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**The effect of VoIP on EFL learners and teachers from  
the UCSC Pedagogy Program regarding speaking skills  
in a pandemic context**

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**Concepción, Chile 2021**

**ABSTRACT:** *Since the Covid-19, Chilean education has changed from face-to-face lessons to an online modality. The country focused on students' apprenticeship rather than the emotional impact. Therefore, the research is aimed to analyze students' and teachers' emotional response while learning and teaching speaking in an online environment. The findings showed that the students are emotionally affected in contrast to teachers. Furthermore, the process of developing speaking skill is also negatively influenced, and students seem to not be improving during online classes. It is believed that students might be more affected since most of them are new to the university's system. In addition, since learning is now being performed at home, the free and work time are hardly separated which affects students' and teachers' performance. To conclude, the online method is new to everyone, so it might be hard to cope with. However, the educational system is constantly looking for proper ways to improve its methods.*

**Key Words:** English as a foreign language (EFL), voice-over-Internet Protocols (VoIP), online learning, online teaching, covid-19 outbreak, learners perspective, teacher perspective, emotional impact, strategies performance, learning outcome, chilean context.

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## 1. INTRODUCTION

Since the coronavirus outbreak, the world has been facing a new global emergency. This does not only affect people's health, but also the educational flow. Being in quarantine means that nobody can go out of their houses, therefore, students cannot participate in traditional classes at their universities. The learners who are able to continue their studies must do it at home by using any technological device, such as computers, cell phones, or tablets. This situation has allowed learners to follow with their learning; nevertheless, some contents are difficult to be taught and learned with online resources. This is the case in English lessons, especially regarding speaking skills. Due to the world pandemic and consequently lockdowns all over the country, the national education system had to adapt to online education. In Chile's case, the virtualization of teaching has had a challenging approach to a variety of platforms and internet computer applications, since face-to-face classes are predominant in this country. At present, universities have decided to implement different Voice Over Internet Protocols (VoIP) software such as Zoom, Google Meet, Microsoft Teams, among others. These platforms have become useful tools since they offer many options that provide facilities. For instance, being able to communicate using microphones, sharing screens, recordings, webcam, which teachers have been using in order to represent the traditional organization of a class.

Despite the facilities the different platforms have, there is an aspect that is not as considered as it should be. The emotional impact as well as the speaking development of learning and teaching a second language through online devices. Therefore, it is an essential factor to research among the aforementioned.

### 1.1 Problem statement

The questions which are fundamental to accomplish the study's objective are; What is the emotional and linguistic outcome in respect of the development of speaking skills in a cohort from years 2018-2021 English Communicative Competence (ECC) students from the English High School Pedagogy program of Universidad Católica de la Santísima Concepción (UCSC) in speaking lessons from voice-over-Internet Protocols (VoIP)?, What is the emotional and linguistic outcome regarding the development of teaching speaking skills in a cohort from years 2018-2021 English Communicative Competence (ECC)

professors from the English High School Pedagogy program of Universidad Católica de la Santísima Concepción (UCSC) from voice-over-Internet Protocols (VoIP)? What are the strategies used to accomplish a successful second language online lesson respecting speaking?

Overall, the objective of this study is to analyze how developing speaking skills in an online environment has affected students and teachers linguistically and emotionally as regards COVID-19 pandemic situations. Furthermore, the research is a way of bringing forward information to develop new strategies to decrease the weaknesses of online methods implemented in the Chilean educational system. Finally, the specific purposes are:

- To identify which elements or situations could affect students and teachers during online learning.
- To reveal how students from cohort 2018 to 2021 and teachers deal with their emotions in an online environment during a pandemic situation.
- To describe how prepared teachers are to develop online lessons throughout the COVID-19 situation.
- To recognize if students are developing speaking skills during online sessions.

## 2. LITERATURE REVIEW

Concerning the current situation, many University students from different contexts have been affected by the change in the educational system. This has been forcing teachers and students to be connected through online resources instead of face-to-face classes. “The 2019–20 coronavirus pandemic has affected educational systems worldwide, leading to the widespread closures of schools, universities, colleges, and Pondok pesantren” (Setiawan, 2020, p.2). Thus, online learning has become the only way to continue with the academic year as an improvised action plan. “[...] UNESCO recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education” (UNESCO, 2020). As stated before, this situation affects the university’s community. However, it is important to highlight the fact that first-year students face the reality of starting their first academic year through an online platform that does not have the same characteristics as face-to-face classes. For instance, first-year students do not have the opportunity to experience a traditional English class environment. Most of them do not know their classmates and teachers outside of the online environment, which might lead to a weak bond between them.

### 2.1 Effectiveness of online learning

Online learning has shown to be as effective as face-to-face sessions. Concerning many student’s points of view, there is not a huge difference between both circumstances. According to Lee and Pyo (2003) “web-based instruction can really contribute to the improvement of a student's four language skills and their overall language proficiency” (p.1). Nonetheless, studies have demonstrated that language acquisition is going to be varied according to the skill performed. On the one hand, Jabeen and Thomas (2015) evidence that for receptive skills, such as listening and reading, online learning is equally efficient as traditional lessons. On the other hand, productive skills, such as speaking, and writing, are unsuccessfully acquired with the online method. To these abilities, the assistance of an instructor is fundamental in order to achieve language proficiency. “Students expressed a strong preference for class discussions to be conducted face-to-face, reporting that they felt more engaged, and received more immediate feedback, than in online discussion” (Kemp & Grieve, 2014, p.1)

Moreover, Jabeen and Thomas (2015) refer to the different tools that online advice offers. A wide range of tools is available to be used in the language learning environment, such as the internet in which students can find videos, interactive exercises, animations, video conferences, among others. The study's results showed that most of these tools indeed help to enhance learning; nevertheless, there is a need for further material to help learners. Besides, as previously mentioned, there is also a need for an instructor to guide students on their learning process since external factors, such as peer pressure and a mentor's presence are necessary to achieve the goals.

In addition, Mubaslat (2012) also refers to online lessons effectiveness. It is stated that technology-based pedagogy and an effective online learning environment are fundamental to support and enrich learning results. The major finding of this study was that interactive online sessions were effective and kept students motivated. However, the author states that:

It seems that the presence of adequate technology both in and out of the classroom affects student learning, and successful facilitators are better able to anticipate technology challenges and manage the use of technology for learning [...] indicating that technology needs to be incorporated into the classroom in a more balanced way. (p.7)

Therefore, the findings indicate that not only are traditional classes necessary but also online lessons and technology need to be included to enhance learning.

The authors used scientific evidence to prove their research. For instance, Lee and Pyo (2003) stated that participants were students who were actually in an online environment as well as face-to-face classes. The same situation happens in Jabeen and Thomas (2015) research, in which the authors focused on a real online lesson in order to be aware of the actual effectiveness of the method. However, both research were missing on testing students who were fully taking part in online sessions instead of hybrid classes. Also, it is fundamental for the study to highlight that teachers and students were highly prepared for this modality. In contrast to the situation in a pandemic context where students and teachers are not as prepared to perform online learning.

## 2.2 Advantages of online learning

Even though many individuals state that online lessons are not effective enough to succeed with learners, according to Fedynich (2013) they have many strengths. Firstly, students can attend classes despite the fact that they are not coming to the physical campus. This means that students should have more time to schedule and organize their university time. Furthermore, technology devices such as computers, tablets, and smartphones have become more popular to attend and provide distance learning. Technology is not only an excellent tool to handle the information available around the world, but also to be used in the educational system. Secondly, this generation is known for how well they can manage technological devices; thus, it is important to adapt the educational environment to an online format that provides many facilities that can be used by teachers to interact with learners. For instance, the use of web pages, online whiteboards, chat rooms, microphones, webcams, private messages, and forums where students can participate, etc.

The main advantage of e-learning is that it increases the engagement; attendance and motivation of students which are requisite for learning. [...] Although using mass media and internet media is challenging and time-consuming. They provide teachers and students with creative and practical ideas. (Mohammadi et al., 2011, p.1)

Thirdly, students have easier access to their instructors and peers through the devices mentioned before. Besides, at the moment of online sessions, learners and teachers should have an internet connection which means that they should be able to search for any information they need. Regarding Fedynich (2013):

When graduate student Leia Key was asked what she liked most about online classes, she replied, “I like having the entire Internet at my fingers to do all of my research, although there are some situations that call for a book, but they are few and far between [...] and the freedom of creating my own schedule.  
(p. 3)

Fourthly, it facilitates students’ communication through online lessons, unlike face-to-face classes. This is due to the fact that learners are not being observed which reduces the pressure of speaking in public. As a consequence, introverted pupils might be more comfortable participating in class.

Finally, in online lessons, there is something called an asynchronous environment, which is the time given after each text message. This type of environment provides for students to have a moment of reflection of their thoughts, revise interpretations, modify original assumptions and perceptions that are easier to be developed online rather than the traditional ones.

Indeed, the strongest point in this research is that it has compared advantages and disadvantages, which could prepare the reader to be conscious of what could be challenging in the online modality. However, it does not include a deeper study about the topics which could have been developed more strongly. Indeed, there is not enough evidence to support each advantage. Lastly, many arguments developed by the author are about hybrid sessions which are used as a complement for face-to-face classes instead of what is needed for the research.

### **2.3 Disadvantages of online learning**

In online lessons, “students can work together with others from various places to share diverse opinions and collaborate in solving problems” (Truell, 2012, p.1). Normally, this type of educational modality has a positive reaction on learning by students due to the convenience that technological resources employ in learning. However, there are some debatable aspects such as students becoming confused and frustrated in the development of their learning process.

In terms of disadvantages related to online lessons, the technological resources, which facilitate the autonomous work and produce a wide audience to teach in educational environments, are overshadowed by technical problems with computers, and course management platforms at the time of teachers performing their classes or students trying to develop the activities (Mansour & Mupinga, 2004). Furthermore, online sessions eliminate the barriers of time-space and that learning takes place in a flexible time frame which pupils develop according to their schedule (Beam, 1998). The communication between teacher and student is interrupted with late responses produced by internet delays. As a result, learners might get a feeling of confusion due to cyberspace.

Likewise, the lack of technical training or support, inadequate compensation, and the lack of time for planning are other reasons why students resist participating in not only online

lessons, but also in hybrid classes. In addition, Mansour and Mupinga (2004) revealed that the online modality, in order to be entirely effective, has to meet the expectations of students so as to match their learning style and social commitments. Otherwise, students may feel lost and discouraged at the time of obtaining knowledge.

According to the authors, an amount of problems related to distance learning is that students depend entirely on internet connection and the fluency of itself to develop their colleagues' activities. Moreover, as stated by students, teachers do not get to know their pupils personally and this affects their motivation because there is not a chance to fully understand the environment due to the lack of body language.

It is possible to say that the data acknowledges that online lessons depend on inevitable technological factors and have a huge responsibility for students' learning. In addition, the authors presented useful information for this research's findings to validate some inconsistencies that the participants present in online sessions. Nonetheless, these findings lack great depth in the aspect of social effects that the modality could produce in individuals who have faced this educational modality.

## **2.4 Teacher's perspective about online learning**

Many researchers express their opinion about online lessons and how they should be developed. Nonetheless, in terms of literature, not many present the teacher's opinions about shifting from face-to-face to online modality. Smith et al. (2002) had as purpose to answer the question; what are the differences between the online instructor experience versus face-to-face courses? Consequently, the authors provided the information necessary to go through this experience. In order to have more information about the teacher's perspective in respect of online sessions, researchers developed a study in which instructors, who had taught in both modalities, were interviewed.

The results established by Smith et al. (2002) are divided into sections according to what was answered by the instructors and how they think that distance modality affects its efficiency:

### **2.4.1 Software effects**

Teachers see the internet as a communication medium, and they emphasize that the lack of VoIP devices in online courses causes social issues regarding teaching.

### **2.4.2 Teaching issues**

As in online modality, the channels of communication are limited, many of the skills used by assistants in face-to-face classes cannot be presented in the online method. As teachers and students cannot see each other as in face-to-face lessons, there is more space for ambiguity and misunderstanding in distance education. Furthermore, instructors must spend more time connected to the platform because of the time per class, and also time allocated to clear doubts and ambiguities or assess different assignments through email.

### **2.4.3 Individual effects**

According to Smith et al. (2002):

“From the perspective of the instructors, online students needed more self-reliance and better time management skills than students in face-to-face classes. In face-to-face class meetings, the instructors can employ a force of personality and directly confront students with either shortcomings or strengths in their assignments”. (p.353)

### **2.4.4 Social effects**

In online modality, a lack of identity affects students and teachers because they cannot see each other during the meeting, that is the reason why looks, gender, and ethnicity are not as important for the ones in the class. As a consequence, students participate more in lessons, since they are not going to speak in front of their classmates physically. In addition to this, the teacher's authority is lost because they do not have the presence expected as in face-to-face classes.

The results of this study suggest that a considerable amount of work is needed to develop an online lesson. “They also suggested that the instructor must shift from the role of the content provider to content facilitator” (Smith et al., 2002, p.365). Therefore, the assistant must equally work with the online web in order to promote and stimulate students to learn.

On the one hand, the authors stated that monitors feel that online courses imply a different style of communication. It is mentioned that online courses require more work, and also more time because this will need a different preparation to develop the class effectively.

On the other hand, it is affirmed that online lessons have positive aspects, such as access to a deeper explanatory resource on the internet, forcing the instructor to re-think about how to develop a class in this new method. It is crucial that teachers are able to provide class discussions with all students in an equal environment.

The strongest point of these findings is that the information acquired explains what the instructors think about online lessons in different aspects. However, it is important to consider that this research was written many years ago and the information such as the lack of VoIP services has changed in the last few years. In addition, nowadays there are plenty of new technological devices that provide a proper way of communication. For instance, web cameras, smartphones, microphones, among others.

## **2.5 Students' perspectives and experiences**

The students' perspective is part of the learning environment that is defined as everything that happens in the educational institute. It involves the educational, physical, social, and psychological context in which students are part. This aspect is thought to play a fundamental role in their development as human beings and is usually taken for granted. Therefore, it is relevant to highlight the students' perspective on online lessons in order to develop a complete understanding of the matter. Concerning the already mentioned by Jabeen and Thomas (2015), students demonstrated that while interacting with instructors, the acquisition of the skills was a lot better, with reading and listening proficiency being well above average. For speaking, students' survey was responded with a neutral stance on the effectiveness which may show a lack of awareness or requirement for such opportunities. An even more intriguing fact is that the overall averages for all the above-mentioned skills are higher for students when they interact with instructors than when they do with fellow students. This shows that students find interactive sessions with instructors a major boost to their learning experiences. Finally, the study revealed that students are fond of learning with an instructor since it is a lot more effective than learning alone in an online environment. They prefer the classroom environment more than the online setting for language learning. As stated before this research refers to hybrid classes which is not a matter of this study's aim; however, the information provided a proper explanation of why online learning is not as effective as traditional or hybrid classes.

Similarly, Sutterlin (2018) states how fundamental is the interaction or social aspect of online lessons. The author wrote this after the realization of the high dropout rates from online students in comparison to students with traditional classroom settings. In addition, she wanted to identify which were the reasons behind those dropouts and what aspects are online sessions missing. From her perspective, the interaction between teachers and their students is fundamental in order to achieve significant learning; therefore, the online software used is one of the most important issues to be addressed. She claimed that most of the online devices used for online sessions do not give students and teachers the opportunity to interact with each other, and also, how hard it was to get an interactive lesson. According to Sutterlin (2018):

“[...] we spent thousands of dollars setting up video conferencing rooms and equipment that was complicated to use, and often participants had equipment failures or inadequate visibility. Faculty required the presence of a technical support person to run the equipment, which meant that advanced scheduling and coordination often limited spontaneity or usage”. (p.1)

The author's solution was to search for another online device to provide a proper class. In order to achieve the results of her theory, she organized lessons through Zoom to prove that interaction was as crucial as the author theorized. In conclusion, she mentions that the process of learning was more relevant in the already mentioned device since they have the opportunity of interactional activities such as discussions and presentations that provide instant feedback. However, it can be considered that the author's perspective is not highly scientific since it was developed by a learning designer student who based her theory on pure experience instead of scientific research. Still, she must be one of the few who wrote about the effectiveness of Zoom in the educational area, the interaction between teacher and students, and also the experience from students' perspective.

Even though authors have inquired about online modality, showing different characteristics, benefits and disadvantages, this does not match with the Chilean context in which our study is concerned. Furthermore, since this current pandemic situation is something relatively new in people's reality, there is a lack of data regarding the level of stress to which students and teachers are exposed. It is important to highlight that stress levels will affect their academic results.

## **2.6 Components Underlying Speaking Effectiveness**

Regarding Derakhshan et al. (2016), four components are fundamental in order to succeed in developing the speaking skill: *grammatical competence*, which supports students in order to use and understand English language structures accurately, improving learner's fluency; *discourse competence*, which refers to the students' management of structures and discourse markers in order to express ideas; *sociolinguistic competence*, which mentions that students have to be conscious about the cultural boundaries of the native speakers in order to be socially accepted by them; and *strategic competence*, which refers to how students manipulate and handle the language to achieve their communicative goals.

## **2.7 Emotional Outcome**

The Emotional outcome can be considered as important as the content of a lesson since it motivates people to learn and make decisions inside the classroom. Emotional states can have significant impacts on education and learning, and when it comes to education, collecting data about the diverse range of emotions experienced in academic settings, seems to be of high importance because learning and achievement are "major sources of human emotions today" (Pekrun et al., 2002, p.92). In most of the information found, there are some factors that influence the emotional outcome; for instance, the class engagement and the interaction happening at the moment of learning or teaching.

Problems such as anxiety, motivation and presence are equally important inside the classroom.

### **2.7.1 Anxiety**

According to Lamy and Hampel (2007), this issue is usually related to the frustration of being misunderstood while talking or misunderstanding what is said by others. It can produce high levels of anxiety in EFL learners which could lead to them avoiding participating in classes. However, anxiety can be reduced if students are properly engaged and motivated in the lesson.

### **2.7.2 Motivation**

Lamy and Hampel (2007) also mentioned that the result of the interplay between intrinsic and extrinsic factors is what creates the motivation for students. The exploration and interest on the one hand, and external rewards, on the other hand, are necessary for them to feel the desire to participate in the lesson. There are not as many extrinsic motivating factors in online classes as there are in face-to-face since a teacher is not present to encourage students to participate. Also, asynchronicity might result in participants not receiving immediate feedback from the teacher or their classmates which would provoke bad results, and it can produce time-lags which can negatively affect learner motivation to communicate and interact.

### **2.7.3 Presence**

Social presence clearly goes beyond mere knowledge and information exchange. It has been defined as “an awareness of a social situation in a group or community” (Prasolova-Forland & Divitni, 2003, p.58), as “a state of mind” that encompasses knowledge of others existence, plans, motivations, intentions, and attention. (Vogiazou et al., 2002), and “the measure of the feeling of community”. (Tu & McIsaac, 2002).

## **2.8 Engagement**

Attitudes, motivation, and values are all factors of the emotional outcome which are in the process of learning. Edwards and Porter (1970) suggested that Motivation is one of the most fundamental aspects as; "a student's attitude toward a given course or subject area can be a contributing factor to his achievement in it" (as cited in Miller, 2015, p. 107). These three factors already mentioned are related to the engagement of the lesson. According to Kamenicka and Kralova (2019), the lesson's engagement is to have positive relationships and living in harmony with an individual's surroundings (interaction).

These levels are necessary to draw attention to the educational process because it is closely linked to everyday experiences in classes for teachers and students. The authors explain that, under optimal circumstances, the learning process could bring joy and satisfaction instead of boredom, suffering, and satiety.

## **2.9 Interaction**

According to Soo and Bonk (1998) there are four possible interactions in the classroom: Learner-content, learner-teacher, learner-learner, and learner-self. Firstly, learner-content interaction is related to the process of constructing knowledge inside the classroom. Secondly, Learner-teacher communication is the scaffolding used by the teacher in order to support and challenge students in the classroom. Thirdly, learner-learner interaction is one of the main teachers' strategies. However, learners may face a positive or negative outcome depending on the group. On the one hand, if the experience is positive, students might face a cooperative learning environment, which could improve their individual skills and also it provides collaborative work. On the other hand, if the experience is negative, students might face disagreements, frustration, or being intimidated by their classmates which might lead them to anxiety in some cases. Finally, learner-self interaction is the learner's reflection of the content, learning process, and his/her new understanding. Moreover, Lamy and Hampel (2007) mentioned that some students may amplify their personalities in online lessons and increase the inequalities in regard to participation. Thus, students with a dominating personality are more likely to take over the communication leaving shy students feeling uncomfortable. This situation might worsen for introverted students since there is a probability they are not as skilled as the rest of their classmates.

### 3. METHODOLOGY

First of all, it is necessary to indicate this is mixed-method research since it involves collecting and analyzing numerical and non-numerical data to understand the problem previously mentioned.

This research is based on a descriptive research design which consists of obtaining a general overview of a situation or phenomenon. However, technically this is a survey study since the data collected from the surveys are statistically analyzed to describe meaningful research conclusions. The objective is to analyze students' perceptions during speaking online lessons in the COVID-19 situation. In addition, data about the teacher's perspective was gathered respecting speaking online sessions and then taken to interpretation.

This study focuses mainly on social phenomena from the perspective of social actors, which worked to this research with a specific group of participants and specific social situations. The descriptive research design fits properly with the topic since it takes a problem with little to no relevant information and gives it a befitting description using qualitative and quantitative research methods. This method utilizes interviews, observation, and surveys to collect information from distinct subjects. Regarding observation, it is suitable for gathering data on behaviors and phenomena without having to rely on the honesty and accuracy of respondents. Moreover, phenomenology is ideal for it since it's highly concerned with how participants feel about things during an event or activity. Therefore, interviews and surveys were applied to the participants in order to gather and measure information related to the online classes concerning speaking skills. These types of instruments can help to achieve the intended goals of qualitative research.

#### 3.1 Assumptions

***Students would prefer face-to-face classes rather than online modality:*** A constant comparison between online and face-to-face lessons. Both modalities might try to encourage students to reach the linguistic objectives in the process of acquiring a second language. The majority of students in the program have always been involved in a traditional environment; therefore, it is likely that students prefer face-to-face learning instead of online lessons.

***Online modality negatively affects the students' speaking learning development:*** In an online modality, interacting in a real context with partners has become harder or even impossible especially in a pandemic situation. Besides, for students it could be difficult to participate in online sessions, which might affect their speaking skills.

***Teachers were not prepared for the online modality:*** They may feel they are speaking to black screens. Teachers could also feel that their time at work is mixed with their free time, increasing their level of stress concerning online speaking lessons.

### **3.2 Limitations**

This research faced different limitations that hindered the process of the study. First, due to the current COVID-19 pandemic context, the collection of information could only be obtained through online surveys and questionnaires, making it more difficult to gather participants. Since the study depended on students having the willingness to contribute, we did not achieve the same number of participants that a traditional face-to-face research could. Additionally, as the report was developed during a new global context, not many articles were found on the matter. This issue affected the research since it was difficult to base the study on current articles regarding online modality in a pandemic context.

### **3.3 Participants**

The instruments were applied to students from cohort 2018 to 2021 and teachers from UCSC English Pedagogy. The students were divided into groups depending on their admission year.

#### **3.3.1 Cohort 2018/2019**

Students that accessed the university during the years 2018 and 2019, and throughout this research were coursing between their third to their fifth year of the program. This cohort consists of 23 students.

#### **3.3.2 Cohort 2020**

Students that accessed the university during the year 2020 and throughout this study were coursing through their second year of the program. This cohort consists of 19 students.

### **3.3.3 Cohort 2021**

Students that accessed the university during the year 2021 and throughout this research were coursing through the first year of the program. This cohort consists of 21 students.

### **3.3.4 Teachers**

Teachers that belong to the English program from UCSC and develop the online speaking lesson in the pandemic context. This group consists of 6 teachers.

## **3.4 Strategy**

The sampling strategy that was used in this research was non-probability sampling, specifically convenience sample. This was due to those who participated in this study were the ones who were available and accessible to do it. This strategy was selected because it was easier to have access to students' and teacher's feelings and thoughts about online lessons. At the moment of participating in the study, they knew that their information was confidential and used for a specific purpose.

Regarding students, the total amount of participants is 63, taking into account each cohort. To be part of this study, they had to be coursing the English program at Universidad Católica de la Santísima Concepción. Additionally, during the research, they had to be attending the subject for the first time through online lessons since students repeating a course have considerable advantages compared to their classmates with respect to content and development of abilities. Furthermore, students had to attend at least two hours of listening-speaking class (intermediate; intermediate advance II; advanced). There was not a specific age average, since the only essential aspect was that participants were collaborating efficiently in the English course as aforementioned. In addition, participants must have access to a digital device, such as a computer, cellphone, tablet, laptop, etc; in order to develop the survey.

Concerning teachers, 6 teachers that belong to the English program were answering a survey with essay questions. In order to be part of this research, teachers must work at Universidad Católica de la Santísima Concepción in the English program. Furthermore, teachers must educate in the course of listening-speaking in any of the levels

aforementioned (first, second, and third-year) through an online method. Additionally, they must have access to a digital device in order to be able to participate during the interview. Moreover, teachers must have the experience of working previously in the face-to-face method to compare their experiences with the online method. However, there was not a specific age average or years of experience working to be part of this study.

### **3.5 Procedure**

The data collection was done in two different parts using two different instruments per part, the first part was a survey, sent via email, that was applied to students using Google Forms to collect the data. The second part was a questionnaire with essay questions that was done with a selected group of six faculty members using Google Forms, which was sent via email with the purpose of having an in-depth opinion from the ones mentioned before.

Firstly, students were given a survey which contained three different items related to emotions, how they felt studying in online modality; learning, how they accomplished the learning goals; and strategies, which were the strategies that their teachers use in order to develop an online lesson. Subsequently, three essay questions were asked with the purpose of having a more extended point of view from the students. During the questionnaire students found questions such as: how anxious do students feel at the moment of speaking during a lesson; how efficient was the internet connection of the students; among others. As aforementioned, these questions were a useful instrument that helps to be aware of the situation of each student in the different aspects that the survey was focused on.

Secondly, a questionnaire with essay questions was conducted with the teacher focus group to have a considerable amount of information about the teachers' points of view. The questionnaire was also divided into three items which were emotions, training, and strategies. However, the purpose of the survey was that teachers would be able to give a complete thought regarding each one of the items mentioned. The interview was developed via Google Form, in which they were able to write 100 words as maximum, in order to allow each teacher to express their opinions.

### **3.6 Data gathering instruments**

The strategies that were used to collect data needed to develop this study were the use of two different surveys. The first survey (see appendix 1) was used to compile the information concerning students from the cohorts 2018 to 2021. This survey had a Likert scale with 27 questions in which students had to point out from totally agree to totally disagree to the presented statement. Besides, this instrument had three optional essay questions at the end in order to allow students to fully explain their experiences. The second interview (see appendix 3) was used to collect deeper thoughts from teachers. In this questionnaire teachers found 19 essay questions in which they had to answer with a maximum of a hundred words. Both surveys were used to collect information from the groups studied with respect to three main topics. They were the emotional impact, the learning outcome, and the strategies performance for students, and emotional impact, training, and the strategies performance for teachers.

### **3.7 Data Analysis strategies**

First of all, it is important to highlight that cohorts 2018 and 2019 were joined together for the data analysis so as to reach a proper number of participants as in the other cohorts. This was done since cohorts 2018 and 2019 share a similar context regarding face-to-face classes and online lessons.

The data gathered was summarized on different types of infographics. The first one was a table that contains students' answers from all cohorts represented in percentages. Regarding the survey's answers, "disagree" and "totally disagree" were mixed as well as "agree" and "totally agree" in order to differentiate the answers on each outcome by enlarging the numbers of agreeing and disagreeing (see figure 4.1.1). Secondly, bar charts were created with the percentages of students coursing the years involved. The charts were divided per question and from cohort 2018-2019 to 2021 in order to analyse each year's different preferences and opinions (see Appendix 2: Students' answers per question). Moreover, students' essay responses were shortening according to the most repeated keywords and positive or negative opinions (see figure 4.1.2). Similarly, teachers' answers to the written interview were interpreted by selecting the most similar opinions and arranged in a table (see figure 4.2.1).

## 4. RESULTS

### 4.1 Students' answers summary

Regarding the questionnaire answered by students from cohort 2018-2021, there are two tables presented. The first one represents how students perceive their progress in three different categories: Emotional impact, Learning outcome, and Strategies performance. The second one depicts a summary of students' essay answers with the cohorts combined.

**Figure 4.1.1**

N°	TOPIC	QUESTION	Disagree	I am not sure	Agree
1	Emotional Impact	I have felt anxious during online speaking lessons	14%	14%	72%
2		I feel fear at the moment of speaking in online lessons.	28%	12%	59%
3		I enjoy participating in online speaking lessons.	14%	31%	54%
4		I feel overwhelmed when the teacher selects me to speak in online lessons.	28%	10%	61%
5		I prefer working in pairs rather than in groups during online speaking lessons.	29%	37%	34%
6		I usually leave the class when the teacher makes a speaking activity in online lessons.	77%	6%	17%
7		I speak confidently when presenting in online lessons.	41%	28%	31%
8		I feel that I have a good performance in	26%	44%	31%

		speaking during online lessons.			
9		I feel uncomfortable when the teacher asks me to turn on my camera.	33%	20%	47%
10	Learning Outcome	I feel that I learn more during speaking online classes than I would in face-to-face classes.	54%	30%	17%
11		For Group 2018 and 2019 students: My speaking performance has improved during online lessons.	11%	8%	15%
12		I avoid doing my tasks during online lessons.	65%	19%	16%
13		I am motivated to learn in speaking online classes as I would do in face-to-face lessons.	34%	28%	38%
14		It is easier for me to ask questions in online lessons than it would be in face-to-face lessons.	38%	27%	35%
15		I like to attend speaking lessons online.	20%	19%	61%
16		I usually do other activities during online lessons.	37%	16%	47%
17		I have learnt enough speaking strategies to communicate the topics of speaking online lessons.	30%	38%	32%
18		What I learn by myself during my free time is enough for the level that is requested for speaking lessons.	28%	43%	28%
19	Strategies	I feel more comfortable working with	23%	30%	47%

	Performance	little groups than the entire class during speaking online lessons.			
20		I know how to divide my working time from my free time.	44%	21%	35%
21		I have an optimal environment where I can organize my work during online lessons.	36%	21%	43%
22		I prefer working offline than practicing speaking online.	33%	31%	36%
23		I have an active role in speaking online learning.	38%	21%	41%
24		It is easy for me to study while I'm constantly at home.	47%	29%	24%
25		I clarify my doubts by asking or consulting the teachers.	26%	8%	66%
26		I clarify my doubts by asking or consulting my classmates.	10%	6%	85%
27		I have a fixed personal work schedule at home for each day of the week.	65%	15%	21%

Figure 4.1.1 Chart that represents a summary of the average percentages of the questionnaire answers in all the cohorts studied.

**Figure 4.1.2**

N°	Questions	Answers
28	How have you felt during speaking online lessons during this year?	Most of the replies showed negative reactions and emotions towards speaking lessons in an online format. The prevalent one being feelings of anxiety followed by nervousness, insecurity, stress, and dissatisfaction towards their performance.
29	How do you think your speaking skills have improved in this new educational modality?	There were mixed opinions with two prominent answers. The first being a feeling of improvement in their speaking ability and their confidence when speaking the language. And the second one was not feeling any advancements in their skill. However, cohort 2018-2019 expressed to be working autonomously since teachers do not monitor them constantly.
30	What teaching techniques do you think would be useful to develop a speaking online lesson?	The majority of students expressed that the most efficient techniques are: recording themselves, presentation tasks, and working with their personal interests by personalizing the lessons.

Figure 4.1.2 Chart that represents a summary of the student's answers for the essay questions.

## 4.2 Teachers' interview answers

Concerning the interview answered by teachers from the program, the following table represents how teachers perceive their performance and students' feelings in three different categories: Emotional impact, Training, and Strategies performance.

**Figure 4.2.1**

	<b>Questions</b>	<b>Analysis</b>
Emotional Impact	1. Have you felt insecure while teaching speaking activities in online lessons? Explain.	Most of the teachers asked in the questionnaire agreed that they are not feeling nervous at the moment of giving an online class.
	2. Were you emotionally prepared to give online lessons during the pandemic? Explain.	Most of the teachers claimed to be emotionally prepared for online lessons.
	3. Do you enjoy teaching speaking skills in online lessons? Explain.	There are some mixed opinions since there was a tie between agreeing and disagreeing. For instance, teachers who do not enjoy online classes claim that the most difficult part is the lack of interaction. While teachers who enjoy this modality express that there are a lot of independent students to work with.
	4. Do you think that your free time has decreased since the online lessons? Explain.	Most of the teachers agreed that there is a decrease in their free time due to online lessons. They state that preparing the material and adapting it to the online modality is more time-consuming than preparing a face-to-face class.

	<p>5. Do you feel that you have developed a proper performance as a teacher during online lessons? Explain.</p>	<p>Most of the teachers claim that they have developed a proper performance.</p>
	<p>6. How do you feel when your students do not turn on the cameras?</p>	<p>Teachers agree that if students do not turn on their microphones it will be difficult to accomplish the objective of the class, especially in speaking. Furthermore, they considered that it is difficult to know if students are following the class when they do not turn on their microphones.</p>
	<p>7. How do you feel when your students do not turn their microphones on?</p>	<p>Teachers have different opinions regarding how to perceive students' emotions during online lessons. Some think that students feel relaxed, because they try to create a friendly atmosphere, others, while students have their microphones and cameras on, are ok.</p>
	<p>8. How do you perceive your students' emotions during the online speaking lesson? Explain.</p>	<p>Some teachers think that students must be overwhelmed, however, other teachers agree that sometimes students are interested, and other times they get bored quite easily.</p>
<p>Training</p>	<p>9. Were you prepared to develop a speaking online lesson before the pandemic? Explain.</p>	<p>Most of the teachers agree that they were not prepared to develop an online class, but they could manage the online method and feel more comfortable. However, a few percentages of the teacher felt prepared to develop an online class.</p>

	<p>10. If your answer was “no”, how did you manage to develop a speaking online lesson in this new modality?</p>	<p>Some teachers manage the speaking online lesson including input at the beginning of the class such as a youtube video, ted talks, broadcasts, etc. Then they make the class discuss the topic and create a conclusion on the subject. Other teachers started to include Eva forums to share questions and prompt the students to discuss in classes.</p>
	<p>11. Do you think that your students have improved their speaking skills during online classes? Explain.</p>	<p>Most of the teachers agree that if students were actively participating in the online lesson they should have improved their speaking skills, meanwhile students who only watched the recorded class probably did not improve their skills because they cannot ask questions.</p>
	<p>12. Do you think that your students are more worried about approving than learning in this online format? How is that different from traditional classes? Explain.</p>	<p>All teachers agree that the idea of some students worrying about passing more than learning in this current pandemic situation is the same as in the normal time. Because they have always been students who only want to pass no matter the final mark as long as it's above 4, and students who really want to learn and improve their skills.</p>
	<p>13. Do you think that your classes achieve their aim in this online modality? Explain.</p>	<p>Most teachers agree that they have been trying to achieve the aim of the lesson, however, due to all the different aspects that can influence the online modality, it is difficult to accomplish the entire object of the lessons.</p>

Strategies Performance	14. Do you think that having your students working in pairs or in groups during speaking online lessons is a good strategy? Explain.	The teachers agree with the fact that making students work in pairs encourages learners to participate and even the time is used more efficiently during the lesson. The interaction among students is substantial at the time of improving situations in which learners do not get involved. This way, students are not forced to talk individually and do not suffer from anxiety.
	15. What do you do in order to create a proper environment in online lessons?	Some of the teachers agree that in order to create a proper environment in online lessons they have to start showing and explaining the objectives of the class and bringing interesting topics. Another teacher affirmed that being relaxed and having a prepared lesson should be enough. Finally, another teacher assured us that it is important to begin the class by asking her students how they feel, and how their week has been, to know their context, and also trying to engage them with interesting questions.
	16. Do you believe that your teaching online learning environment is optimal? Explain.	Some teachers agree that they can never say that their teaching online learning environment is optimal because there is always space for improvement because learning is a never-ending process. Furthermore, another teacher considered that there are many distractions and responsibilities at home and that the interaction in the online lessons would

		<p>never be the same as in face-to-face lessons. Finally, another teacher affirmed that she counts on an optimal space to do the lessons.</p>
	<p>17. How do you separate your work from your free time?</p>	<p>Some of the teachers agreed that, even though it is difficult to separate the work from their free time, they have been able to do it. For instance, they try to have a fixed schedule and do not work outside office hours, and during the weekends, besides they try to do activities such as watching TV, participating in political or social groups, etc. However, another teacher affirmed that it has been really difficult to separate the time and that most of the time she is working late at night.</p>
	<p>18. Do you prefer working offline than working online in order to teach a topic for speaking? Explain.</p>	<p>In this particular case, there are some discrepancies in teachers' responses; however, they agree that the current teaching model is not the most suitable or appropriate for Speaking lessons. Indeed, they would rather use a mix of both modalities to perform Speaking lessons, in this way, the participation in activities could increase regarding any topic linked to oral production. Furthermore, the consensus among teachers is that interaction and being in contact is quite important for the development of English speech.</p>

	<p>19. Which teaching techniques do you consider the best to develop a speaking online lesson?</p>	<p>On this occasion, teachers have different techniques to approach the development of speaking lessons. Nonetheless, some teachers agree that one of the most useful strategies to develop speaking skills is by providing interesting topics for discussions in small groups or pairs. Another interesting fact is that some of them name flipped classrooms as an effective way to deal with the lesson since this modality allows students to combine autonomous work with the content given in online lessons. Surprisingly, in the majority of the responses teachers give options to improve the participation of students in the activities. This factor makes it easy to infer that the lack of participation and involvement is one of the main aspects to be remedied.</p>
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Figure 4.2.1 Chart represents a summary of teachers' answers regarding all the sections of the interview.

## 5. DISCUSSION

According to the results above, it has been stated the information needed in order to accomplish the research's purpose. Overall, participants have been able to identify the personal situations in respect of the online modality which has affected their emotions and performance in their academic experience.

First of all, concerning the first research question; What is the emotional and linguistic outcome with reference to the development of speaking skills in a cohort from years 2018-2021 English Communicative Competence (ECC) students from the English High School Pedagogy program of Universidad Católica de la Santísima Concepción (UCSC) in speaking classes from voice-over-Internet Protocols (VoIP)? The participants are aware of their emotions and what aspects of an online speaking lesson make them react positively or negatively. The majority of students agreed on experiencing anxiety during the meetings, (see appendix 2, figure 2.1.1) which affects how they face the online lesson and makes students less willing to participate. This lack of participation due to anxiety was previously addressed in the literature review, therefore, it resembles the findings of Lamy and Hampel (2007). In addition, students not only are feeling the anxiety of studying with the current situation, the popular revolution from October 18th in Chile, but also the anxiety of being in the middle of a pandemic which increases the level of stress in learners. Moreover, it has been shown that students from 2020-2021 feel fear of speaking in their lessons; in contrast, students from 2018-2019 claimed the opposite (see appendix 2 figure 2.1.2) since they already know their classmates and teachers in person. Conversely, it is important to highlight that students from 2021 do not feel uncomfortable when the teacher asks them to turn on their cameras (see appendix 2, figure 2.1.9). Their answers proved that they feel motivated to do so since, probably, they would like to know their classmates and teachers. As previously mentioned in this research, Edwards and Porter (1970) stated that motivation is a fundamental aspect of the learning process. Surprisingly, participants from the year 2020 do not feel the same way even though they have similar experiences to 2021's students. It is possible that this situation occurs because 2020's students might feel overwhelmed or uncomfortable when their camera is on.

Furthermore, in relation to linguistic outcome, participants' answers have also assured that their learning results have been affected by the new modality. Most of the students admitted that they would learn more during speaking face-to-face classes than they have learned in online sessions (see appendix 2, figure 2.2.1). Indeed, due to the current educational conditions, students have been forced to increase their hours doing autonomous work; for instance, most of the participants have claimed that most of the time, they complete their tasks (see appendix 2, figure 2.2.3). However, this strategy has not been successful at improving their results. Additionally, this could be possible because students do not usually check their homework and clear doubts with the teacher in online lessons (see appendix 2, figure 2.3.7). The feeling of fear previously mentioned might affect the student's participation when clearing doubts; hence, some of the participants do not know their teachers. Even though a huge percentage of students stated that they like to attend online lessons (see appendix 2, figure 2.2.6), a considerable number of them affirm that they usually do other activities or are distracted while attending the meetings (see appendix 2, figure 2.2.7). Besides, the majority of learners have expressed that they are not sure if what they have learned in their free time is enough for the level which is requested (see appendix 2, figure 2.2.9). Based on this information it could be possible to say that there is a lack of efficient adaptation concerning this online modality.

Secondly, with respect to the following research question; What is the emotional and linguistic outcome regarding the development of teaching speaking skills in a cohort from years 2018-2021 English Communicative Competence (ECC) professors from the English High School Pedagogy program of Universidad Católica de la Santísima Concepción (UCSC) from voice-over-Internet Protocols (VoIP)? Teachers felt capable of performing online lessons even though they faced some difficulties. First of all, they expressed that they feel comfortable with the online modality and that they were emotionally prepared for this situation. However, the lack of interaction between teachers and students seems to be the most difficult part of this situation. In fact, they claimed that it is difficult to accomplish the class' aim in respect of speaking skills when students do not turn on their microphones or webcams. This can be associated with Lamy and Hampel (2007) findings about asynchronicity not giving immediate feedback causing negative results in student learning. Since teachers need to know if the learners are following the lesson. Secondly, teachers, as well as students, claimed that there is a considerable decrease in their free time due to the online modality. They believe the process of preparing and adapting the material

to the online modality consumes plenty of time. Consequently, this lack of free time might lead to stress for both students and teachers; besides, it is important to pay attention to the fact that their houses are their workplaces, making it impossible to not be worried about their university responsibilities. Lastly, teachers confirmed that students might feel overwhelmed but they still try their best in classes. Furthermore, they noticed that sometimes students show interest in the lesson, but other times it is the opposite.

Related to the training, teachers felt that they were not prepared enough for the online modality but they still managed to develop an effective speaking class. In addition, they expressed that students who were actively participating in online lessons should have improved since they can ask questions and receive instant feedback. However, students expressed that they attend the meetings but they do not feel comfortable asking, and they affirmed that they have not improved as much as expected. Proving that if students do not actively participate in online sessions they would not improve since asking is a way of practicing their speaking skills. Regardless of this last issue, teachers feel that they have accomplished the lesson's aim.

Finally, about the last research question; What are the strategies used to accomplish a successful second language online lesson respecting speaking? Online modality has also led to negative aspects focused on students' strategy performances. For instance, many students agreed that they have an ideal place or environment in which they can properly organize their time, and suitably connect to the online speaking lessons (see appendix 2, figure 2.3.3). Despite the aforementioned, learners responded that they have not set a schedule for organizing their week (see appendix 2, figure 2.3.9), interestingly, they can adjust their time-space at home (see appendix 2, figure 2.3.2). Additionally, unlike what was found in the literature research, most students affirmed that studying at home is difficult for them while developing speaking classes due to multiple factors (see appendix 2, figure 2.3.6). This differs from Lee and Pyo (2003) affirmation that online and face-to-face lessons are equally effective. The personal space and the academic demand can hugely affect students' concentration and speaking performance. Moreover, teachers stated which are the best strategies in their experiences to accomplish an effective online lesson. What is more, work in pairs is believed to be one of the best strategies in this modality since it encourages learners to participate and effective use of time. This strategy also provides interaction among students and they are not forced to talk individually,

lowering their levels of anxiety. Nonetheless, the effectiveness of pair work might be the opposite of what teachers believe since they are not able to monitor every single pair of students simultaneously. This would lead to a counterproductive experience for the reason that most of the students do not know each other; hence, students most likely would not participate in the activity. As a suggestion, even though it can be time-consuming, teachers should let students choose their pair at the beginning of the semester to make them feel comfortable when performing the activities. Also, students and teachers agreed that providing interesting topics for the activities is fundamental in order to develop a meaningful class.

In regard to their strategies, teachers agreed that teaching in an online mode is not the best way to teach speaking skills. They strongly believe that working with both modalities would increase the quality of speaking lessons. This information was crucial to answer one of the research questions about the strategies used. Furthermore, professors stated that student-teacher interaction is key for developing proper speaking skills. Hopefully, online devices would develop software that provides a better way of interacting with each other.

As for the first assumption about students' preference between face-to-face classes rather than the online modality, there is a lot to discuss since it was not expected to receive a significant percentage of students feeling positive about online speaking lessons. Furthermore, students claimed that they enjoy the online modality but they find it difficult to improve their level of proficiency since they do not usually clarify their doubts with teachers. Regardless, the majority of participants do not have the experience of university face-to-face classes. Perhaps, it is hard for them to show a preference for one modality since the online method is their "comfort zone" and the feeling of freedom and autonomy these lessons provide results in them feeling more dependable. The second assumption about the negative effect that online sessions have on the student speaking learning development was inaccurate. Interestingly, this modality does not affect students negatively; however, the student's attitude at the moment of learning and participating in the lesson is what affects their learning process. Since, as stated before, there is a lot of freedom in this online modality and it is impossible to know what students do if they do not turn on their cameras. It is important to highlight that students do not seem to notice interaction as one of the most essential strategies for improving their speaking skills.

Concerning the assumptions for teachers, it was proven that they were not prepared for the

online modality. The online modality became the only way of teaching and learning, but this did not affect teachers emotionally. Moreover, it was correct to assume that teachers feel that their work time is blended with their free time. Nevertheless, along the time that teachers have been performing the online sessions, they have been able to create methods to divide their work time from their free time. For instance, they have a fixed schedule to organize their work. Additionally, the university has provided a recess week to allow teachers and students to organize their duties. Finally, it was also accurately supposed that teachers feel like they are talking to black screens; however, they are very comprehensive towards the students' reasons for not turning on their cameras.

## 6. CONCLUSION

To conclude, the research questions have been effectively answered. For instance, the emotional and linguistic outcome regarding the development of speaking skills in a cohort from years 2018-2021 in speaking classes from VoIP has been proven with the fact that students declared to feel overwhelmed and anxious during speaking sessions; however, they still managed to increase their vocabulary by themselves. In respect of teachers' perspective with the two outcomes before mentioned, they seemed to feel comfortable and accomplished with the lessons they have provided so far, and, despite the stress that the pandemic provokes, they do not feel as affected emotionally as expected. And, concerning the last research question, it was possible to identify some techniques and strategies that teachers and students have been using to overcome the speaking online lessons. For example, as aforementioned, having a proper environment to study, organizing the time, not overburdening, and ideally, having a mixed face-to-face and online modality.

Regarding the assumptions, the only certain presumption was about teachers. Conversely, the suppositions for students were surprisingly incorrect. Firstly, it was believed that students would prefer face-to-face classes but it was found that students enjoy online sessions. However, students considered it difficult to achieve their learning outcomes through this modality. Secondly, it was thought that this modality would have a negative impact on students' performance; nonetheless, it was noticed that students' attitudes towards speaking online lessons were responsible for their poor results, and not the modality itself. Lastly, the objective and the specific purposes of the research were achieved. It was possible to gather information and analyze the effect that online modality has on teachers' and students' development concerning linguistic and emotional aspects during COVID-19. Additionally, it was possible to collect data respecting training to accomplish an online lesson, and to figure out that students are not developing sufficient speaking skills.

Looking back at the findings, it can be concluded that speaking online lessons do not affect students negatively in terms of their learning outcome nor the teachers' training. However, students have been facing a lot of anxiety and stress during this new online modality in the pandemic situation, which affects how they face the lessons since some of them do not

participate due to uncomfortable feelings. Furthermore, even though students enjoy speaking online sessions, they found it difficult to study speaking at home since most of them missed the proper environment and connection. However, they have been applying some strategies to go through the online modality, for instance, they have adjusted a proper time-space. Additionally, it is possible to conclude that teachers were emotionally prepared to develop the lessons, and in consequence, they felt at ease performing the speaking sessions. Nonetheless, students' attitudes, as the lack of participation, impact enormously on how teachers develop the class. Because of that, teachers develop a lot of group activities, since they are the best way to enhance students' participation. Besides, it was discovered that teachers agree that a mixed face-to-face and online modality would be the most appropriate way to achieve a speaking lesson.

Finally, the topic studied in this research is new among the Chilean study data since it is based on the recent Coronavirus outbreak that overturned the situation in the country. For this reason, there are still uncovered fields; for example, a research about the students' commitment to online lessons and how their independence would affect their learning process? Which software would work better for Chilean students in an online modality regarding speaking skills?, and Which strategies would work for Chilean teachers to deal with an online modality in order to not affect their work and emotional burden?. These studies would be helpful for the educational context in Chile since online courses have not been considered in the educational curriculum and the software used for the pandemic situation is not as upgraded as the ones used in other countries. However, regardless of the current situation, Chile has been optimistic, and hopefully, in a couple of years, online modality as compulsory would no longer be needed.

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## APPENDIX

### 1. Appendix 1: Student's online survey

“What is the effect on a cohort from the years 2018-2021 English learners from UCSC pedagogy program regarding speaking skill from Voice over internet protocols (VoIP)”.

**Dear contributor:**

As you know, since the 2020's Pandemic situation the whole country has changed many aspects. Education was not an exception. Universities and schools have been forced to go through a different teaching and learning modality; online lessons.

Consequently, this study aims at knowing certain emotional and pedagogical impacts regarding students and the teacher community of “Universidad Católica de la Santísima Concepción”, that participate during speaking online lessons during the Covid-19 circumstance.

**General objective:**

To analyze how the emotional and linguistic outcomes have affected students and teachers at the time of developing a speaking class under an online environment regarding COVID-19 pandemic situations.

**Specific objectives:**

To identify which elements or situations have affected students and teachers during Speaking classes in an online modality.

To reveal how a cohort from the years 2018-2021 students and teachers deal with their emotions in an online environment during a pandemic situation.

To describe how prepared teachers are to develop online classes throughout the COVID-19 situation. Therefore, it would be really appreciated if you could answer this questionnaire in order to achieve and reach the objectives of the study.

Based on what is stated in this document, I voluntarily accept to participate in the research “What is the effect on a cohort from the years 2018-2021 English learners from UCSC pedagogy program regarding speaking skill from Voice over internet protocols (VoIP)”. I have been informed about the objectives of this study and the characteristics of the participation.

\* Consider that the answers you will provide are substantial for the development of this study; therefore, please be honest.

\* The data gathered in this questionnaire will be exclusively used for academic purposes by the researchers of this study. Therefore, the data will not be divulged.

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cfernandez@emingles.ucsc.cl

dgutierrez@emingles.ucsc.cl

dmoraga@emingles.ucsc.cl

gvaldebenito@emingles.ucsc.cl

### Personal Information

- Full name
- Institutional email
- Gender
- City
- Age
- University admission year
- Current academic year
- Level of English

### Instructions:

In the next sections, you will find 3 different categories with questions related to the objective of this study. These are Emotional impact, Learning outcome, and Strategies performance. For each question, you will have to indicate the answer with which you feel more identified. Consider the following:

- 1.- Totally disagree
- 2.- Disagree
- 3.- I am not sure
- 4.- Agree
- 5.- Totally agree

### Students' Questionnaire

#### Emotional impact

N <sup>o</sup>	Question	Totally disagree	Disagree	I am not sure	Agree	Totally agree
1	I have felt anxious during online speaking lessons.					
2	I feel fear at the moment of speaking in online lessons.					
3	I enjoy participating in online speaking lessons.					
4	I feel overwhelmed when the teacher selects me to speak in online lessons.					
5	I prefer working in pairs rather than in groups during online speaking lessons.					
6	I usually leave the class when the teacher makes a speaking activity in online lessons.					

7	I speak confidently when presenting in online lessons.					
8	I feel that I have a good performance in speaking during online lessons.					
9	I feel uncomfortable when the teacher asks me to turn on my camera.					

### Learning outcome

Nº	Question	Totally disagree	Disagree	I am not sure	Agree	Totally agree
10	I feel that I learn more during speaking online classes than in face-to-face classes.					
11	(For Group 2018 and 2019) My speaking performance has improved during online lessons.					
12	I avoid doing my tasks during online lessons.					
13	I am motivated to learn in speaking online classes as I do in face-to-face lessons.					
14	It is easier for me to ask questions in online lessons than in face-to-face lessons.					
15	I like to attend speaking online lessons.					
16	I usually do other activities during online lessons.					
17	I have learned enough speaking strategies to communicate the topics of speaking online lessons.					
18	What I learn by myself during my free time is enough for the level that is requested for speaking.					

**Strategies performance:**

N°	Question	Totally disagree	Disagree	I am not sure	Agree	Totally agree
19	I feel more comfortable working with little groups than the entire class during speaking online lessons.					
20	I know how to divide my working time from free time.					
21	I have an optimal environment where I can organize my work during online lessons.					
22	I prefer working offline than practicing speaking online.					
23	I have an active role in speaking online learning.					
24	It is easy for me to study while I'm constantly at home.					
25	I clarify my doubts by asking or consulting the teachers.					
26	I clarify my doubts by asking or consulting my classmates.					
27	I have a fixed personal work schedule at home for each day of the week.					

**Other**

This section is optional but is very important for the data collection. If you could give us a short answer we would be very grateful.

N°	Question
29	How have you felt during speaking online lessons during this year?
30	How do you think your speaking skills have improved in this new educational modality?
31	What teaching techniques do you think would be useful to develop a speaking online lesson?

## 2. Appendix 2: Students' answers per question

### 2.1 Emotional Impact

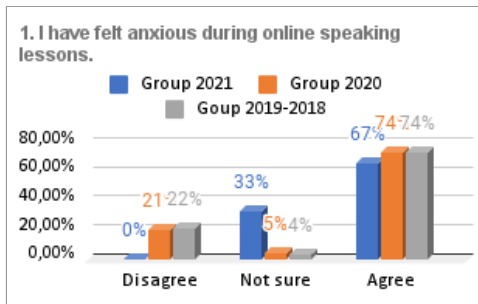


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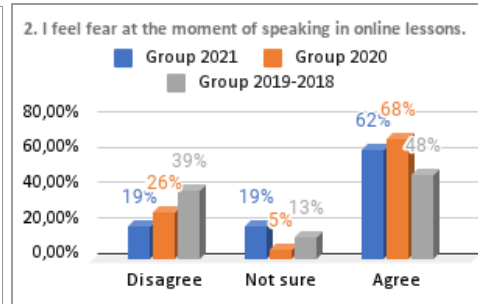


Figure 2.1.2

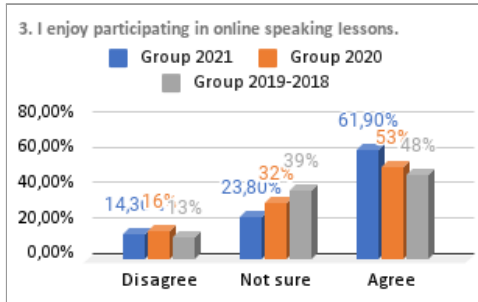


Figure 2.1.3

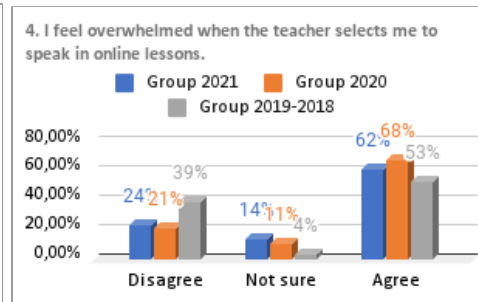


Figure 2.1.4

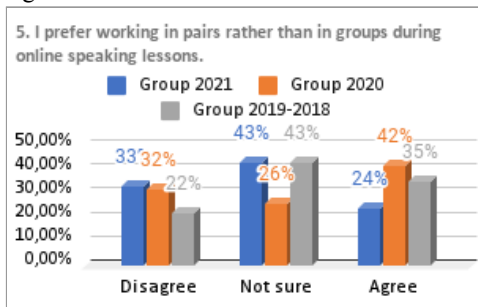


Figure 2.1.5

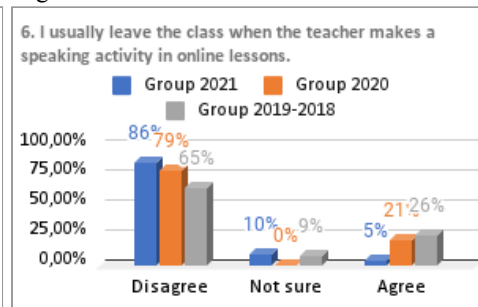


Figure 2.1.6

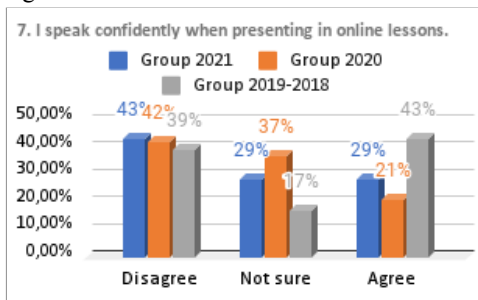


Figure 2.1.7

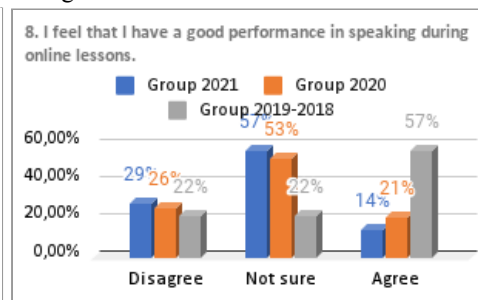


Figure 2.1.8

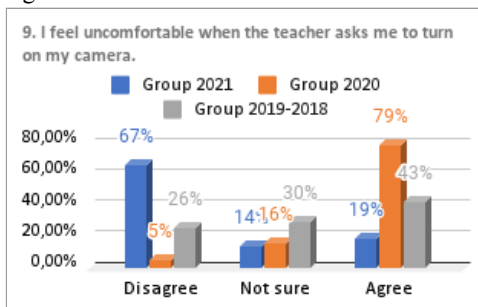


Figure 2.1.9

## 2.2 Learning Outcome

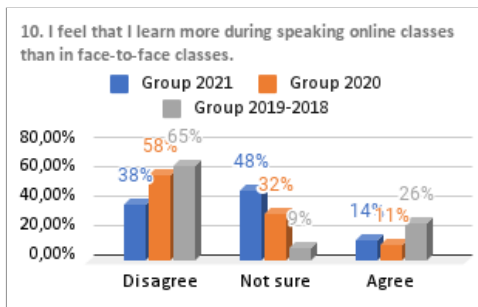


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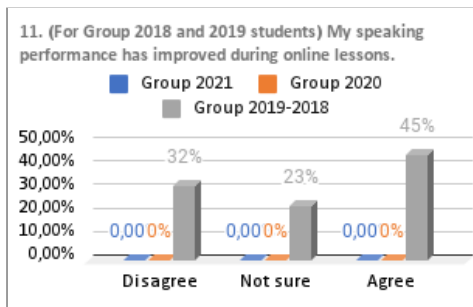


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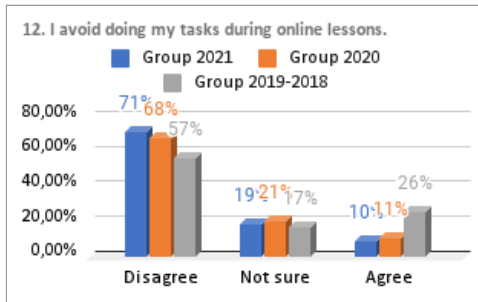


Figure 2.2.3

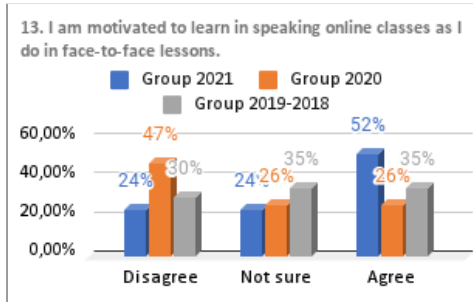


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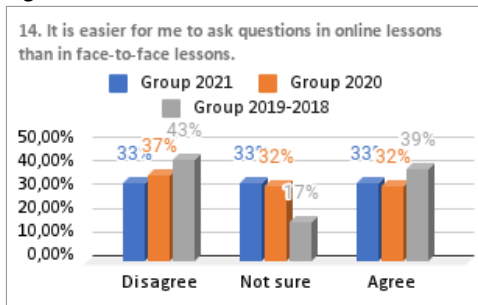


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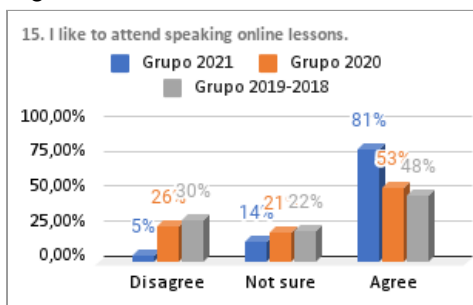


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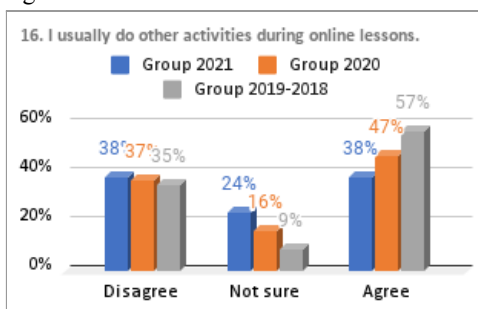


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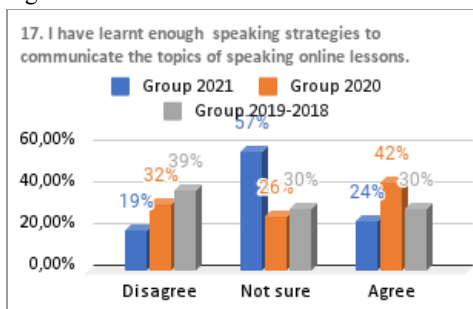


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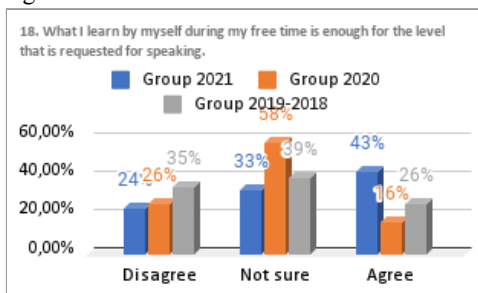


Figure 2.2.9

### 2.3 Strategies performance

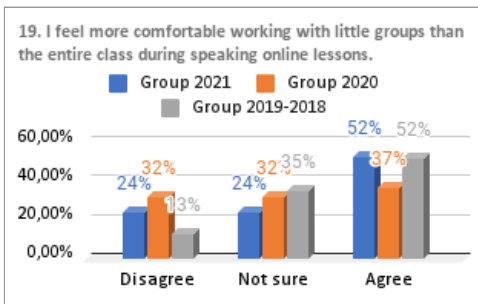


Figure 2.3.1

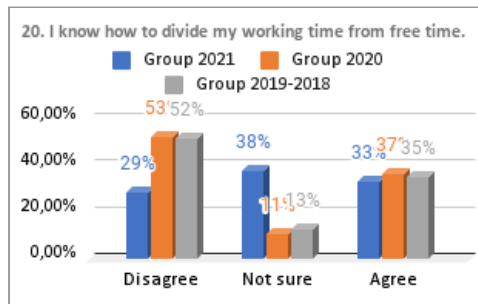


Figure 2.3.2

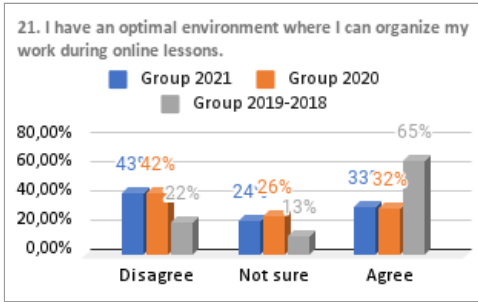


Figure 2.3.3

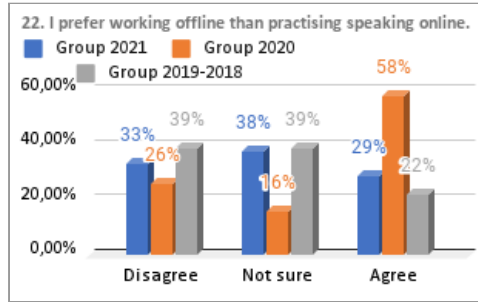


Figure 2.3.4

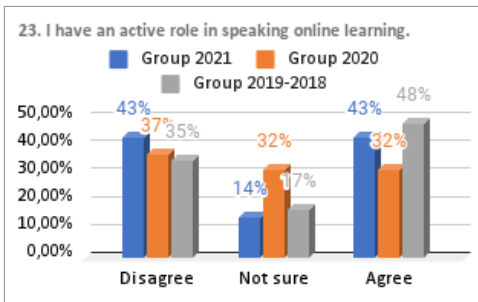


Figure 2.3.5

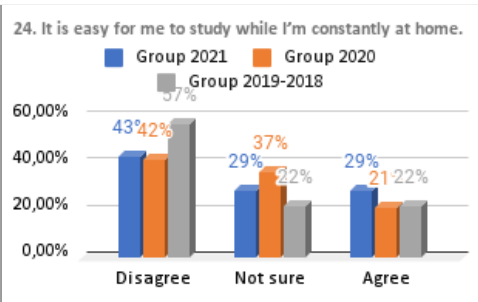


Figure 2.3.6

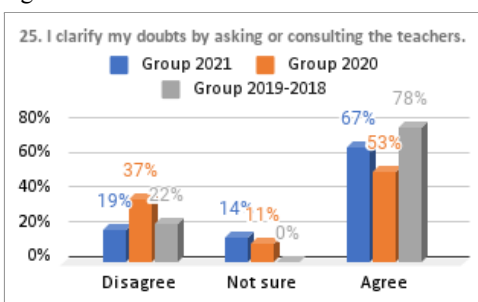


Figure 2.3.7

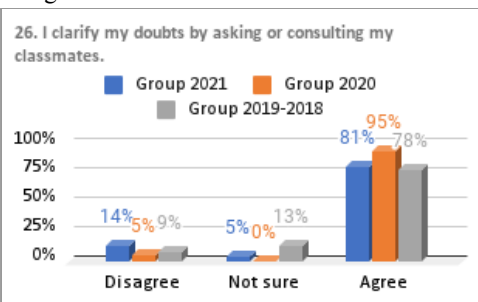


Figure 2.3.8

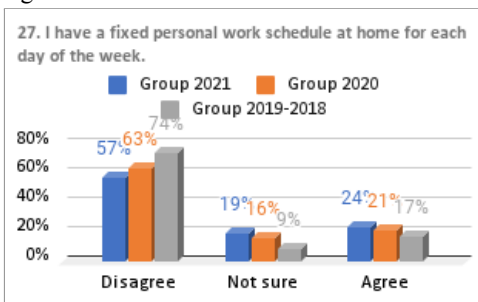


Figure 2.3.9

### 3. Appendix: Teachers questions interview

**“What is the effect on a cohort from the years 2018-2021 English learners from UCSC pedagogy program regarding speaking skill from Voice over internet protocols (VoIP)”.**

**Dear contributor:**

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Therefore, it would be really appreciated if you could answer this questionnaire in order to achieve and reach the objectives of the study.

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gvaldebenito@emingles.ucsc.cl

### **Personal Information**

- Full name
- Institutional email
- Gender
- City
- Age
- Previous University studies
- Years worked at the University

### **Instructions**

In the next sections, you will find 3 different categories with questions related to the objective of this study. These are Emotional impact, Training, and Strategies performance. For each question, write a proper answer in a maximum of 100 words.

#### **Emotional impact:**

1. Have you felt insecure while teaching speaking activities in online lessons? Explain.
2. Were you emotionally prepared to give online lessons during the pandemic? Explain.
3. Do you enjoy teaching speaking skills in online lessons? Explain.
4. Do you think that your free time has decreased since the online lessons? Explain.
5. Do you feel that you have developed a proper performance as a teacher during online lessons? Explain.
6. How do you feel when your students do not turn on the cameras?
7. How do you feel when your students do not turn their microphones on?
8. How do you perceive your students' emotions during the online speaking lesson? Explain.

#### **Training**

9. Were you prepared to develop a speaking online lesson before the pandemic? Explain.
10. If your answer was "no", how did you manage to develop a speaking online lesson in this new modality?
11. Do you think that your students have improved their speaking skills during online classes? Explain.
12. Do you think that your students are more worried about approving than learning in this online format? How is that different from traditional classes? Explain.
13. Do you think that your classes achieve their aim in this online modality? Explain.

#### **Strategies performance**

14. Do you think that having your students working in pairs or in groups during speaking online lessons is a good strategy? Explain.
15. What do you do in order to create a proper environment in online lessons?
16. Do you believe that your teaching online learning environment is optimal? Explain.
17. How do you separate your work from your free time?
18. Do you prefer working offline than working online in order to teach a topic for speaking? Explain.
19. Which teaching techniques do you consider the best to develop a speaking online lesson?

### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dra. Mabel Ortiz N.
TÍTULO DEL SEMINARIO EVALUADO:	The effect of VoIP on EFL learners and teachers from the UCSC Pedagogy Program regarding speaking skills in a pandemic context.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	ANDRE STEEVE ARTADI ESPINOZA CAMILA CONSTANZA FERNANDEZ ASTORGA DIEGO ANDRÉS GUTIÉRREZ GONZÁLEZ BRIAN TOMAS HENRIQUEZ CUMPLIDO DAHIANA PILAR MORAGA RAILHET GABRIELA PAZ VALDEBENITO VERA
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Jorge Armando Lillo Durán

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan en esta pauta.**

#### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	1
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	5,5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	5,5
<b>Promedio</b>	<b>5,2</b>

**B. Del Marco Teórico Referencial (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,0
3. Calidad y precisión del marco teórico/ Conceptual.	6,0
<b>Promedio</b>	<b>6,0</b>

**C. Del Diseño Metodológico del Problema (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Precisión del enfoque o modelo de investigación.	5,5
2. Presentación del método de investigación y su diseño.	5,5
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	5,5
5. Precisión de las estrategias y técnicas de recogida de datos.	6,0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	5,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5,5
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5,5
<b>Promedio</b>	<b>5,6</b>

**D. Del Contenido Temático y los Resultados de la Investigación (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,0
3. Discusión de los resultados de la investigación.	5,5
4. Conclusiones sustentadas en los resultados o hallazgos.	5,5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	5,5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5,8
<b>Promedio</b>	<b>5,7</b>

**E. De los Aspectos Formales (10%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos .	6,3
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6,0
3. Correcto uso de ortografía.	6,5
4. Coherencia en la redacción.	6,5
5. Sistematización en la formulación de citas y referencias bibliográficas	6,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,0
<b>Promedio</b>	<b>6,2</b>

## 2. RESUMEN DE LA EVALUACIÓN

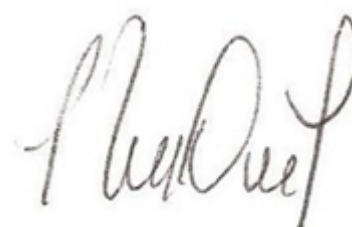
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5,2	1,3
B. Del Marco Teórico referencial	20%	6,0	1,2
C. Del Diseño Metodológico de la investigación	20%	5,6	1,12
D. Del Contenido Temático y los Resultados	25%	5,7	1,42
E. De los aspectos formales	10%	6,2	0,62
<b>Nota promedio final</b> <b>5,7</b>			5,66

## 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Se ha atendido a la mayoría de las sugerencias. En la segunda revisión se observa que no se incluyó los objetivos de la investigación en el documento.

**Aprobada en Consejo de Facultad / abril de 2011**



**FIRMA PROF. EVALUADOR**

**Fecha: 20/10/2021**

### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Juan Daniel Molina Farfán
TÍTULO DEL SEMINARIO EVALUADO:	The effect of VoIP on EFL learners and teachers from the UCSC Pedagogy Program regarding speaking skills in a pandemic context.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	ANDRE STEEVE ARTADI ESPINOZA CAMILA CONSTANZA FERNANDEZ ASTORGA DIEGO ANDRÉS GUTIÉRREZ GONZÁLEZ BRIAN TOMAS HENRIQUEZ CUMPLIDO DAHIANA PILAR MORAGA RAILHET GABRIELA PAZ VALDEBENITO VERA
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Jorge Armando Lillo Durán

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan en esta pauta.**

#### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,7
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6,5
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6,5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6,8
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6,3
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6,0
<b>Promedio</b>	<b>6,5</b>

**B. Del Marco Teórico Referencial (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,4
3. Calidad y precisión del marco teórico/ Conceptual.	6,2
<b>Promedio</b>	<b>6,2</b>

**C. Del Diseño Metodológico del Problema (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Precisión del enfoque o modelo de investigación.	6,3
2. Presentación del método de investigación y su diseño.	6,3
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,2
5. Precisión de las estrategias y técnicas de recogida de datos.	6,2
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,2
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5,5
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,0
<b>Promedio</b>	<b>6,1</b>

**D. Del Contenido Temático y los Resultados de la Investigación (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,2
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,2
3. Discusión de los resultados de la investigación.	6,2
4. Conclusiones sustentadas en los resultados o hallazgos.	6,4
5. Explicitación de las proyecciones y de las limitaciones del estudio.	5,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5,8
<b>Promedio</b>	<b>6,0</b>

**E. De los Aspectos Formales (10%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos .	6,8
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6,5
3. Correcto uso de ortografía.	6,7
4. Coherencia en la redacción.	6,5
5. Sistematización en la formulación de citas y referencias bibliográficas	6,5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,5
<b>Promedio</b>	<b>6,6</b>

## 2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,5	1,625
B. Del Marco Teórico referencial	20%	6,2	1,24
C. Del Diseño Metodológico de la investigación	20%	6,1	1,22
D. Del Contenido Temático y los Resultados	25%	6,0	1,5
E. De los aspectos formales	10%	6,6	0,66
<b>Nota promedio final</b> <b>5,7</b>			6,245

## 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Este estudio investigativo cumple con todos los requerimientos académicos, de formato y estándares de un seminario de pregrado en la Facultad de Educación. La temática de estudio “The effect of VoIP on EFL learners and teachers...” es un tema muy relevante y pertinente al contexto que vivimos a nivel global. En cuanto a su estructura, el trabajo está bien diseñado y bien desarrollado. Responde al formato APA en sus citas, tablas y gráficos. Hay algunas observaciones que tienen que ver con el ámbito metodológico, en lo relativo a la validación y triangulación de datos. Tampoco se especifica ni profundiza en el tipo de análisis que este tipo de estudio requiere. Para esta temática, se recomienda actualizar la bibliografía utilizada para dar mayor solidez al sustento teórico. Se valora la realización en inglés de este estudio.

**Aprobada en Consejo de Facultad / abril de 2011**



**FIRMA PROF. EVALUADOR**

**Fecha: 04/10/2021**