increasing desire in students' learning.			
3. I used <i>programmed learning</i> which helps students work successfully, making questions and responses are given immediately to know the knowledge already acquired.			
4. I used <i>inquiry-based learning</i> to promote the use of questions, problems, or scenarios in order to practice thinking skills during the distance teaching.			
5. During distance teaching I used the <i>mind map</i> as a technique to illustrate ideas and concepts related to the subject and promote the uses in the students' learning.			
6. I used <i>cooperative learning</i> that allows me to work in small			

teams with students during distance teaching to improve their abilities in helping each other depending on their abilities and learning.			
7. I used <i>dramatization</i> during distance teaching to find opportunities to develop even in distance and students could practice their abilities such as language usage, speaking skill, and listening skills.			
8. I used <i>audio aids</i> to improve in students their pronunciation and spoken language in the English subject.			
9. I used <i>visual aids</i> to reinforce students learning in distance teaching.			
10. I used <i>audio visual aids</i> to involve the participation of the students in the learning process in distance teaching.			
11. During distance teaching I used an <i>interactive electronic whiteboard</i> to facilitate the presentation in online classes and create an effective participation between students and teacher.			
12. I used <i>M-learning</i> technologies to facilitate interaction with students during distance teaching by the use of electronic devices such as computers, notebooks, mobiles phones and tablets.			
13. I used E-learning to deliver the content or the learning material through electronic devices and allow students access anytime and anywhere.			
14. Other _____			