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Percepciones del profesorado de inglés de la Universidad San Francisco de Quito respecto a la enseñanza en línea: conflictos, adaptaciones y gestión emocional, 2022.

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DEDICATORIA

A mi padre, a mi madre y a mi hermano. A ustedes, siempre.

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RESUMEN

El año 2020 fue un año difícil para la educación. La pandemia del COVID-19 afectó casi todos los aspectos de cómo funcionaba la sociedad. La educación superior vio como los confinamientos obligaron a que millones de estudiantes se eduquen desde casa. Para adaptarse las universidades optaron por la educación en línea, cuya repentina llegada trajo consigo algunos conflictos. Este estudio se interesó precisamente por analizar las percepciones de los profesores de inglés de la Universidad San Francisco con respecto a la enseñanza en línea. Los conflictos, adaptaciones y su gestión emocional.

Para eso se entrevistaron profesores de inglés, para posteriormente realizar un análisis temático en busca de palabras claves que permitan encontrar temas comunes de interés. Se encontraron seis: 1) Conflictos Emocionales y Adaptaciones, 2) Tecnología y Adaptaciones, 3) Problemas con el Internet, 4) Aplicaciones y otras Adaptaciones, 5) Rol de la Universidad, y 6) Educación Híbrida.

El análisis de esos temas demostró que los profesores de inglés de la Universidad San Francisco consideraron el cambio hacia la educación en línea algo desafiante. Tanto en el aspecto académico como emocional. Sin embargo, a pesar de la dificultad, supieron adaptarse. Además, en esta adaptación la universidad cumplió un rol importante a través de sus programas de capacitación y ayuda en general. Así mismo, la resiliencia de los profesores a través de sus conocimientos, adaptaciones en la dinámica de sus lecciones, uso de la tecnología, y gestión emocional a través de actividades personales de ejercicios o meditación, cumplieron un rol importante.

Palabras clave: Educación en línea. Adaptación. Resiliencia. Gestión Emocional. Herramientas Tecnológicas. Conflictos.

ABSTRACT

The year 2020 was a difficult year for education. The COVID-19 pandemic affected almost every aspect of how society functioned. Higher education experienced lockdowns forcing millions of students to study from home. To adapt, universities opted for online education, whose sudden arrival brought with it some conflicts. This study was interested precisely in analyzing the perceptions of English teachers at Universidad San Francisco regarding online teaching. Conflicts, adaptations, and their emotional management.

For this, English teachers were interviewed, to later do a thematic analysis with common words to find themes of interest. Six themes were found: 1) Emotional Conflicts and Adaptations, 2) Technology and Adaptations, 3) Internet Problems, 4) Applications and other Adaptations, 5) Role of the University, and 6) Hybrid Teaching.

Analysis of these themes showed that English teachers at Universidad San Francisco found the shift to online education challenging. Both academically and emotionally. However, despite the difficulty, they adapted. Additionally, the university played an important role in this adaptation through its teacher training programs and general help. Likewise, teachers' resilience with their knowledge, adaptations in class dynamics, use of technology, and emotional management, through personal activities like exercises or mindfulness, played an important role.

Keywords: Online education. Adaptation. Resilience. Emotional Management. Technological Tools. Conflicts.

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Chapter I: Introduction

English teaching changed during the months after school and universities closed because of the COVID-19 pandemic that was officially declared as such by the World Health Organization (WHO) on the 11th of March 2020 (World Health Organization, 2020). Among the people who were at the forefront were teachers. They are the ones who are in direct contact with students and who saw first hand what was needed when learning online. This study will explore precisely that. Universidad San Francisco English teachers' perceptions about online learning during this time. Their conflicts, adaptations and emotional management. It was predicted then that this change of modalities brought new challenges and eventually forced to make some changes on multiple fronts. Emotional, personal, and academic as well.

Educators faced many problems when online learning became the norm. They realized early on that they needed to adapt, find new ways to interact with students, change plans and see how lessons were going to be delivered. Soon, they adapted by doing small changes such as using more online tools to continue providing students with their educational needs.

Distant education is not new. In the past, there have been distant education programs, such as those which used mailing correspondence in the United Kingdom in the nineteenth century (Hunt, 2020, p. 345). Later in the twentieth century teachers started using computers to process emails they would send to their students (Rowntree, 1995, p. 205). Other programs, like what is used today, have been used for more than twenty years (Harriman, 2004, p. 391). Even in Ecuador, some distance learning programs have existed, like one between the University of North Texas and Universidad Casa Grande in the 2000's that focused on special education (Barrio et al., 2008).

However, never in the scale seen during the COVID-19 pandemic. In China, at the epicenter of the pandemic in Wuhan, seven hundred and thirty thousand K-12 students (that is eighty one percent of all students) started to attend online school by order of the Chinese

government (Li&Lalani, 2020). In Ecuador, Consejo de Educación Superior (CES) outlined the changes universities should implement to guarantee students' continued education. Among those was access to online education (Consejo de Educacion Superior, 2020).

As such, one of the initial adaptations universities did was reinforcing online systems already in place (if they had them) to later add new softwares to account for the big number of students now online. Particularly, softwares for video conferencing and for record keeping of lessons.

After the initial changes made to these systems, it was teachers' turn to learn and get familiar with them. For some it was easy, but for others it was more than just having them in their computers. So, it was not uncommon to see some teachers experiencing fatigue and emotional distress. Additionally, teachers needed to learn applications and websites that were useful in online lessons, because they helped with engagement and class dynamics.

In the end, teachers adapted by learning these new tools, and many were thankful that the technology was more or less in place making the transition less difficult (Loyd & Barreneche, 2014, p. 88).

In all, English teachers, did more than just learning new tools. Chan et. al (2021, p. 6-7) mention how they were also implementing new pedagogical approaches and practices to help their students. That they integrated new technologies, learnt new skills and developed new competences for the classroom. They also created more equitable lessons and opportunities for students to work when everyone was confined at their home (Chan et. al, 2021, p. 7).

However, these changes also highlighted some problems. Especially in relation to access to technology and services. So, teachers had to adapt. One of these adaptations was to let students turn their cameras off or disconnect from their lessons. Adaptations that translated into teachers' expectations to minimize them, because not having access to technology impeded successful teaching (Klapproth et al., 2020, p. 450).

Additionally, some teachers still needed help with training, and information and communication technologies. In this regard de Wit and Altbach (2020) mention that “although most are trying, [some] faculty lack both experience and confidence to learn new and highly unfamiliar methods and technologies. The fact is that developing high quality online courses requires skill, [and] new ways of thinking about pedagogy...” (p. 3).

In all, teachers needed to have this digital competency and self-efficacy in order to deal with the changes and be successful with their teaching (König et al., 2020, p. 617).

This study will focus on these conflicts, their adaptations and emotional management strategies. For this nine English teachers were interviewed. These interviews were then transcribed and run in AntConc to look for frequent words, to later do a thematic analysis of similar ideas. Additionally, the author included information about the Universidad San Francisco’s work to help teachers, and how this made a difference. Particularly, the work done by a Teacher Training Academy they have in place called SHIIFT.

The thesis is outlined in the next manner. Chapter II will focus on Literature Review. Ideas in relation to online learning and the adaptations done by teachers, as well as the challenges and positives effects of online learning during the COVID-19 pandemic. Additionally, this chapter will include some information on the Teaching Training Program at the university, SHIIFT. Chapter III will focus on Methodology, where the author will define the interview and explain how it was designed, and the approach used to analyze the data. Chapter IV will focus on Data and Analysis, where the information gathered during the interviews will be put into themes, and where the reader will be able to see excerpts from what the teachers had to say in relation to online learning and the theme in focus. Chapter V deals with the Conclusion and Discussion, Limitations and Recommendations. Appendix, with the questions used for the interviews, Transcription Conventions, and References can be found at the end of this document.

Chapter II: Literature Review

When the COVID-19 pandemic happened teachers started to move to online learning to keep education going after lockdowns were put in place. But with this change came a few challenges. Emotional distress, mental and physical fatigue was not unheard of in a profession already described as one where some chose to leave the field after only a few years of working (Herman et al., 2018). Online learning meant additional weight over their shoulders, especially when the change was so sudden.

2.1 Challenges with Online Teaching

During the pandemic many English teachers felt physically and emotionally challenged. Stress, anxiety and burnout were common. Fatigue, loss of commitment, and in some cases, reduced performance was also present (Madigan & Kim, 2021, p. 2). Studies have shown that during online learning some teachers felt that they could not meet their students' educational needs, because they felt disconnected from their school communities (Granville-Chapman, 2021, p. 77). Other teachers spoke of having higher levels of anxiety and depression during, because of excessive workload, student behavior, and occupational stress (Pressley, 2021, p. 325). This was crucial because the teaching profession is known to be a career path with high levels of stress and burnout. In the United States in a poll of high school teachers conducted in 2014, they found that forty six percent (46%) of them had high levels of stress (Lopez & Sidhu, 2013). Similar studies have reported that it is common to find high levels of exhaustion, sadness, high blood pressure, anger, headaches, nervousness, and panic in the teaching profession (Aloe et al., 2014, p. 102; Ferguson et al., 2012, p. 32). Therefore, it was not rare that during the months of the COVID-19 pandemic, teachers experienced some of these emotions. Pressley (2021, p. 327) mentions that contributing factors to feel that way were current teaching anxiety, problems in their professional lives, and lack of support from their superiors (Navarro-Espinosa et al., 2021, p. 2). Other studies also suggest that during the

pandemic teachers' performance was affected by the fact that in addition to worries about their own health they needed to share the same spaces with their families during working hours (MacIntyre et al., 2020, p. 1). MacIntyre et al. (2020) mention that there were also worries about "loved ones, social and physical distancing, travel restrictions, closed borders, shortages of daily necessities, restricted services, and uncertainty as to when life will return to 'normal'" (p. 2).

Teachers also started experiencing high levels of anxiety (Baker, 2021). Between eighty percent (80%) and ninety percent (90%) felt that "separation from family and close friends" was the most important stressor in their lives, and that the inability to do enjoyable activities or hobbies affected their mental health. Teachers also mentioned that seeing students' worried faces contributed to their emotional discomfort (Baker, 2021). Furthermore, Baker (2021) mentions that one of the most difficult aspects of teachers' jobs during the pandemic was a lack of connection or inability to bond with their students. Teachers' needs to learn a new set of skills, and their difficulty to deliver lessons when students or themselves did not have access to adequate technology was also difficult (Baker, 2021). Finally, Baker (2021) adds that when at home, some teachers lacked access to resources such as mobile devices or computers (Baker, 2021). Navarro-Espinosa et al. (2021, p. 16) speak that some teachers had to deal with household duties on top of their work obligations, contributing to higher stress levels. Another challenging aspect during online learning in the pandemic was teachers' ability or inability to deal with Information and Communications Technology (ICT) problems. Defined by some as technostress, some teachers experienced difficulties, particularly when trying to solve technical problems (Navarro-Espinosa et al., 2021, p. 2). Some teachers even realized that they needed to upgrade their internet service (Cutri et al., 2020, p. 535).

Christopoulos and Sprangers (2021) in a study carried out in schools of Belgium showed that, although most teachers were aware of digital tools and used them quite frequently,

there was a certain degree of anxiety and frustration with the lack of familiarity with them, especially when they did not work properly (Christopoulos & Sprangers, 2021, p. 10).

On the same line, some teachers have mentioned that some students did not have good resources to connect to online lessons, making it difficult to do their job (Cutri et al., 2020, p. 535). For example, teachers have mentioned how sometimes students turned their cameras off or asked to be in smaller online rooms, because they only had a certain amount of data available with their internet service plans (Cutri et al., 2020, p. 535). It was also the case that teachers who taught students from disadvantaged backgrounds felt the need to have more professional development (Di Pietro, 2020, p. 22).

Additionally, during the pandemic teachers felt the need to put more workload on students to make up for the lost instruction. This meant more workload to assess and mark that extra work (Cutri et al., 2020, p. 533). Finally, all the changes brought by online education during the pandemic, challenged teachers' identities (Cutri et al., 2020, p. 530).

2.2 Advantages of Online Teaching

Davis et al. (2019, p. 257) have expressed how online education has allowed for flexibility, improved communication, and better course management for teachers. In terms of flexibility, having online courses has given teachers and students access to content with fewer constraints because digital platforms can be accessed anytime and from any place (Davis et al., 2019, p. 257) (Moskal et al., 2013, p. 19). For example, at the university in this study the platform is called Brightspace by D2L. In this web service students can read material, access syllabus, watch presentations, and participate in forums. Activities they can access at any moment. During online learning students also had access to archives of audio and video recordings of lessons. In the university in this study it is called eClassroom, and students had the opportunity to download the recordings from lectures and rewatch them. In the case of students who did not attend lessons, it was very helpful because having these platforms meant

they would not miss their lessons (Reed & Dunn, 2021, p. 87). For teachers, using systems like Brightspace allowed them to understand their students better, because they could see students' progress, and information about their engagement.

Moving to online teaching also allowed English teachers to discover and use applications and websites some had never used before. For example, applications like Mentimeter has given teachers flexibility to explore questions and have online interactions between students (Pichardo et al., 2021, p. 2). Other platforms have also helped with participation and made lessons enjoyable, with students and teachers being part of games or live feedback activities (Kidd & Murray, 2020, p. 551). As such online learning during the pandemic has given teachers and students new places to interact beyond their online spaces in Zoom or Microsoft Teams (Chingos et al., 2017, p. 212).

Finally, moving to online learning during the pandemic has helped bridge the technology gap some teachers had in the education system. This because, to adapt to the new modality, they started to learn new tools and get help from the state or their institutions in terms of access to training and equipment, such as computers, laptops or tablets (Wren, 2021, p. 232). Lobos et al. (2021, p. 9) speak of how during the pandemic and online learning institutions started to include and facilitate flexible and innovative online platforms of education for teachers and students.

2.3 Teachers' Adaptations

During online learning teachers needed to adapt. Whether it was academically or emotionally, they looked for ways to deal with the changes brought by the pandemic. One of the most important adaptations was to learn the new technologies.

In this regard some teachers needed to improve their ICT skills, and those who had previous knowledge, required some type of training or time to learn some features of the new

technologies in place (Winter et al., 2021, p. 234). Others had to buy or ask for equipment to work from home (Winter et al., 2021, p. 234).

Furthermore, to adapt it was important for them to have a certain degree of mental predisposition. Particularly, positive attitudes and beliefs about the use of technologies (Winter et al., 2021, p. 234). In addition, to adapt they needed to have preparedness plans, and on the academic front, to divide the teaching content into smaller units, and avoid the use of traditional teaching materials, such as slideshow presentations (Davis, 2019, p. 260). Finally, it was important for teacher to promote student-to-student contact, student-instructor interactions, and mentoring (Ganesh et. al, 2015, p. 67). Bao (2020) has also added other strategies to make online teaching effective. First, to have emergency plans in place in case of events such as COVID-19. Second, to divide the teaching content into smaller units. Third, to change attitudes during lectures, such as the tone of voice. This because online facial cues and body movements are perceived differently during online teaching. Fourth, to significantly include the help of teaching assistants. Fifth, to encourage teaching outside of instructional times, because students are more likely to skip their lessons knowing that lectures are being recorded. And finally, to incentivize students' self-learning outside class hours.

In the end, all these adaptations are needed during online learning. Additionally, in the case of the university in this study it is important to further mention the work done by the teacher training academy they have called SHIFT.

2.4 The Teacher Training Academy, SHIFT.

Having a place where teachers can have continuous professional development programs is not very common in Ecuador. In fact, looking in the literature it is very difficult to find academies or departments in universities solely focused on this purpose. However, the university in this study had a place like that. A group of professionals in charge of running an academy where they prepared workshops, videos and other teacher training programs catered

to their staff before the pandemic, during and after. In their webpage , this academy define themselves as:

“...a place of teacher professional development that goes beyond training for professional development and growth. [The Teacher Training Academy] offers alternative programs through the application of experiential learning methodologies and provides opportunities for reflection, construction, connection and collaboration in a multidisciplinary space.” (SHIFT, 2023)

During the pandemic and online learning they often scheduled online meetings where they taught about blended flexible learning (BFL), Brightspace Desire to Learn (D2L), Webex, Zoom, efficient use of the university’s database and online library, about applications like Genially or Canva, and many other topics that all teachers were free to register and assist. Other workshops also offered help on how to communicate with students online, how to motivate them, how to teach children during the pandemic, on empathy, dieting, mindfulness, and others focusing on mental health. Even to this day it is possible to go to their website and see in its calendar all the work they did to help teachers make the transition more effective. A helping hand that was always available to them and that many teachers used.

Chapter III: Methodology

This study was conducted at Universidad San Francisco's English department. Subjects were sent a group-message via WhatsApp by a member of the English Department, who is not the author or any person known by the author, but someone who worked at the time as an assistant. This was done to avoid a bias and allow participants to reject or accept to be part of the study. Specifically, in the WhatsApp message they were asked if they wanted to be part of a study as interviewees. They were briefly informed about the research question, topic, and the author. Nine (9) English teachers accepted to be part of the study. Of the nine participants, seven (7) were women and two (2) were men. There was then a gender disparity.

According to Sistema Integral de Información de Educación Superior - SIIES (2020), the national institution in charge of harboring data in relation to Higher Education in Ecuador, up to December 2020, there was a gender disparity in favor of men of approximately sixty to forty percent. At the university of this study was done it is close to sixty two percent in favor of men (Sistema Integral de Información de Educación Superior, 2020). But, this figure represents all professors of all faculties. It does not reflect solely English departments. This information does not exist or is not public in the SIIES website. However, there is some data on educators from primary and secondary schools from the Ministry of Education, where up to 2017, women teachers were close to seventy one percent of the workforce (Ministerio de Educacion, 2017). A significant majority. Therefore, the author of this study considered continuing with the interviews despite the disparity, taking into account that in the field of education, according to the ministry, women are indeed overrepresented as part of the general population. As such, having seven women and two men would possibly reflect the English teaching profession in Ecuador. Additionally, the author did not want to pressure the English Department at the university for male teachers' subjects to bridge this disparity. This to avoid sampling and selection bias or infringing with teachers' willingness to be part of.

Therefore, teachers who accepted to be part of the study were informed that the format would be an interview where they would be asked a series of questions in a time frame of fifteen (15) to twenty (20) minutes (see Appendix 1 for questions).

The interviews were conducted via Zoom where video and audio was recorded. They were also informed that if at any moment during the interviews they would want to stop or be removed from the archives that the researcher keeps, they could ask and the researcher would immediately follow. Finally, they were told that the interview could be conducted in any of two languages: English or Spanish.

3.1 Defining an Interview

Interviews in the context of qualitative research methodologies are conversations between a researcher and a subject. They are used to get information and answer research questions often found in the form of stories told by those who are part of the studies (Roulston & Halpin, 2022, p. 667). Interviews also help researchers find more about people's beliefs, stories, opinions, and lived experiences. As such, they are used in qualitative research to find descriptions and data that offer a snapshot of the real world (Roulston & Halpin, 2022, p. 668).

Interviews also have advantages and limitations. Among its advantages is that they offer a flexible account of people's versions of reality and allow a comparison of events of interest (Roulston & Halpin, 2022, p. 668). That is, interviews allow for conversations between participants and researchers that reveal certain aspects of reality during specific times, such as during online English teaching in the pandemic.

Among its limitations there is the self-reported data from subjects, that sometimes does not correspond to reality. That is their responses are their versions of reality. How they experienced such events. Additionally, it can happen that subjects do not remember the events, and their answers correspond to the limitations imposed by their own memories. Furthermore, sometimes researchers have found that subjects tend to agree with the interviewer to avoid

feeling anxious, or there can be a lack of rapport (Roulston & Halpin, 2022, p. 668). These can lead to misunderstandings between the two and false reported information.

Finally, when conducting interviews, the researcher must be aware of implicit and explicit assumptions, and whether consciously or unconsciously he or she is following a theoretical approach that informs their results. For example, when taking a neo-positivist approach researchers align with the view that in order to generate truthful information they must ask open and non-leading questions (Roulston & Halpin, 2022, p. 669). They do this to avoid influence on how interviewees respond (Roulston & Halpin, 2022, p. 669). This is the approach used in this study.

3.2 Designing the Interview

This interview was designed to bring out as much information in regards to English teachers' conflicts, adaptations and emotional management during online teaching. Open questions were asked to let the teachers answer and continue expressing their ideas in a free way. When answered in Spanish the interviews were translated by the author and the two versions can be found one after the other in the next chapters.

All the interviews were conducted in a safe environment and teachers were informed that they would be recorded. The questions were asked following a pre-established order. But, there was room for changes, particularly when teachers wanted to further expand their ideas or when they anticipated answers of future questions.

3.3 AntConc

All interviews were transcribed by the author and were analyzed for word frequency using AntConc. AntConc is “a freeware corpus analysis toolkit for concordancing and text analysis” (Anthony, 2022). It was used in this study because it is capable of finding how many times certain words repeat in multiple documents. The author of this study transcribed each

interview in separate files following Schiffrin's (1994) transcription guidelines. After this, the nine files in txt format were loaded into AntConc's word frequency feature to find the number of times words of interest were mentioned in the transcription documents. For example, words such as "stress", "anxious", "teacher" and others were used to write the chapter on Emotional Conflicts and Adaptations. AntConc can also tell the context in which they were mentioned. So, both features were useful for the analysis.

Chapter IV: Data and Analysis

Word frequency analysis of English teachers' interviews at the university in this study yielded common themes of what they believed of online teaching during the pandemic. Conflicts, changes, and problems that appeared along the way, and the emotional management and adaptations required to face them. The six most salient themes that emerged through analysis with AntConc were the following: (1) *Emotional Conflicts and Adaptations*, (2) *Technology and Adaptations*, (3) *Internet Problems* (4) *Websites, Applications and other Adaptations*, (5) *University Role*, and (6) *Hybrid Teaching*.

In relation to *Emotional Conflicts and Adaptations* during the interviews teachers were asked how they would describe their experience with online teaching. Some of the teachers started by talking about how different it was to adapt to this new way of teaching and how it affected them. One of the problems was that students would not participate during the lessons and often stayed silent. So, it was difficult for teachers to have language learning lessons with this lack of engagement.

However, most teachers were able to manage these situations. For example, 'Teacher 1' mentioned:

"...pero todo eso aprendí en el celta aprendí a crear ese tipo de herramientas que hacen que las clases sean interactivas que hacen que las clases sean mucho más (.) que involucren a los estudiantes porque obviamente se conectan (.) y: se conectan no hacen nada no hablan (.) entonces es difícil (.) entonces este tipo de herramientas les permiten interactuar..." (Teacher 1)

"...but all that I learned with celta I learned to create those types of tools that make the classes interactive that make the classes much more (.) that involve the students because they obviously connect (.) and: they connect they don't do anything they don't speak (.) so it's difficult (.) so these types of tools allow them to interact..." (Teacher 1)

For this teacher, students who lack initiative become more engaged if she uses other tools. She is speaking of online tools and methodologies previously learned with CELTA.

CELTA or Certificate in Teaching English to Speakers of Other Languages is a Cambridge English course that some English teachers take. It prepares them to teach English as a foreign language and trains them with information and tools to do it effectively (Cambridge English, 2021). Additionally, this teacher added that even if having engagement problems was difficult, it was not something that disproportionately affected her:

“...(1) uhm (.) con todo lo que pasó en la pandemia fue como que me lo tomé como que divertido hacer las cosas de manera diferente (.) entonces eh no me lo tomé a mal (.) ese rato haciendo no no no me generó ni estrés ni ansiedad...” (Teacher 1)

“...(1) uhm (.) with everything that happened in the pandemic it was like I took it as fun to do things differently (.) so eh I didn't take it badly (.) that moment doing no no it did not generate stress or anxiety in me...” (Teacher 1)

Difficulties are present, but not enough to generate stress or anxiety. Teacher 4 echoed Teacher 1 ideas by saying: “...de pronto ahorita te estoy contando con vehemencia pero yo no lo tomé así como una época de sufrimiento así no no pero sí fue súper difícil...” “...maybe right now I'm telling you vehemently but I did not take it like that as a time of suffering like that no no but yes it was really hard...”. Teacher 3 said something similar when asked if the adaptations she made were easy or difficult. She replied: “= para mí fáciles porque yo no soy persona problemática yo todo hago rápido adapto rápido ósea sí fácil fue mhm” “=easy for me because I am not a problematic person I do everything quickly I adapt quickly that is yes it was easy mhm”

This shows that for some English teachers at the university in this study online teaching and the transition during pandemic times was not emotionally challenging. And although some changes were needed they were fairly easy to apply. Teacher 1 added that despite the pandemic, she thought of the experience not as a moment of anxiety or distress, but as an opportunity to explore and to learn:

“...con todo lo que pasó en la pandemia fue como que me lo tomé como que divertido hacer las cosas de manera diferente (.) entonces eh no me lo tomé a mal (.) ese rato haciendo no no no me generó ni estrés

ni ansiedad porque fue como a qué divertido↑ hay esto y ahora puedo usar genially para presentarles vocabulario y puedo usar prezi para que ellos compartan o sea más bien para mí fue como a ve que lindas estas herramientas no...” (Teacher 1)

“...with everything that happened in the pandemic it was like I took it as fun to do things differently (.) so eh I didn't take it the wrong way (.) that time no no it didn't generate me or stress or anxiety because it was like how fun↑ there is this and now I can use genially to present vocabulary and I can use prezi for them to share or rather for me it was like see how beautiful these tools are right...” (Teacher 1)

On the other hand though, some teachers stated that even if the transition was not particularly hard, they still at times felt distraught. For example, Teacher 4 said:

“..para empezar para durante el covid te digo que para mí no fue una época especialmente: (2) a ver fue una época difícil sí muy dura para todo el mundo creo yo que como yo lo tomé no fue una época de sufrimiento para mí (.) sí fue difícil se me presentaron muchos retos muy difícil...” (Teacher 4)

"...to begin with during covid I tell you that it was not a particularly special: (2) let's see it was a difficult time yes it was very hard for everyone I think that I took it it was not a time of suffering for me (.) yes I had many challenges very difficult...” (Teacher 4)

She further elaborates how difficult it was to teach, especially after seeing students and asking them how they felt, to only find out that they had lost a loved one:

“...ciertos alumnos que de repente venían no aparecían días y de repente aparecían y era porque se murió mi abuelita se murió mi primo se murió mi mamá se osea (.) súper tenaz y ahorita que que ahorita verás que yo no realmente no creo haber verbalizado todo esto y ahorita que estoy contando (.) me muero o sea chuta me o sea siento eso nuevamente cachas” (Teacher 4)

“...certain students who suddenly came and did not come to class for days and suddenly they appeared and it was because my grandmother died my cousin died my mother I mean (.) super hard and right now right now you see that I don't really I don't think I have verbalized all this and right now that I'm telling it (.) I'm dying I mean I feel that again you know” (Teacher 4)

This interview was originally in Spanish and the use of the word “tenaz” (translated as ‘hard’ in this excerpt) in Spanish language and specifically in Ecuadorian slang is commonly used to describe an event with deep emotional implications. It would imply then that for some teachers certain moments were hard during online teaching.

Another teacher also mentioned that although it was not that difficult to manage these changes and challenges, continuing teaching online for that long was something she would not like to do in the future.

“...ahora que ya hubo dos presenciales ya les veo a los chicos otra vez como otro nivel con otra actitud o sea son tantas cosas es que son tantas cosas es la actitud la actitud de ellos ya tras cámaras sobre todo ya (.) el último año porque el primero tal vez era hasta la novedad del aprender todos pero y el último año ya era o sea ya sí todo:s o sea ya basta” (Teacher 5)

"...now that there have been two face to face sessions I see the students again with a different attitude I mean there are so many things there are so many things it is the attitude their attitude behind the cameras especially ok (.) the last year because perhaps the first year was even the novelty of learning it all but the last year I mean everyone enough is enough” (Teacher 5)

Another teacher mentioned how draining online learning can be when the changes require long periods of screen time sitting on a chair: “...entonces trabajar así durante un tiempo sí fue difícil porque fue todo todo un o sea desde marzo hasta claro esto empezó lo otro en sí justamente hasta mayo entonces eran todos los días cuatro horas o sea los cuatro días a la semana...” “...then working like this for a while was difficult because it was everything from march until of course until may it was every day four hours I mean four days a week...” (Teacher 6). The same teacher spoke about how she felt worried because she thought students might not learn during lessons: “claro es eso un poco más de como angustiada en ese sentido de que qué tanto están recibiendo qué tanto están qué calidad es la que están recibiendo realmente eso es lo que más me angustiaba” “of course that's a little more like anxious in that sense of how much are they receiving how much are they what quality is the one they are really receiving that is what worried me the most”.

Following this idea, Teacher 1 expressed how she put in a lot of effort, but she still felt unsure about their learning, and that despite all she still preferred having students face to face, even wearing a mask, because this way she could at least see their eyes and see if they understood or not.

“osea obviamente como profesora yo sí pongo todas las ganas (LF) para todas mis clases o trato de hacerlo porque la verdad es que yo también creo que si uno está un poco más motivado ellos también ven que uno se esfuerza haciendo y creando actividades entretenidas para ellos (.) pero sí es difícil osea es muy muy difícil no verles no saber si entendieron porque aunque estén con mascarilla uno les ve y ve los ojos y ve con cara de que (.) no estoy segura” (Teacher 1)

"I mean obviously as a teacher I do put all my willingness (LF) into all my classes or I try to do it because the truth is that I also believe that if one is a little more motivated they also see that one makes an effort doing and creating entertaining activities for them (.) but it is difficult I mean it is very very difficult not to see them not knowing if they understood because even if they are wearing a mask you see them and see their eyes and see their face like (.) I am not sure” (Teacher 1)

The idea being that English teachers at the university in this study value human connections:

“somos humanos y humanos necesita humano no nada puede reemplazar el contacto real (.)...y en zoom en clases online eso lograr eso es mucho más difícil...ellos simplemente no prestan atención mucho más difícil mantener atención de los chicos motivación no y con esto de esa cosa que covid que muchos muertos muchos enfermos mucho miedo motivación bajó bastante...” (Teacher 3)

"we are human and human needs human no nothing can replace real contact (.)...and in zoom in online classes that is much more difficult...they simply do not pay attention much more difficult to keep the attention of the students motivation no and with this thing covid many dead many sick a lot of fear and motivation dropped a lot...” (Teacher 3)

Another one said:

“disfruto mucho la interacción la parte de la interacción la parte humana me encanta eh a pesar de que yo soy una persona más bien súper tímida” (Teacher 4)

“I really enjoy the interaction the interaction part the human part I love it even though I am a rather super shy person” (Teacher 4)

On another issue, some teachers felt that traditional materials and lesson plans did not work in the new modality. Some mentioned that if they had to do things again they would just make the best out of the few things that they actually had, rather than excessively focusing or repeating what they did in face to face:

“...y a lo mejor se podría preparar menos material pero explotar más ese material o sea lo que hagas explotarlo más en lugar de preparar mucho que no se aproveche completamente o eficientemente y claro eso a la final lo que generaba es un poco de frustración...” (Teacher 4)

"...and perhaps less material could be prepared but used better I mean whatever you do use it more instead of preparing a lot that is not fully or efficiently used and of course in the end that created a bit of frustration..." (Teacher 4)

Another difficulty often mentioned by teachers was how some students did not turn on their cameras during lessons. One teacher said that she felt horrible when they did not do it, and insisted on turning them on:

“...o sea me gusta llamarles por el nombre y todo el tiempo hago preguntas y estoy llamándole a uno a otro y sí insistía mucho también en que prendan las cámaras porque si les decía es horrible hablar con tan solamente una una o sea una pantalla negra...” (Teacher 6)

"...I mean I like to call them by name and all the time I ask questions and I'm calling one or another and yes I also insisted that they turn the cameras on because I used to tell them it's horrible to talk to only one I mean one black screen..." (Teacher 6)

Similarly, it is challenging because building rapport becomes a difficult task when students turn their cameras off:

“...no prenden la cámara a veces no ni siquiera les conozco solo los reconozco la voz...entonces eso me cuesta porque para mí el verles es sentir que me están prestando atención...” “...osea como como te comentaba a veces ni siquiera los conozco ni siquiera prenden la cámara no sé quiénes son (.) si las veo en la universidad (LF) no sé quién es entonces es un poco más difícil” (Teacher 1)

“...they don't turn on the camera sometimes I don't even know them I only recognize their voices...so that is difficult for me because for me to see them is to feel that they are paying attention to me...” “...as I was saying sometimes I don't even know them they don't even turn the camera on I don't know who they are (.) if I see them at the university (LF) I don't know who they are so it's a bit more difficult" (Teacher 1)

Some teachers adapted by saying that lessons did not start unless students turned their cameras on: “For me it was almost a personal offense to have your camera turned off” (Teacher 4)

Another one said:

“...porque comienzan nomás con la cámara toditos apagados entonces yo bueno yo no empiezo clases chicos...entonces ya comienzan uno que otro a prender...pero pero si le vamos al a la comodidad de no pongo cámara no me ven estoy acostado tal vez no atiendo entonces para mí detrás de la no cámara estaba esto entonces para mí esto sí era una molestia y eso tal vez sí te puedo decir que me llevó a mo:lestar” (Teacher 5)

“...because they all just start with the camera turned off so well I don't start classes guys...so now one or the other start turning them on...but but if we start with not turning the camera on they don't see me I'm lying down maybe I don't pay attention so for me the no camera thing was this for me it was indeed bothersome and maybe I can tell you that it really started to annoy me” (Teacher 5)

Similar responses were recorded from other teachers who felt “frustrated”, and even “unmotivated”. One teacher said that at the beginning she did not mind it, but it became frustrating during the lessons because students used this as way of not paying attention in class:

“...o sea en lo que sí fue fue para mí también súper molesto y fue feo fue que nosotros bueno en mi clase al menos yo personalmente no les obligaba a prender la cámara...pero si estamos haciendo lecturas y yo digo por ejemplo victor b ya y no me responde victor asumo que victor no está...más que la cámara a mí me molestaba que yo decía por ejemplo jorge continúa leyendo perdón profe donde estábamos porque es que justo se me fue el internet...victor continúa leyendo victor victor victor no estaba victor estaba la cámara apagada tú no sabías realmente si el alumno está presente o no entonces eso era súper también como profesor desmotivante...” (Teacher 4)

“...I mean it was also super annoying for me and it was ugly well in my class at least I personally didn't force them to turn the camera on...but we are reading and I say for example victor b right and victor does not answer me I assume that victor is not there...what was super annoying more than the camera what bothered me was that I was saying for example jorge continue reading sorry teacher where were we because the internet just went away...victor continue reading victor victor victor was not there victor was with the camera off and you didn't really know if the student was present or not so that was super demotivating as a teacher...” (Teacher 4)

Other teachers did not mind having these types of students:

“certainly thought it wasn't optimal but I'm a very practical person and I again I said ok these are your students adult students we engaged them we told them the possible harm to themselves from not paying attention to the class like they're wasting their own time I don't want to sound callous but this is my job I do it I get paid (.)” (Teacher 9)

Another aspect that was difficult was learning new things. For example, not all teachers were good at using online tools, and this was a bit stressful for them. One participant mentioned that for her it was especially difficult because she felt she was going back to school again:

“...te digo que para mí no fue una época especialmente (2) a ver fue una época difícil sí muy dura...sí fue difícil se me presentaron muchos retos muy difícil yo tengo cincuenta y dos años...y el irnos de lleno a la tecnología y descubrir nuevas cosas para mí fue tenaz porque había momentos en los que yo sentía que estaba haciendo una nueva carrera” (Teacher 4)

“...I tell you that for me it was not a particularly (2) let's see it was a difficult time yes...yes it was difficult I had many challenges very difficult I am fifty fifty two years old...and going full with technology and discovering new things was really hard for me because there were moments in which I felt that I was doing a new career” (Teacher 4)

Other teacher added:

“...y ya comencé poco a poco me dieron un curso online era como un destino y ya entonces yo aprendí yo tuve que aprender herramientas de d2l zoom todo eso para manejar bien eso era nuevo para mí en mil programas que hay...” (Teacher 3)

“...and I started little by little they gave me an online course it was like meant to be and even then I learned I had to learn tools d2l zoom all that to handle well it was new for me a thousand programs out there...”. (Teacher 3)

Some even thought that they felt unprepared for all the changes:

“o sea yo creo que como te decía el inicio esto fue algo nuevo inclusive para la universidad es algo que nadie se lo contemplaba venir y yo personalmente siento que no estuvimos preparados ya” (Teacher 6)

“I mean I think that as I told you at the beginning this was something new even for the university it is something that nobody saw coming and I personally feel that we were not completely ready yet yeah” (Teacher 6)

Anxiety was also expressed by some:

“...yeah I think there is a lot of anxiety that comes with change and learning as part of change you learn something new and you implement it in in your daily life for your activities and it's different (.) I think for me anxiety plays a role in why I don't (.) try to learn and and adopt to adapt to new forms of technology or platforms” (Teacher 2)

Additionally, other obstacles added to teachers’ difficulties. Some teachers said that it became easier for students to copy from each other or use tools that would normally be banned if they were in face to face lessons. For example, they said that it was not rare for students to use online translators like Google Translate. Similarly, by having their phones with them at all times, they could check and ask other classmates without the teacher knowing. This happens less in face to face lessons, because the teacher is more able to monitor their students’ behavior. Likewise, some teachers thought that writing activities were better in face to face lessons because they can better control, walk and check what students are doing. In online lessons it is more challenging:

“I remember that I felt really worried about the writing activities because in person you can kind of control and stop people from cheating with your presence you kind of walk around the room it's very hard for them to cheat in a writing but in online classes it's it's almost automatic that they will do things that they shouldn't be doing to complete their writing activities they'll use the google translator they'll copy and paste from the I think I I caught a couple students...” (Teacher 8)

Another teacher said:

“...solamente hago copy paste de esto y los quince minutos que la profe me dio hago otra cosa (.) esa parte fue muy dura...ciertas cosas que las tomaba yo como deformidades de la virtualidad la verdad...” (Teacher 4)

“...I only copy and paste this and the fifteen minutes that the teacher gave me I do something else (.) that part was very hard...certain things seemed to me as deformities with virtual learning to be honest...” (Teacher 4)

To deal with these situations teachers used certain adaptations and changed a bit the way they did their lessons. They had recommendations and mentioned that despite how difficult, stressful or emotionally demotivating the experience was, they learned good lessons.

One of these recommendations was to have colleagues with whom share experiences, ask questions and get help:

“preguntaba también a mis compañeros qué te dio resultado que no está dando resultado o el hecho de que también comparta con mis compañeros o me compartan no esto realmente qué frustrante o me siento mal o no me escuchan o no me hablan no me atienden entonces (.) más o menos pude apoyarme ósea con lo que mis compañeros también un poco me compartían a mí...” (Teacher 6)

“I used to ask my colleagues what worked for you what did not work for you or the fact that I would share with my colleagues or they shared with me no this is frustrating or I feel bad or they don't listen to me or they don't they don't listen or they don't talk to me don't don't pay attention so (.) more or less I was able to find support I mean with what my colleagues also used to share with me...” (Teacher 6)

At the university in this study a teacher mentioned that it was useful to have Friday's professional learning development meetings where other teachers would share their experiences with each other. It was a collaborative effort where teachers found ways to solve issues and ask questions.

Another way to cope with emotional challenges, difficulties in lessons, stress or anxiety was to exercise or meditate. One teacher mentioned that she used to go out and have a break everyday. She would use the garden of her house, and used it to meditate because she felt she needed to transmit good energy and positivity to her students:

“...trataba de todos los días antes de comenzar mis clases ir un ratito al jardín..traté de mantenerme mentalmente lo más estable posible porque yo sentía que del otro lado necesitaba el doble de esfuerzo... ofrecerles a ellos contención dulzura comprensión (.) (LF) amor comprensión y dulzura porque porque fue tenaz a nivel emocional yo sentía que era súper súper fuerte...” (Teacher 4)

“...I tried every day before starting my lessons to go to the garden for a little while...I tried to keep myself as mentally stable as possible because I felt that on the other side I needed twice the effort...offer them support understanding (.) (LF) love understanding because because it was really hard at the emotional level I felt that it was really really hard” (Teacher 4)

Another teacher also highlighted the importance of exercise and meditation for emotional management:

“por suerte por suerte debo decir no me pasó esto porque me encanta hacer deporte y combinaba mucho trataba de creo que ese fue mi mi desahogo en mis momentos libres o trataba de organizar mi rutina del día al estar igual en mi casa para poder hacer un poco de ejercicio fuera en mi jardín no tratar de hacer tal vez una hora de meditación o cosas que me realmente me me ayudaban a liberar el estrés pero no llegué a ese punto de sentirme como burnout no por suerte” (Teacher 7)

"luckily luckily I must say this did not happen to me because I love to play sports and I combined a lot I tried to I think that this was my relief in my free moments or I tried to organize my daily routine while being at home to be able to do a little exercise outside in my garden trying to do maybe an hour of meditation or things that really helped me release stress but I didn't get to that point of feeling like burnout no luckily” (Teacher 7)

Therefore, for teachers at the university in this study it was important to have a place to clear their minds during online teaching.

Furthermore, teachers have also generally expressed that all these changes during the pandemic were a good opportunity to try new things, and despite feeling sometimes anxious or stressed, these were not significant to the point of affecting their teaching or their personal lives.

Additionally, some responses showed that teachers’ personalities play a role in the way they handle emotional situations. For some teachers the experience of online learning during the pandemic was not hard at all, and was rather an opportunity to try new ways of teaching: “...(1) uhm (.) con todo lo que pasó en la pandemia fue como que me lo tomé como qué divertido hacer las cosas de manera diferente (.) entonces eh no me lo tomé a mal (.) ese rato haciendo no no no...” “...(1) uhm (.) with everything that happened in the pandemic it was like I took it as how fun to do things differently (.) so eh I didn't take it badly (.) no no no...” (Teacher 1)

In all, it can be said that at the university English teachers’ emotional management was very positive, and they are generally prepared for similar scenarios into the future.

In relation to the theme *Technology and Adaptations*, using the technology became a problem for some English teachers at the university. During the interviews when asked about their adaptation and problems with technology teachers reflected a feeling of inadequacy when using tools that they were not familiar with. One of the teachers, who worked at two different universities, including the university in this study, manifested that sometimes she was familiar with some tools used in one university, but not with the ones used at the other, and that sometimes it was difficult to learn from zero. In addition, sometimes it was in the hands of administrators to decide what to use and what not, and that can be problematic for teachers too:

“google docs o sea google (.) todo todas las herramientas de google si bien es cierto que usamos microsoft en las dos universidades (.) no sé cómo usar las herramientas de microsoft no tenemos algo como el jamboard en donde:: (2) yo les puedo decir a los chico:s que colaboren (.) entonces ese tipo de cosa:s” (Teacher 1)

“google docs I mean google (.) all all the google tools although it is true that we use microsoft at both universities (.) I don't know how to use microsoft tools we don't have something like jamboard where:: (2) I can tell the kids:s to collaborate (.) so that kind of thing:s” (Teacher 1)

Another teacher responded that she preferred traditional tools and that she often used PowerPoint when teaching her lessons. She saw no point in learning new and difficult tools, but rather stucked to what she was best at:

“well I'm kind of a traditional person so I really love powerpoint for example I use powerpoint all the time even though I know there are other tools that are more advanced (.) and modern like genially but as far as tools I didn't overwhelm myself with learning too many different ones I tried to utilize the things that I knew and slowly incorporate things that I didn't know as much uhm” (Teacher 2)

But for teachers who were trying to learn such tools it was sometimes challenging. For example, learning the university's online platform, D2L, and the videoconferencing program, Zoom, was a bit new for them:

“...claro claro yo cuando he dado clases presenciales y ya comencé poco a poco me dieron un curso online era como un destino y ya entonces yo aprendí yo tuve que aprender herramientas de d2l zoom todo eso para manejar bien eso era nuevo para mí...” (Teacher 3)

“...of course when I had face to face classes and I started little by little they gave me an online course it was meant to be and even then I learned I had to learn d2l zoom tools all that to handle well that was new to me ...” (Teacher 3)

For others the learning curve was long and considered that their age might have been an impediment when learning new things:

“sí fue difícil se me presentaron muchos retos muy difícil yo tengo cincuenta y dos años...y si bien es cierto yo ya tenía ya había tenido cierto contacto con la tecnología por mi anterior trabajo...el irnos de lleno a la tecnología y descubrir nuevas cosas para mí fue tenaz” (Teacher 4)

“yes it was difficult many challenges were presented to me very difficult I am fifty... and although it is true I already had some contact with technology from my previous job...going fully into technology and discovering new things for me it was really hard” (Teacher 4)

Other challenges went beyond what a teacher might personally experience. For example, changes that these technologies brought to everyday lesson dynamics:

“...in online classes it's it's almost automatic that they will do things that they shouldn't be doing to complete their writing activities they'll use the google translator they'll copy and paste from the I think I I caught a couple students very few considering it's been two years but I caught a couple of students whose writing assignments were just copied and pasted from this or that website (.) and I I I called them on it and they failed that activity...” (Teacher 9)

For other teachers, online learning and technologies made students work less in comparison with previous cohorts. They even avoided doing certain activities because they did not work well online:

“sí siento que ha sido desventajoso en ese sentido se han vuelto los chicos también mucho más facilistas el momento de estar en casa y tener todas las herramientas a tu disposición internet traductores teléfono se ha vuelto mucho más fácil copiar (.) ya no puedo hacer en la clase por ejemplo en los writings tú mirar que sean ellos los que escriban sino que ellos traducían...entonces en mi percepción eso ha sido lo malo

de la pandemia se han vuelto mucho más vagos y claro lamentablemente el nivel se ha visto un poquito afectado también” (Teacher 2)

“yes I feel that it has been bad in that sense students have also become lazy being at home and having all the tools at their disposal the internet translators the phone it has become much easier to copy (.) I can no longer in the class for example writings check that they are the ones who write but they translated...in my perception that has been the bad thing about the pandemic they have become much more lazy and of course unfortunately the level has been affected a little bit as well” (Teacher 2)

On the other hand however, there were positives too. Technology during online learning made English teachers use more tools that aided their teaching. For example, a teacher made the choice of using more visual materials to help her classes:

“= empecé a utilizar muchísimo más vídeos todo lo que es el contenido audiovisual audiovisual porque por ejemplo en la clase lo que hacemos es llevar la grabadora o ponerlo solo los audios pero ahora que estamos en línea nos permitió esta herramienta compartir pantalla y lo hice mucho más visual...” (Teacher 7)

“= I started to use a lot more videos everything that is audiovisual audiovisual content because for example in class what we do is bring the recorder or put only the audios but now that we are online this screen sharing tool allowed us and I did it a lot more visual...” (Teacher 7)

Other teachers, in regards to the changes brought by technology, thought it was better to reduce the amount of reading and writing activities. They believed that it was detrimental to have them sit all day in front of a screen and then do more with these assignments. It became apparent to them that during online teaching the best practices were not to do traditional teaching, but make some minor changes:

“...sí sí tocó cambiar bastante y yo no les mandaba tantos writings tantos readings como en presencial porque ya era demasiado todo en computadora computador entonces trataba de hacer la clase más interactiva y implementé más juegos ya de kahoot y esas cosas...” (Teacher 3)

"...yes it was time to change a lot and I didn't send them as many writings as many readings as in face to face because everything was already too much on a computer computer so I tried to make the class more interactive and I implemented more games yes kahoot games and so on..." (Teacher 3)

In this same line, the amount of screen time was something that worried some teachers. They mentioned that during face to face they still used paper for assignments and tests. But, now that everything was moved to online they noticed how much time they spent looking at a screen and sitting on a chair:

“... por la postura en una computadora más pequeña que una computadora de escritorio lo mismo era lo que dolía o sea todos nos quejamos de lo mismo que nos dolía el cuello o nos dolía la mano la muñeca o nos llegaba a doler el hombro por la postura y por el hecho de estar con el mouse del tiempo...” (Teacher 6)

“...the posture in a computer smaller than a desktop computer it was not the same thing that hurt we all complained about the same thing our neck hurt our hand hurt our wrist hurt or it hurt the shoulder for the posture and for being with the mouse all the time...” (Teacher 6)

The same teacher added:

“entonces eran todos los días cuatro horas o sea los cuatro días a la semana perdón y después de eso también uno tenía que corregir entonces claro frente a la computadora corregir corregir corregir lo que anteriormente era en papel” (Teacher 6)

"so it was four hours every day four days a week sorry and after that one also had to mark of course in front of the computer mark mark mark what was previously on paper..." (Teacher 6)

Other teachers had other physical problems such as eyesight loss and headaches:

“...últimamente me daba cuenta como que tenía dolores de cabeza y me fui a hacer medir la vista y me dijeron que había aumentado drásticamente mi medida y eso es obviamente por el uso por estar sentado frente a una pantalla estuvimos dos años frente al computador dictando clases...” (Teacher 7)

“...lately I was realizing that I had headaches and I went to have my vision checked and they told me that my measure had drastically increased and that is obviously due to the use of sitting in front of a screen we spent two years in front of the computer teaching lessons...” (Teacher 7)

On the use of technologies, teachers also mentioned that some tools did not work well with their lesson plans. For example, a teacher would prepare a lesson with certain applications, websites and other technologies. But when using them, students would not be responsive to them, and favored certain technologies over others. This was sometimes demotivating for

teachers, because they spent some time learning new applications and ways to teach, to have them not work with their students:

“...estos cambios son nuevos y es una montaña rusa porque tú creas más contenido virtuales son horas de trabajo sentada frente al computador creando herramientas y es eso es desmotivante en el sentido de que los alumnos no la aprovechaban como tú hubieras querido que lo hagan” (Teacher 7)

“...these changes are new and it's a roller coaster because you create more virtual content it's hours of work sitting in front of the computer creating tools and that's that it is demotivating in the sense that students did not make the best out of it...” (Teacher 7)

Finally, there was also the issue of technology as a distractor during lessons. For some teachers, face to face lessons are better because technology is a distractor:

“...I think there are some distractions when we teach online even as a teacher sometimes while my students are reading an article for example I'll hear a message on my phone I'll check it briefly and put it down so I'm guilty as well of getting distracted by by phones and other things on the on the computer (.) so I don't think that students actually learn more via online classes I think that they learn more in person...” (Teacher 2)

With the theme ***Internet Problems*** for some teachers one of the most persistent issues during online teaching was internet connection. It was very common for them to speak of students who were not able to connect to their Zoom lessons, especially at the beginning of the pandemic when most had to upgrade their internet service. But problems appeared, when some students could not afford the upgrade or lived in remote locations. In this regard one teacher said:

“I've had a couple challenges teaching online I could name so many (LF) let me start with internet connection (.) sometimes it was not very reliable I think especially in the beginning when people when students weren't used to staying at home and and connecting you know they maybe they didn't have strong internet (.) the internet connections would be in and out even me as a teacher I had to upgrade my internet and for some students they might not have been able to afford better internet so I think just the internet connection and accessibility was a big challenge” (Teacher 2)

Other teacher added how internet speed was difficult for him:

“...like I said that has to do with challenges such as internet connection maybe not having fast internet maybe getting kicked out of zoom so it's it's really stressful I think on students when they're constantly getting kicked out of the zoom meeting or their screen freezes and they're having internet issues”
(Teacher 9)

This internet speed problem stopped teachers from innovating and using new tools or methods they thought would work for online learning:

“...y a veces el hecho de no poder innovar tan por el internet que se caía por lo que no sé porque se se lleva más tiempo entre que te contesten a veces justamente por la señal del internet y esto (.) sí se volvía como un poco más lento y a veces más monótono...es un poco más difícil” (Teacher 6)

“...and sometimes the fact of not being able to innovate so much because the internet would crash so I dont know why it takes longer for them to answer sometimes because of the internet signal and this (.) yes it became a little slower and sometimes more monotonous so...it is a little more difficult ” (Teacher 6)

To deal with these problems some teachers decided that it was better to ask students to turn their cameras off. But this policy turned into another issue: students saying they had connection problems, when in reality did not have them. Precisely, later in the pandemic, when hybrid learning was allowed some students used this rule to turn their cameras off and connect from places that were not home:

“...I noticed that I think a lot of students take advantage of being online to for example connect to the class while they're traveling and that can be a problem when students are on a bus and they can't you know answer questions out loud or they're on their phone and they can't enter you know I make my students do presentations and when they're on their phone they can't really put a presentation together...”
(Teacher 2)

Another teacher added:

“...sí era super molesto más que la cámara a mí me molestaba que yo decía por ejemplo jorge continúa leyendo perdón profe donde estábamos porque es que justo se me fue el internet...” (Teacher 7)

“...yes it was super annoying more than the camera it bothered me that I said for example jorge continue reading sorry teacher where were we because the internet just went away...” (Teacher 7).

Additionally with the theme of *Websites, Applications and Other Adaptations* to adapt to the changes brought by online learning, teachers adapted by using new applications and web tools, or reinforced those put in place by the university. For example, to connect with students, teachers used Zoom. This is a video communication program and application for holding virtual meetings. At the university it was the main way of communication between students and teachers. It had many features that helped with class management and videoconferencing. For instance, it had one feature called Breakout Rooms, where teachers could ask their students to work in groups, and it was very useful during the pandemic. A teacher mentioned how helpful it was to have it because it allowed for students to have a private space where they could work. It also helped teachers, because they could work while students were finishing their tasks. Additionally, a teacher mentioned that she was even able to check emails or simply rest her eyes from so much screen time. For teachers it was important because they rarely had not enough breaks between online lessons:

“...online I do a lot more group activities (.) and I'm not exactly sure why but I think because with the zoom platform we have the breakout room option and I learned to utilize that in a lot of my classes (.) as a teacher it gives me a little bit of a break when I get to send my students to breakout rooms to work in a group and so I'm just sitting back you know checking my emails while they're in an activity and so I I used a lot more of those activities not only not only for the students to work together to practice the language together but also as a way for me to kind of take a break a little bit from the screen” (Teacher 2)

Additionally, teachers also used other platforms, programs and applications during online teaching. Some tools were previously known but others were learnt from speaking to colleagues. For example, some teachers mentioned an application called Kahoot. A service that allows students to participate and answer questions in a game format. It was often used by the university's English teachers during their lessons and it had favorable opinions:

“...once we learned more tools to teach online it was a bit easier (.) because before I did teach classes virtually but they weren't everyday like they were during covid and so I (.) started using more online tools like kahoot games the break out rooms...I used more kahoot...” (Teacher 2)

Teachers used these applications because they believed that doing the same things as they did in face to face learning was too much work and in online learning the dynamic was different. For example, a teacher mentioned how she used this platform to ease things and lower the burden of having too many readings and writings. So, teachers looked for ways to incorporate gamification into their lessons.

“sí sí tocó cambiar bastante y yo no les mandaba tantos writings tantos readings como en presencial porque ya era demasiado todo en computadora computador entonces trataba de hacer la clase más interactiva y implementé más juegos ya de kahoot y esas cosas” (Teacher 3)

"yes it was time to change a lot and I didn't send them as many writings as many readings as in face to face because everything was already too much on a computer so I tried to make the class more interactive and I implemented more games kahoot games and all that" (Teacher 3)

Some liked so much these tools that continued to use them after online teaching ended, transferring what they learned during online to their current face to face teaching:

“...but then for example I got really into kahoot I thought that was a great tool I tried canva uh I think it's the other one but I didn't like that one that much I've tried a few others and I and I ended up sticking with kahoot which I wouldn't have done if I hadn't been forced because of the situation so now I incorporate kahoot in my in personal class I liked it so much that's something that stuck with me even after the pandemic or the two years of online classes were over” (Teacher 9)

Other teachers have used similar applications and programs. Some of these were Genially, Edpuzzle and Padlet. They described them as fun and interactive. They made lessons dynamic and entertaining, and to use them was important during online teaching:

“...porque fue como a qué divertido↑ hay esto y ahora puedo usar genially para presentarles vocabulario y puedo usar prezi para que ellos compartan o sea más bien para mí fue como a ve que lindas estas herramientas no...” (Teacher 1)

“...because it was like how fun↑ there is this now I can use genially to introduce vocabulary and I can use prezi for them to share I mean for me it was like how nice these tools are right...” (Teacher 1)

Another teacher said:

“hoy en día hay muchísimas que permiten hacer la clase más llevadera más chévere más dinámica por ejemplo a mí me encanta esta herramienta que se llama padlet entonces tú puedes crear una especie de muro y tú les haces una pregunta y todos interactúan a la vez si vas viendo cómo aparece compartes pantalla y ves como todos interactúan entonces eso hace que los chicos también no pierdan el interés y que estén todos ahí motivados viendo la clase” (Teacher 7)

“nowadays there are many that make it possible to make the class more bearable more cool more dynamic for example I love this tool called padlet so you can create a kind of wall and you ask them a question and everyone interacts at the same time yes you see how it appears you share the screen and see how everyone interacts so that makes students not lose interest and that they and all there motivated watching the class ” (Teacher 7)

Similarly:

“...uso mucho los padlet por ejemplo o sea digo o sea no no le veo el objetivo pero ahorita que regresé por coincidencia a una clase en línea primerito ayer un padlet que que es tan me me es tan dinámico para en línea..” (Teacher 5)

“...I use padlets a lot for example I mean I mean I don't see the purpose but right now coincidentally I returned to an online class first thing I did was a padlet it it is so dynamic for online teaching...” (Teacher 5)

The theme of the *University Role* when teachers were asked about the institutions and if they received the help they needed, the responses were mostly positive. They valued the university's role and the help it provided to them. From computers, to chairs and even office furniture, the university helped its teachers with the tools they needed. The university also incorporated software and training with new platforms and applications. For teachers it was important to have this and they felt it had a positive impact during these times. For example, teachers mentioned how the university offered workshops where they learned how to use the platforms:

“...vi que cuando empezaron con esta modalidad de clases sí hubieron varios talleres como opcionales para profesores de si quieres saber cómo usar más las herramientas de zoom por ejemplo si quieres saber de herramientas tecnológicas o de programas como genially padlet para poder incorporar a tus clases habían todo esto era opcional sí entonces por ese lado bueno fue bueno que eso nos brindaron” (Teacher 7)

“...I saw that when they started with this modality there were several optional workshops for teachers if you want to know how to use zoom tools for example if you want to know about technological tools or programs like genially padlet to be able to incorporate them in your classes all that was optional yes then on that front it was good that they offered us that” (Teacher 7)

Another teacher said:

“I did feel support yeah especially at the beginning there were a lot of workshops where we would attend to learn about d2l or about what resources...I think usfq on on their part did a great job trying to onboard everyone to the online format I would I would if I had to give them a score out of ten I would say nine or nine and a half out of ten” (Teacher 2)

Additionally, teachers expressed relief that the university was not pressuring or forcing them to do certain things in relation to curriculum or class delivery. The university allowed them to have certain liberties. For example, in terms of content teachers had to follow a table of contents, but not be constrained by it, or follow it by the letter. This made lessons more dynamic, because they could have some liberties to use programs, applications and other materials that they believed were better for online teaching.

Similarly, another teacher mentioned how thankful he was that the university understood his medical needs. In his case he had a medical condition that meant he had to teach online classes for as long as possible. Therefore, the university started scheduling him with online courses even when others were asked to come to campus at the late stages of the pandemic:

“...in my condition in I my situation I had a medical condition which the university understood so they kept me just on zoom as long as they could so there were teachers who one or two semesters ago ago were already kind of back yeah but in my case it wasn't like that...” (Teacher 9)

For teachers it was also important that the university helped them resolve problems related to access to technology. Most of them gave positive responses and mentioned that the university played an important role in providing help:

“...otra de las cosas fue fue esas entonces la universidad nos facilitó con el préstamo de nuestros computadores de escritorio que tenemos ahí nuestras oficinas y eso también ayudó mucho porque no es lo mismo dar todas las clases (.) por la postura en una computadora más pequeña que una computadora de escritorio...yo sí creo que realmente nos ayudaron mucho inclusive nos decían si necesitan una silla pueden llevarse la silla de y después nos traen la silla entonces ya o sea si hubo mucho mucho apoyo” (Teacher 6)

“...another thing was the university provided us with our desktop computers that we have there in our offices and that also helped a lot because it is not the same to have all the classes (.) because the posture on a computer smaller than a desktop computer...I do believe that they really helped us a lot they even told us if we needed a chair they can take the chair from school and then they would bring us the chair so there was a lot of support” (Teacher 6)

Similarly a teacher reflected how the university helped with training via online:

“ a pesar de que ya vengo manejando esto año y medio no sabía cómo manejarlo bien una parte del d21 te mentiría que era no recuerdo y nos dijeron que había esta posibilidad de que si llamas a ya no me acuerdo dónde que si llamabas o escribes bueno el día que escribí ese día una la persona encargada de ese lugar hizo un zoom me explicó pero una belleza o sea solo fue cuestión de ponerle un mail de dos líneas y ese mismo día me contactaron” (Teacher 5)

"although I've been with this for a year and a half I didn't know how to use a part of d21 I don't remember what and they told us that there was this option that if you call I don't remember where if you call or write well the day I wrote that day the person in charge of that place zoom called me and explained to me it was amazing I mean it was just a matter of writing a two line email and that same day they contacted me” (Teacher 5)

During the interviews the theme of *Hybrid Teaching* was mentioned by some of them. In this type of online learning a class is normally divided into two groups. One group attends their lessons from home, and the other goes to campus. Teachers are on campus too, and they teach from there to both at the same time.

This type of online teaching presented many difficulties, and had an overwhelming negative response from English teachers at the university. They perceived it as a very challenging way of teaching English, because, among many things, it meant they had to divert their attention between two different groups. They would often find themselves forgetting one group or the other during lessons and having these classes meant to have double the amount of work. Many teachers mentioned that hybrid classes seemed more tiring than normal lessons. Even more than online.

In this regard one teacher, who also taught in another university with the same hybrid methodology used at the university said that this type of teaching was difficult:

“en la udla estoy en híbrido es una pesadilla (LF) (1) porq uno tiene que estar pendiente de los chicos que están en la clase y los chicos que están en la casa entonces sí es un poco más complicado ósea bueno no es una pesadilla pero es mucho más complicado porque uno tiene que crear herramientas que involucren tanto los que están en el aula como los que están en casa” (Teacher 1)

"at udla I am in hybrid it is a nightmare (LF) (1) because one has to be aware of the students who are in class and the students who are at home so it is a bit more complicated well it is not a nightmare but it is much more complicated because one has to create tools that involve both those who are in the classroom and those who are at home” (Teacher 1)

For teachers this format also meant having to deal with technological issues. To teach in this format they needed a classroom with a computer, a camera and good internet access. This was not always the case, because sometimes there were not enough classes with all of these at the same time. So, some teachers opted to bring a laptop. Additionally, teachers added that they rather avoid it if given the chance, and would always prefer face to face or online lessons:

“la verdad para mi eso sí fue una pesadilla te puedo decir (LF) eso sí fue algo que detesté y ahora las evito si es que puedo escoger yo prefiero cien por ciento personalmente o todo presencial o todo virtual pero esa mezcla de híbrido como para el profesores super estresante súper súper feo” (Teacher 7)

"to be honest for me it was a nightmare I can tell you (LF) that was something I hated and now I avoid it if I can choose I prefer one hundred percent face to face or all online but that mix of hybrid for teachers it is super stressful super super ugly" (Teacher 7)

Also according to them when a teacher moves around the class teaching students or monitoring their work, students at home cannot follow or even see them. They can just hear them in the distance, and sometimes not even that, because what they say could not be heard clearly. Additionally, the notes written on the boards are difficult to read as well. One teacher expressed her frustration with the fact that there were some new and difficult ways with hybrid that she felt unprepared:

"...porque tú tienes estás parado en el aula primero ahí sí debo decirlo universidad nunca nos capacitó para lo híbrido al menos cuando empezamos este semestre anterior fue como te toca clase híbrido y te las arreglas entonces yo me sentí un poquito desesperada en el sentido de que podía estar ahí frente a los alumnos y no voy a saber qué hacer..." (Teacher 7)

"...because you are standing in the classroom first of all yes I must say the university never trained us for hybrid teaching at least when we started this previous semester there you go you get a hybrid class and good luck so I felt a little worried in the sense that I could be there in front of the students and I wouldn't know what to do..." (Teacher 7)

During the lessons teachers also faced issues such as students having poor connection while the ones in class were already ahead working on other tasks. This meant teachers working twice the time and explaining over and over again for those in class and those at home:

"...y a veces te olvidas que ellos están ahí y es como ay perdón...ellos no te escuchan bien...me cansaba el doble ahí sí te debo decir llegaba exhausta porque tienes que hacerte atender a los de persona atender a los que estén en línea..." (Teacher 7)

"...and sometimes you forget that they are there and it's like oh sorry guys...they don't listen to you well and...I got twice as tired there yes I must say I was exhausted because you must help those in front of you and attend to those who are online..." (Teacher 7)

Additionally, monitoring students also became an issue because it was difficult to know what students were doing back at home. It was often the case that when online students were

left alone teachers could not know if they were paying attention, and they were doing other activities:

“sí pero yo fui personalmente prefiero clase presencial sí por eso como que quería regresar y todo pero luego realmente acostumbramos y era normal pero que sí daba irá son las fases híbridas eso sí es difícil es muy difícil y no cómodo y nada para nada efectivo porque unos están ahí y no sabes están acostados en la cama otros en la clase y (.) o es uno o es otro” (Teacher 3)

“yes but I personally I prefer face to face classes yes that's why I kind of wanted to go back and everything but then we really got used to it and it was normal but hybrid classes they are difficult it's very difficult and not comfortable and not effective at all because some are there and you don't know if they are lying on the bed others in the class and (.) either it is one or it is the other” (Teacher 3)

She added:

“lo peor que pasó es la clase híbrida así eso sí es fatal porque tú estás y tú se sientes como un alien can you hear me can you see: me can you see: me no entonces sí yo para mi criterio no hay nada mejor que clase presencial y no hay nada peor que clase híbrida online” (Teacher 3)

“...then the worst thing that happened is the hybrid class so that is fatal because you feel like an alien can you hear me can you see: me can you see: me no so in my opinion there is nothing better than face to face class and there is nothing worse than hybrid...” (Teacher 3)

Teachers mentioned how often they forgot about her online students, because their attention was mainly with her face to face students:

“cuando yo hacía las actividades entonces decía ok los que están presenciales en parejas trabajen de esta manera y yo podía pararme monitorear pero el momento que hacía eso abandonaba a los que estaban en zoom...no se podía monitorear al mismo tiempo a los dos” (Teacher 6)

“when I did the activities then I said ok those who are in person in pairs work this way and I could stop to monitor but the moment I did that I abandoned those who were on zoom...it was not possible to monitor both at the same time” (Teacher 6)

Moreover, it took much longer to finish lessons. Students got bored because attention was not one hundred percent with one or the other. Additionally, it required more time to finish a unit: “y si sé si quería hacerlo que es lo que probé perdía mucho más tiempo” (Teacher 6)
 “...and if I know if I wanted to do it which is what I tried I lost much more time” (Teacher 6)

Furthermore, there were concerns about feedback, and online students' lack of participation. Especially shy students who would be even less prone to ask questions:

“...entonces como que no me parece que está híbrida funciona muy bien...la explicación que tú le puedes dar o el feedback que reciben enseguida en los que están en presencial y las dudas que te que tienen ellos (.) tienen como que un poco más de yo no sé de como que no es miedo no no es no creo que sea miedo pero como que no quieren quedar tan mal están frente a una cámara entonces no quieren preguntar porque todo el mundo les oye...” (Teacher 6)

"...it seems to me that this hybrid modality does not work very well...the explanation that you can give or the feedback that they immediately receive is not the same for those who are in person and questions they have (.) they have a little more I don't know it's not fear no it's not I don't think it's fear but since they don't want to look bad in front of a camera so they don't want to ask because everyone hears them..." (Teacher 6)

Finally, teachers reflected on the fact that they felt a bit anxious by the fact that they needed to think how to explain things to one group and to the other. There were also worries that online students were not getting good teaching, because helping two different groups was indeed hard:

“...planificar la actividad decía ok esta va para ellos les voy a explicar también explicaba todos ok pero a ellos nos va la siguiente pues tenía que estar ok y esto es así y claro es eso un poco más de como angustiada en ese sentido de que qué tanto están recibiendo qué tanto están qué calidad es la que están recibiendo realmente eso es lo que más me angustiaba” (Teacher 6)

“...planning the activity I said ok this is for them I'm going to explain it also explained to everyone ok but the next one is going for them well I had to to be ok and this is so and of course I was a little more like anxious in that sense of how much are they receiving how much are they what quality is the one they are really receiving that is what made me most anxious” (Teacher 6)

Chapter V: Conclusion and Discussion

Forced by the pandemic, online teaching at the university changed. English teachers started facing challenges on the academic and emotional levels. From adapting and learning new technological tools to changing teaching methodologies and even dealing with the loss of close ones. There were no easy challenges, but most overcame them and learned valuable lessons.

Teaching from home and ending face to face learning taught them the use of new tools, how to make lessons more dynamic and how to emotionally manage their job and their personal lives. There were moments when some were lost and needed training from staff or the help from a colleague and there were others when they did it by themselves.

The interviews, and the subsequent thematic analysis have yielded six main themes of discussion: 1) Emotional Conflicts and Adaptations, 2) Technology and Adaptations, 3) Internet Problems, 4) Applications and other Adaptations, 5) Role of the University and 6) Hybrid Teaching.

The theme of 'Emotional Conflicts and Adaptations' was explored first and it was learnt that teachers faced stress and anxiety. They had a difficult time dealing with students' engagement with online lessons, and also had challenges in regards to learning new tools. For some it was draining, unmotivating and worrisome that students were not able to learn as they were supposed to, and frustration was present, because communication problems impeded teachers from having a participating lesson. Uncertainty was added too, because learning new platforms and softwares was hard for some. It meant learning from zero while needing to immediately adapt

But, these emotions and conflicts never overwhelmed teachers or obstructed their teaching. These difficult emotions never hampered their lessons. In fact, it showed teachers' resilience and hard work. Their responses highlighted coping mechanisms that helped with

their problems. These coping mechanisms or adaptations were mainly on three fronts: 1) asking for help from colleagues, 2) asking for help from the university, 3) exercising or doing mindful activities. Having colleagues to whom ask questions or meet was of significant help when there were new tools or softwares to learn. Not all teachers knew how to use them, and even when they knew there were always new features to learn.

The university also helped with teachers' emotional management. Providing training when needed and bringing office equipment to their homes was important because it lowered anxiety levels and helped their teaching. This support from the university in this study was thanked by teachers.

Finally, having a moment during the day when teachers could exercise or meditate was an important adaptation mechanism. Particularly, because in online learning teachers are permanently sat in front of a computer. There are no breaks and they cannot stand and walk as in a regular classroom. So, having a physical or mindful activity during the day was important to them.

Additionally, some of the responses in regards to emotional conflicts and management were shown to depend on teachers' personalities. For example, out of the nine teachers who were interviewed at least three showed in their responses that online learning was not emotionally draining in any way. One even mentioned that because of her personality, she did not experience emotional challenges during online learning. Another gave a more disagreeable response by saying that at the end of the day he gets paid and he is just doing his job. So, problems that affect some teachers do not affect others. Some just adapted by making changes in their behavior or put firm boundaries with class discipline and due dates.

But, the opposite was also true. Some teachers labeled the experience as emotionally challenging, even difficult. Nevertheless, despite the label they were never distraught by the

experience. They adapted using one, or a combination of the coping mechanisms or strategies previously mentioned, and even called the experience valuable, because of all they learned.

Next, the theme of 'Technology and Adaptations' showed that English teachers at the university in this study had to face mainly four problems: 1) learning the new technology, 2) students honesty using technology, 3) screen time, 4) technology as a distraction.

In varying degrees teachers faced the challenge of learning the new technologies. Some were familiar with many of them but others started from zero. Learning the university's platform or websites, applications and tools became a bit of a challenge for teachers. For those who had more experience there were always new features or tools to learn. For the ones who knew nothing, it became sometimes difficult to adapt.

The new technologies also resurfaced students' cheating practices. Being at home opened the door for them to use their phones and internet translators during class activities, which concerned teachers who believed they were not learning as much as they would have in face to face lessons. Screen time was a concern for some teachers as well. Being at home all day meant sitting in front of a computer for long hours and they complained of headaches and having to use glasses after some time because their eyes were affected by the amount of screen time. Finally, teachers felt that technology was a distraction for students, who spent their time checking their phones, or would turn their cameras off to do other activities.

Adaptations that helped with these changes brought by technology were: 1) training and collaborating with colleagues, 2) changing of class activities, and 3) policies during online learning. When teachers had difficulties learning the new technologies, they relied on the university staff, their own research or colleagues. It was valuable for them to have other people who could explain to them tools, websites or applications they did not know. The university offered Zoom calls for teachers who needed someone to explain to them, and that was important.

In terms of students' dishonesty during the lessons, teachers said that in some cases it was needed to fail their activities or assessments, but they also talked of reducing the amount of reading or writing activities, to focus a bit more on visuals and implementing more interactive tools. Finally, to avoid technology being a distraction some teachers made it mandatory to have students turn their cameras on. This way monitoring their activities was much easier and they would see that the teachers were there and they should avoid distracting themselves with their phones. It was never a perfect solution. But it helped with the problem.

The next theme explored in this study was 'Internet Problems'. A continuation of the previous theme, this theme showed a bit more about what teachers faced during online learning, and their adaptations. Its analysis showed that teachers had two conflicts: 1) unreliable internet speed connection and 2) students misapplying online learning rules. Online learning requires reliable internet connection, and it became even more important during the pandemic because classes were synchronous. Students needed to connect using Zoom and it was imperative for them and teachers to have high speed internet. However, not all could afford to have such service, or in turn, they simply had connection problems that were out of their hands. This became an issue and a nuance during lessons, because teachers had to repeat themselves for those who did not listen, or the opposite, ask students to repeat themselves because the class could not hear them. Secondly, there was the case, especially at the end of compulsory online learning, that students could come to school or connect from home. Some students connected via online, but not from home. They rather chose very unusual places to connect from, such as buses, their cars, and even other places on campus. This was difficult for English teachers because there were background noises during lessons, they could not do group activities, and in fact students' lives were in danger, particularly if they were driving and attending the class. To solve and adapt to these two problems teachers opted for asking students to turn their cameras off or not connecting until they get to a good

place, even if that meant less participation or having students doing other activities during class.

The third theme that came up in the results of this study was ‘Applications and other Adaptations’. In this theme teachers mentioned the advantages and wonders of using certain applications, websites and online tools. In reality, once they learned to use them, or reinforced their use if they knew them ahead of time, teachers enjoyed them and started to use them even more. Teachers even continue using some of them after online learning in their face to face lessons. The fact that these applications were full of features and gamification showed them that they can be of great use during lessons. They changed the pace when the lessons were slow and gave something different to students. Their value was discovered and many teachers were thankful for that.

The penultimate theme was the ‘University Role’. This was an important theme that teachers mentioned during the interviews. To them having a university that helps in all the fronts was of significant help. Receiving training online helped them feel less stressed and anxious. The fact that some were even able to get their desktops computers from campus or even their chairs meant much for English teachers. Many teachers also mentioned that the university role during these times was important, because they were understanding of health concerns too. Additionally, noteworthy is the fact that the university allowed them to have a flexible way of teaching. Meaning that they had a table of contents and certain topics that they needed to cover, but it was never mandatory to do certain activities or strictly follow a policy for teaching English online. Flexibility was the key and teachers were thankful for that.

Finally, the last theme explored in this study was ‘Hybrid Teaching’. Universally rejected by teachers, it became the bane of online English teaching. This type of online synchronous education meant for teachers a series of problems. First of all was that having a

hybrid class did not mean having one group to teach, but two. The one at home receiving the lesson from a computer, and the one on campus, in class, face to face, receiving the lesson from the teacher. It was a problem because to them teaching this way was more tiring than any type of teaching they had done before. They worked double because the attention was double. They abandoned online students because they were focused with their students on campus, or they forgot about their 'on campus students' because they were explaining something to those online. Teachers also said that teaching hybrid needed a well-equipped class, because online students needed to listen and hear clearly. Additionally, there were problems because online students could not see the board or their classmates. This is important with English teaching, especially when there are group activities or expositions and they need to listen and see their classmates. For these reasons English teachers at the university mentioned that this type of teaching was very challenging, and most of them clarified that in the future they would prefer to have either fully online lessons or face to face. Nothing mixed. Nothing that can involve the two at the same time.

5.1 Limitations

This study has its limitations. One of the main ones is the number of participants. When the author of this study approached and was helped by a member of the English Department at the university, the call for participating in this study was not answered by all. Naturally, having nine teachers cannot absolutely reflect the reality of all English teachers at the university, the region, or the country. Those nine represented a snapshot of reality at that particular moment in which the data was collected.

Another limitation was gender imbalance. Two out of the nine were male, and this could have affected the results. It would have been better if the study had an equal number to avoid sample and gender bias. However, the author of this study can attest that there were not significant differences in relation to gender. Responses varied in relation to teachers' personal

experiences. However, the author saw some variations in relation to personality. Those teachers who labeled themselves as shy (or the opposite) gave responses according to their beliefs, experience, and personality, beyond ideas of gender. For example, Teacher 3 was a female teacher who gave some responses that could be labeled as disagreeable. For example, in one excerpt she mentioned how she does not care at all about the evaluations at the end of semester that every teachers goes through at the university:

“es una y otro la nueva los millennials esan son diferentes eso hay que entender pero igual yo igual les trato a mi realmente me valen los que me pueden evaluaciones a mí no me importa puntaje guau (.) yo cuando toco yo les digo (.) que no no es así no puede ser así no” (Teacher 3)

“it's one and the other is the new one the millennials are different that's what you have to understand but I still treat them the same I don't care at all about the evaluations I don't care about the score wow (.) when I have a class I tell them (.) that it is not like this not it cannot be so no” (Teacher 3)

The same teacher when asked if she felt anxiety when moving to online learning she answered that no. That it was just more work:

“=no fue dificil más trabajo más trabajo no fue nada así como que vas a otro adaptas pero sí un poquito más trabajo (.) nada más” (Teacher 3)

“=it wasn't difficult more work more work it was nothing like you go to another to adapt but a little more work (.) nothing more” (Teacher 3)

This is opposite to what other female teacher said, who labeled the experience of moving to online learning as emotionally really hard:

“porque porque fue tenaz a nivel emocional yo sentía que era súper súper fuerte eh yo misma pasé por la muerte de mi falleció mi hermano falleció mi cuñada mi hermano con covid mi cuñada no mi cuñada de otra enfermedad” (Teacher 4).

"because because it was really hard on an emotional level I felt that it was super super hard uh I myself went through the death of my brother my sister in law passed away my brother with covid my sister in law not my sister in law from another disease" (Teacher 4).

Therefore, although this study would have benefitted from having a larger number of participants and an equal number of representatives of both genders, the author does not

believe that gender could have played a significant role in their responses. The author rather thinks personalities, education, years of experience and other factors could have influenced their responses more than gender. Therefore, the author suggests to consider these factors for future studies, as they might yield different results, or shed a different light in the conclusions.

On the same line, the author of this study recommends to include, and perhaps work on a similar study that includes students' perspectives on the same issues. Having both sides could show a more complete picture of the conflicts and corresponding adaptations made by teachers and students. In addition, the author recommends including other departments and groups in a similar study. For example, besides representatives of the English Department, representatives from the Teacher Training Program and the Education Department could also be included. Having these triad could give a more ample vision of the changes undergone by teachers during the change to online learning.

5.2 Recommendations

This study has initially shown some of teachers' perceptions about their conflicts, adaptations and emotional management during online learning in the months when education was moved from campus to the home. It showed that teachers faced many challenges. Academic, technological and emotional, and that they used different adaptations to resolve them. Moving forward, these adaptations and the challenges have given valuable information as to what to do if something similar happens in the future.

For example, English teachers have mentioned how they believed certain online methodologies should be avoided, such as lessons in hybrid formats. And that if they are impossible to avoid and necessary in the future, they think more training would be needed,

because online or face-to-face training, which the university did very well, is not enough to understand these variations in online teaching.

Moving forward, it is also important to consider helping students, but not letting the help get in the way of having firm rules in relation to how online learning should be conducted. That there are rules when connecting online, and that they should not break them because everyone is going through tough times. Students can, and sometimes push those boundaries and that affects teachers who are not sure if they should allow certain behaviors or put an end to them. The English Department should then let teachers know that they can enforce appropriate behaviors during online lessons, and that they have full support when doing so.

This experience of online learning has also taught that the university and the head of departments should continue letting teachers make small changes in planning. During online learning, at the university there was not a strict rule on following it, and it is worth mentioning that it was helpful for teachers not to have someone over their shoulders looking for every change they did. They had some liberty to the topics they taught. Of course, there was a plan to follow, but according to some teachers in this study, the university was not heavily strict on following it. And this was very positive.

Additionally, in relation to the topic of planning it would be interesting to analyze how effective it is to follow strict plannings in general. Maybe English teachers have ideas in relation to different modes of learning and planning in online formats, and those ideas could be useful for future similar scenarios, or teaching English in general.

This study has also shown that teachers would benefit from having workshops, as those offered by the Teacher Training Academy. But, it would be interesting and probably more beneficial if the English department at the university could create or maybe ask the Teacher Training Academy to have workshops catered for teachers of languages. Particularly,

English teachers, who might benefit from having a training solely focused on teaching a language.

In all, the university and the teachers at the English department have mentioned that the experience has enriched them in multiple ways. Emotionally, academically, and technologically, they have learnt what to expect when forced to teach online. They have overcome difficult situations and this has prepared them for the future and most will know what to do if the situation repeats itself. This will certainly make future transitions easier and faster.

The author of this study has also learnt about the English teaching community at the university. A community that is supportive of each other, and that is concerned with their needs. A positive trait that can be emulated by other institutions. Additionally, the author considers the work done by the Teacher Training Academy very important in making the transition to online learning better.

Finally, it is important that the experience of online learning serves as a testing ground of what will be expected of the future. Technology keeps moving forward, and virtual spaces are becoming more popular as years go by. As such, education can also be expected to move in that direction, and universities and stakeholders should prepare for those changes. For the betterment of the teaching community and of English education.

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Appendix 1: Research Questions in Spanish

1. ¿Qué es lo que más te gusta de enseñar inglés?
2. Dime algo que sea difícil (si la hay) de la enseñanza en inglés.
3. ¿En términos generales (globalmente) cómo te sientes enseñando inglés?
4. ¿Has experimentado cambios en la enseñanza de inglés durante el Covid-19?
5. ¿Te has visto en la situación de enseñar en línea o a distancia?
6. ¿Cómo describirías tu experiencia con la enseñanza en línea? ¿Cómo te sentiste?
7. ¿Cuáles han sido algunas de las cosas buenas (si las hay) de la enseñanza en línea?
Ejemplos
8. ¿Cuáles han sido algunas de las cosas malas (si las hay) de la enseñanza en línea?
Ejemplo
9. Todas estas cosas malas, ¿cómo te hicieron sentir como profesor de inglés?
10. ¿Qué ha sido lo más difícil para usted? ¿Puede darme un ejemplo de una de sus clases/lecciones? ¿Y qué pasó?
11. ¿Cómo han sido los cambios específicos que has tenido que hacer en el manejo de tus clases?
12. ¿Estos cambios en el nuevo formato fueron difíciles de adaptar?
13. ¿Eso te trajo estrés, ansiedad, molestia? o nada?
14. ¿Cómo adaptó el currículo durante el Covid-19?
15. ¿Qué herramientas utilizó para adaptar su evaluación (en línea)?
16. En general, ¿cómo te sentiste evaluando a tus alumnos en el formato en línea? ¿Fue difícil, sentiste que tenías que hacer demasiados cambios?
17. ¿Sentiste que tenías que trabajar más para evaluar a tus alumnos? ¿Recibiste ayuda de personas de tu institución?

18. ¿Hubo alguna sensación de estrés en relación con los cambios de formato? ¿Alguna otra emoción que hayas sentido?
19. ¿Sentiste ansiedad o apatía quizás, o no?
20. ¿Cuál es la lección más importante que has aprendido de todo este proceso?
21. ¿Qué harías diferente si volviéramos a estar en línea nuevamente? ¿Cómo manejarías tus emociones? ¿Manejarías tus emociones de manera diferente?
22. Ahora que hemos vuelto a un formato presencial, ¿te sientes aliviado o prefieres permanecer en línea? (¿Qué te parece volver a la docencia presencial?)

Appendix 2: Research Questions in English

1. What do you like the most about teaching English?
2. Tell me something that is difficult (if any) about teaching English.
3. In simple terms, how do you feel about teaching English?
4. Have you experienced changes in English teaching during Covid-19?
5. Have you seen yourself in the situation of teaching online or remotely?
6. How would you describe your experience with online teaching? How did you feel?
7. What have been some of the good things (if any) about online teaching? Examples
8. What have been some of the bad things (if any) of online teaching? Example
9. All these bad things, how did they make you feel as an English teacher?
10. What has been the most difficult for you? Can you give me an example from one of your classes/lessons? And what happened?
11. What have been the specific changes you have made when managing your classes?
12. Were these changes in the new format difficult to adapt?
13. Did that bring you stress, anxiety, annoyance? or nothing?
14. How did you adapt the curriculum during Covid-19?
15. What tools did you use to adapt your assessment (online)?
16. In general, how did you feel assessing your students in the online format? Was it difficult, did you feel like you had to make too many changes?
17. Did you feel that you had to work harder to assess your students? Did you receive help from people at your institution?
18. Was there any feeling of stress in relation to the format changes? Any other emotions you have felt?
19. Did you feel anxiety or apathy perhaps, or not?
20. What is the most important lesson you have learned from this whole process?

21. What would you do differently if we were to go online again? How would you handle your emotions? Would you handle your emotions differently or not?
22. Now that we have returned to a face-to-face format, are you relieved or do you prefer to stay online? (How about going back to face-to-face teaching?)

Transcriptional conventions from Schiffrin (1994):

Speech	Symbol
Overlapping speech	=
Lengthening	:
Rise in intonation	↑
Unrecognizable speech	()
Unintelligible	//
Pause in speech	(.), (1), (2)