TEACHING AND LEARNING PROCESSES OF ENGLISH AS A FOREIGN
LANGUAGE MEDIATED WITH TOOLS OFFERED BY ICT FOR SECOND
SEMESTER STUDENTS IN THE BACHELOR'S DEGREE PROGRAM OF
MODERN LANGUAGES, ENGLISH AND FRENCH, AT THE UNIVERSIDAD
DEL CAUCA, SANTANDER DE QUILICHAO 2021.2

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Santander de Quilichao

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Santander de Quilichao

2023

Acknowledgements

We express our deepest gratitude to God, who not only created us, but also guided our paths and gave us the unbreakable strength to persevere. Thanks to Him we have reached this significant milestone.

Our most grateful thanks are extended to our beloved family, whose understanding and constant encouragement have been fundamental throughout our educational journey. Their unwavering support has been a beacon of light that has inspired us to reach our goals and overcome challenges.

In addition, we would like to give special thanks to our esteemed advisor, Maritza Housset Fonseca, whose valuable guidance has shaped this project. Her wealth of experience and wisdom has guided us, allowing us to navigate the complexities of our research and emerge from them with a sense of accomplishment.

We are also indebted to the Universidad del Cauca and our dedicated professors. Their profound teachings and tireless efforts to mold us not only as future educators, but also as well-rounded individuals, have been truly remarkable. We are privileged to have been part of an institution that prioritizes the development of both academic knowledge and character.

In conclusion, we acknowledge the role played by these remarkable individuals and entities, and we are grateful for their contributions. Without their support and guidance, our journey would not have been as fulfilling or successful.

Abstract

The pandemic of coronavirus disease (Covid-19) caused a notable crisis in all areas of society including the field of education. The confinement prevented the lack of face-to-face interaction in academic faculties which made ICT tools of great relevance. Therefore, this project was designed to identify the characteristics of a new model marked by the use of ICT tools in the academic process of second semester students in the Modern Languages Program at Universidad del Cauca in Santander de Quilichao 2021.2. This was non-experimental research with a quantitative approach. It describes the process of teaching and learning of the foreign language English of the second semester students of the Modern Languages Program of the Universidad del Cauca, Santander de Quilichao with the intention of answering the following question: *How was the process of teaching and learning English as a foreign language mediated with tools offered by ICT for Second Semester students in the bachelor´s degree program of Modern Languages, English and French at the Universidad del Cauca, Santander de Quilichao?*

Key words: ICT, confinement, teaching, learning, foreign language English.

Resumen

La pandemia generada por coronavirus (Covid 19), provocó una crisis notable en todos los ámbitos de la sociedad, en el círculo de la educación, el confinamiento obligó al cierre masivo de las actividades presenciales en todos los claustros académicos, haciendo que las TIC tomarán gran relevancia en este panorama, por esta razón, en este trabajo se tomó como base el papel que realizaron las TIC, en el proceso académico los estudiantes de segundo semestre del programa de Lenguas Modernas de la Universidad del Cauca regional Santander de Quilichao, para poder identificar las características de un nuevo modelo demarcado por el uso de las TIC. Este proyecto se realizó bajo la figura de una investigación no experimental con un enfoque cuantitativo, por lo cual, describe como fue el proceso de enseñanza y aprendizaje de la lengua extranjera inglés de los estudiantes de segundo semestre del Programa de Lenguas Modernas de la Universidad del Cauca regional Santander de Quilichao con la intención de responder a la siguiente pregunta: *¿Cómo fue mediado el proceso de enseñanza y aprendizaje del inglés como lengua extranjera con las herramientas que ofrecen las TIC para los estudiantes de Segundo Semestre del programa de Licenciatura en Lenguas Modernas, Inglés y Francés de la Universidad del Cauca, Santander de Quilichao?*

Palabras claves: TIC, confinamiento, enseñanza, aprendizaje, lengua extranjera inglés

Abstrait

La pandémie de la maladie à coronavirus (Covid19) a provoqué une crise notable dans tous les domaines de la société, dans le cercle de l'éducation, le confinement a forcé la fermeture massive des activités en présentiel dans tous les cloîtres universitaires, ce qui fait que les TIC prendront une grande pertinence dans ce panorama, pour cette raison, dans ce travail, le rôle joué par les TIC a été pris comme base, dans le processus académique, les étudiants du deuxième semestre du programme de langues modernes de l'Universidad del Cauca régional Santander de Quilichao, afin d'identifier les caractéristiques d'un nouveau modèle délimité par l'utilisation des TIC. Ce projet a été réalisé sous la figure d'une enquête non expérimentale régie par une approche quantitative, par conséquent, il décrit comment le processus d'enseignement et d'apprentissage de la langue étrangère anglais a été pour les étudiants du deuxième semestre du programme de langues modernes de la Université du Cauca régional Santander de Quilichao avec l'intention de répondre à la question suivante : *Comment le processus d'enseignement et d'apprentissage de l'anglais en tant que langue étrangère a-t-il été médiatisé par les outils offerts par les TIC pour les étudiants du deuxième semestre du programme de licence en langues modernes, anglais et français à l'Universidad del Cauca, Santander de Quilichao ?*

Mots clés : TIC, enfermement, enseignement, apprentissage, anglais langue étrangère.

Content

Introduction

The ICT assisted classroom learning has been one of the educational strategies that allows the inclusion of all people to education, whether basic or higher education, adapting to those needs and conditions that make face-to-face education insufficient. Therefore, ICT-assisted education becomes an alternative and an opportunity for people who for some reason or circumstance could not be physically present in a classroom or lecture hall. However, due to the contingency and mandatory isolation caused by the

appearance of the Covid-19 virus that started in 2020, it became the only training option for learning in educational institutions.

Universidad del Cauca was not unaware of this drastic change in its teaching methodologies and in the use of its academic resources and technological tools for teaching and learning. Therefore, the purpose of this project was to describe ICT as a methodology for teaching English language within the academic program of Modern Languages of the university, in second semester students during the first semester of 2021.

The present research project was made up of two chapters. The first one covers the approach to the problem, the objectives to be developed, the rationale, the background and the referential framework that support the foundation of the work. The second chapter presents the methodology, which refers to descriptive quantitative research, the target group in which the work was carried out; the instruments used and the categories of analysis, as well as the description of the method used to analyze the information.

Therefore, this chapter ends with the results provided in this investigation, culminating with some conclusions that were given in the course of this social inquiry.

Problem statement

Since the declaration of pandemic by the World Health Organization (WHO) on March 11, 2020, a decision that was supported by the more than 118,000 cases of Covid-19 in 114 countries, the loss of 4. 291 lives and the rate of spread of the virus (WHO, 2020), the Colombian government heeded this call and declared a health emergency through

Resolution 385 of March 12, 2020, of the Ministry of Health and Social Protection, and within the framework of the same a series of mandatory provisions were determined, among which the following stand out: mandatory preventive isolation, restriction of the free mobility of people and restriction of gathering or agglomeration of people (Government of Colombia, 2020).

For this reason, the adoption of the above measures materialized in the authorization of operation with physical presence of people only and exclusively in the activities of the sectors that guarantee access to goods and services for basic needs, excluding university education from this group. Therefore, the use of Information and Communication Technologies (ICT) tools became the scenario adopted by the universities, among them the Universidad del Cauca, to give continuity to its institutional mission and to guarantee the fulfillment of its service offerings physically in the academic programs.

Consequently, there is a need to know how the Universidad del Cauca has introduced and incorporated ICT into its teaching plans and methods and to describe how this transition process has been from the perspective of the student and the teacher.

Research Question

Based on the above, the research seeks to answer the following question:

How was the process of teaching and learning English as a foreign language mediated with tools offered by ICT for Second Semester students in the bachelor´s degree program of Modern Languages, English and French at the Universidad del Cauca, Santander de Quilichao?

Objectives

General Objective

To describe the teaching and learning processes of English as a foreign language mediated with tools offered by ICT for second semester students in the bachelor´s degree program of Modern Languages, English and French at the Universidad del Cauca, Santander de Quilichao

Specific Objectives

- To review the structure and model employed by the Universidad del Cauca in its administrative and academic processes that was used to meet the need to continue the teaching processes in an ICT-assisted way due to the pandemic.

- To characterize the ICT tools used by the Universidad del Cauca in the teaching and learning process of English as a foreign language.

- To describe how teachers and students make use of ICT tools within the teaching and learning process during the development of the subject of English as a foreign language

Rationale

ICT assisted on-site learning is one of the educational strategies that allows the inclusion of all people to education, whether basic or higher, adapting to their needs and

conditions. This learning methodology, due to the Covid-19 contingency, became the only training option for people, even though they did not have the tools or access to articulate ICT to their learning process some changes had to be made.

Therefore, the importance of this research is described from the possibility of identifying the ICT tools used by the Universidad del Cauca for virtual or online teaching and the ICT-assisted learning process of the subject of English, in such a way that it is possible to identify the strengths and weaknesses in order to employ a continuous improvement that expands the opportunities and reduces the threats that the implementation of this new methodology entails.

The contribution of this research is expressed in the way it will allow, from its results, to explain how the transition between on-site teaching and ICT as a teaching methodology has taken place in order to improve the teaching process in an assisted manner, mitigating the impact and meeting the needs of students. In addition, the project opens the door to further research on the implementation and articulation of ICT in other academic programs, establishing a greater opportunity and coverage for more people who seek professional training.

Referential framework

State of the art or background

Many investigations have been carried out in the context of the development of academic activities supported by the use of ICT tools, being these the mediators of the teaching and learning process of English as a foreign language. However, very little research has been carried out in the university context, and it is drastically reduced when it

comes to academic programs in modern language, and practically reduced to zero, the research that in addition to the previous delimitation, adds the scenario of the Covid 19 pandemic and its effects on the continuity of university teaching of physical interaction programs through virtual scenarios.

According to González (2015)[1], who focused his research on the systematization of the experience of the Basic English and Technical English courses (10 weeks each), taught for the Academic Program of Gerontology at the Universidad Católica de Oriente, virtual modality, managed through the Moodle Platform in 2010 and 2011. Followed up the performance of 10 students from semester 1-2010 to 2-2011, seeking to assess the level of language acquisition based on the criteria of the Common European Framework, concluding that students obtained a performance adjusted to the A-2 classification, highlighting the contribution of the interaction and evaluation processes, and the.

The contribution of this work to the research on the appropriation of the English language by the students is the contribution of the teacher's leadership and motivation as promoters of the appropriation of the English language by the students. The contribution of this work to ongoing research lies in the importance of investigating and deepening the leading role of the teacher as a dynamizer of the teaching and learning process.

In Salvador, Trigueros (2019)[2], designed a qualitative, descriptive research, based on a literature review, through which he reviewed the changes in the teaching and learning process of English as a foreign or second language, from the inclusion of ICT and its effect

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[1] Master in Education. Specialist in English Teaching UPB. Licentiate in Philosophy and Religious Education. Research Professor, Faculty of Educational Sciences, Universidad Católica de Oriente, Cra. 46 40B-50, Rionegro, Antioquia, Colombia

[2] Student of the Interdisciplinary Doctoral Program in Education at the Universidad del Salvador.

on classroom management by teachers of the Facultad Multidisciplinaria de Occidente, Department of Languages, Universidad del Salvador; In this order of ideas, the author concludes with respect to the importance of physical interaction among students, the way of organizing the classroom and the use of the blackboard as a tool for remembering lessons; In addition, the author indicates that ICT are an important support to explore new ways of transmitting knowledge, to encourage different learning styles, multiple intelligences and group work, and to monitor the activities developed by students inside and outside the classroom; therefore, it is recognized that ICT have transformed the organization of classes, requiring the use of different techniques and work tools. This last conclusion is adopted as a contribution to the ongoing research, since it suggests investigating the direct effect of the adaptation that the teacher in charge had to make to the whole course, having to adapt the academic work supported by the tools offered by ICT.

Likewise, in Argentina, Román [3](2020), through a case study with a mixed approach and which had as a sample 42 students between 18 and 55 years of age (cohorts 2012, 2013 and 2016), who studied at the San Julián Academic Unit (UASJ), of the Universidad Nacional de la Patagonia Austral (UNPA), seeks to determine the factors that affect the learning of English as a foreign language in virtual mode. In this order of ideas, the author used a survey, a questionnaire and documentary analysis for the collection of information, which has allowed her to draw preliminary conclusions indicating that the crucial factors for the process of learning and appropriation of English in virtual scenarios are previous knowledge, technological literacy and the time dedicated to the development of activities, items in which the sample showed deficiencies. This work contributes to

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[3] Teacher at the Universidad Nacional de la Patagonia Austral.

ongoing research on the degree of mastery that students may have over the tools offered by ICT and their impact on their performance (degree of adjustment to this new context), and on the appropriation of the English language.

The main contribution of this research is that it exposes an additional study scenario that could be taken into account, which is the effect of ICT tools on the learning process based on the methodologies used and their scope in relation to the different possibilities or learning scenarios: autonomous, social, cooperative and collaborative.

In Spain, García (2016), focused her work on demonstrating the need for a personalization of learning in spaces mediated by virtuality, for which she designed a mixed and comparative research, and collecting information through observation, documentary analysis and the application of an anonymous questionnaire to a sample of 220 distance education students, within the framework of the compulsory subjects of English as a foreign language, English for specific purposes and English applied to social work, at the University of Las Palmas de Gran Canaria (public university).

This author concludes that the virtual distance learning plan allows students to access, study and participate in the place and time they wish, in a scenario in which they can interact with various activities such as discussion forums, online glossaries, chats and production of videos or oral representations and exhibitions, among others, finding that this has favored the successful appropriation of communicative and digital competencies by a good part of the students, as well as the development of an autonomous, cooperative and permanent learning, however, it also showed complexity in the adaptation process of another group of students, with a slower evolution in terms of digital, linguistic and

communicative competences in English, which highlights the importance that the teaching and learning methodology, instead of having a personal and autonomous approach, adopts a social, cooperative and collaborative approach.

Theoretical framework

In order to achieve the main objective of this research, it was necessary to define the theoretical context that served as a guide for the necessary information, as well as for its process and analysis to structure the final results.

Humanistic learning theories

The students are considered as a unique entity, with initiative, personal needs and the potential to solve problems in a creative way. Education in this paradigm is centered on the learner, since the emphasis is placed on the learning process as a self-directed action based on constant self-evaluation.

From the humanistic approach, learning is conceived as something meaningful and experiential, where the perception of reality that derives from the reorganization of the self is modified. Rogers (1980) refers to this conception in terms of the students'

expressions when they proclaim that they are understanding or discovering the outside world in order to make it their own.

Rogers proposed the therapeutic method client-centered therapy, or non-directive therapy, which emphasizes that the individual possesses in himself the means for self-understanding and for the change of self-concept, attitudes and self-directed behavior. The therapist must provide a climate of favorable attitudes and psychological attitudes so that the patient can exploit these means.

As Rogers sees it, the human being is born with a realizing tendency that, if childhood does not spoil it, can result in a person who is fulfilled: open to new experiences, reflective, spontaneous, and who values others and himself. The maladjusted person would have the opposite traits: closed, rigid and contemptuous of self and others.

In addition, he insists on the importance of the therapist's attitudes and qualities for the good outcome of therapy, which are: empathy, authenticity and congruence (Rogers, 1951).

Erikson (1972) proposed the theory of personality development, which is characterized as a continuous and sequential process, ranging from birth to maturity, a process by which the self acquires its identity. It also states that each of the stages of life is marked by a conflict that is what allows the development of the individual. When the person resolves each of the conflicts this makes him/her grow psychologically.

In the resolution of these conflicts, human beings can find great potential for growth or, on the contrary, they can find great potential for failure.

Maslow states that, within learning, the needs of each person strongly influence the way in which knowledge is learned or acquired. Maslow was the one who proposed the theory of human needs, placing and categorizing them in a pyramid with 5 groups or levels. These needs, according to Maslow, explain human behavior, since the only reason a person does something is to satisfy his or her needs. These needs motivate until they are satisfied, i.e., as the most basic needs are satisfied (bottom of the pyramid), human beings develop higher needs and desires (top of the pyramid) (Maslow, 1943).

Continuing with Rogers, he describes that there are two types of learning:

Mental learning, which has no meaning for the student and tends to be easily forgotten.

Meaningful learning, which includes intellectual and affective learning.

It is on such meaningful and experiential learning that the humanistic approach emphasizes. This learning proposes that every human being has a potential for learning and such learning occurs when the person believes or feels that the subject to be learned has importance or meaning for his life or his objectives. On the other hand, meaningful learning is successful through practice and when the student is responsible for his own learning, that is, he formulates his problems, helps to discover, overcome or solve them, and assumes the consequences of them.

Autonomous or self-initiated learning, where the intellectual and affective aspects complement and articulate, will be more effective and lasting.

Gordon Willard Allport, following the same line of Maslow and Rogers, describes that one of the main things that motivates human beings is need, therefore, learning will be effective as long as the person considers it necessary or important.

In that sense, the humanistic theory focuses on students, giving them the opportunity to explore and get in touch with their senses, self-concept and values; also involving the feelings, emotions, motivations, needs, gestures, and dislikes of the students. In other words, learning is developed according to the interests and needs of the students.

Learning Theory: Motivation

Maslow states that, within learning, the needs of each person strongly influence the way in which knowledge is learned or acquired. Maslow was the one who proposed the theory of human needs, placing and categorizing them in a pyramid with 5 groups or levels. These needs, according to Maslow, explain human behavior since the only reason a person does something is to satisfy his or her needs. These needs motivate until they are satisfied, i.e., as the most basic needs are satisfied (bottom of the pyramid), human beings develop higher needs and desires (top of the pyramid) (Maslow, 1943).

Figure 1.

Maslow's Pyramid

Note: Image taken from the European Postgraduate Institute. The 5 phases of Maslow's pyramid (2020). https://www.iep.edu.es/las-5-fases-de-la-piramide-de-maslow/

Autonomous Learning

According to Pintrich (2000) autonomous or self-regulated learning is an active and constructive process that allows learners to set goals for their learning by controlling and regulating their cognition, motivation and behavior, guided and constrained by their goals and the characteristics of the context in the environment.

For his part, Bandura (1987), following a cognitive line, supports the same humanistic approach by stating that "individuals do not act only to adapt to the preferences of others, but a large part of their behavior is motivated and regulated by internal criteria and self-evaluative reactions to their own actions", which means that, for Bandura, autonomous learning is related to the control that a person has over himself, in such a way that he is able to observe his behavior, evaluate his actions and achieve the proposed goals.

Other contributions to autonomous learning come from Barry Zimmerman (1989) who stipulates that it involves goal setting, the use of strategies, self-control and correction in acquiring a skill. In addition, it is characterized by the learner's motivation, the use of his or her own techniques and permanent self-evaluation, in order to access the contents that the learner has chosen.

This means that autonomous learning is the capacity of each person to learn by himself/herself, developing his/her own learning strategies and methods based on his/her own interests, motivations, responsibilities and techniques. In addition, autonomous

learning requires certain values such as commitment and responsibility and constant self-evaluation in order to improve.

As part of autonomous learning, it is important to take into account also:

The Metacognition

According to Bruning et al (2002):

> Metacognition " involves knowledge about cognition and the regulation of it. These distinct types of knowledge enable learners to select the best strategy for the occasion and to monitor its effectiveness with a high degree of accuracy." (p. 176).

Arguelles and Nagles (2007) define metacognition as the knowledge one has and the control one manages to exercise over oneself and one's own learning, and also state that metacognition facilitates awareness of one's own learning processes, how they work and how to optimize them.

In this sense, metacognition refers to the knowledge that a person possesses about the way he/she processes information and how he/she uses this knowledge to manage his/her abilities.

Self-Control Theory

For Daniel Goleman (1995) self-control is *"The ability to pause and not act on the first impulse has become a crucial learning in our days"* i.e., it is the ability to manage emotions properly and that they are not the ones that control people, and that all emotions, both negative and positive, are experienced and expressed appropriately.

Self-control involves recognizing one's own emotions and managing them appropriately, along with impulsive feelings. It also involves controlling oneself, being empathetic and positive, thinking clearly and not losing concentration under pressure, and acting appropriately with others.

The importance of self-control within learning processes lies in the fact that self-regulated learning has a lot to do with the way in which people regulate their emotions, cognitions, behaviors and aspects of the context during a learning experience. That is, self-regulation skills include good time management, the ability to quickly select the most efficient problem-solving strategies, and the ability to actively control emotional states, such as frustration.

Self-Esteem Theory

Rogers (Rogers, 1976) defines self-esteem as an organized and changing set of perceptions that refer to the subject. For their part, different researchers have determined that there are two types of self-esteem, true and optimal.

For Deci and Ryan (1995), true self-esteem refers to stable and secure feelings of self-worth that arise from satisfying basic needs for autonomy, competence and relationships.

Optimal self-esteem is the positive attitude towards oneself based on authenticity and self-awareness (Kernis, 2003).

Conceptual framework

ICT

Technology and communications are in a constant change that responds to the needs of the emerging society and its continuous advances. Today, technology is in itself a necessity for society and for its development, since it is through it that we achieve more knowledge. In other words, the world needs ICT and vice versa.

Martínez and Solano (2011) cited in Acurero, Pérez and Martínez (2017), consider ICT as:

(...) the strategy to carry forward the development of globalization; it is through the use of communication networks and telecommunication services that social interconnection has been made possible, creating new spaces for action and diverse social phenomena that education as a process of human transformation must address (p. 122).

According to the Colombian Ministry of Information and Communications Technologies (2021), Information and Communications Technologies (ICT) are:

(...) the set of resources, tools, equipment, computer programs, applications, networks and media that allow the compilation, processing, storage and transmission of information such as: voice, data, text, video and images (Art. 6 Law 1341 of 2009).

The main function of ICT is to facilitate easy and fast access to information in any format, thanks to the digitization of information to store it in large or have access to it even if it is in remote devices. In addition, information is characterized by being shared

instantaneously and immediately, allowing bidirectional communication between several people (Universidad Latina de Costa Rica, 2021).

That is, ICT are necessary for the development of societies, as they allow better access to information and knowledge that allow transforming the social context to improve the experience and quality of life of individuals.

ICT in Education

Because through ICT we have access to more knowledge, in the educational field, ICT offer a content and knowledge base that manages to adjust to the demands, needs and interests of students.

According to UNESCO (2020), information and communication technologies (ICT) can complement, enrich and transform education. In other words, technology can facilitate universal access to education, reduce learning gaps, support teacher development, improve the quality and relevance of learning, strengthen integration and improve the management and administration of education, and thus contribute to the achievement of the Sustainable Development Goals (SDGs).

According to Robotix [4], the introduction of ICT in education improves students' interaction with subjects and concepts through the active role they acquire, thus increasing their motivation and participation. In addition, ICT increase creativity, lead to greater cooperation and communication, develop thinking and communication skills, and improve the quality of life of the students. critical and provide a broader and more complex view of knowledge (ROBOTIX, 2021).

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[4] Non-profit organization that seeks resources to promote and foster technological education in the school population.

For EDUCREA [5](2021), the incorporation of ICT in education means "integrating ICT in the teaching-learning processes, in the management of the centers and in the relations of participation of the educational community, to improve the quality of teaching". In addition, this organization recognizes that teachers have the possibility of generating online educational content that responds to the interests or particularities of each student, thus adapting to small groups or even to an individual student. In addition, the teacher acquires a new role and new knowledge (Fernández Fernández, 2021).

However, in order to achieve success when incorporating ICT in the educational environment, active learning environments must be structured correctly and adequately, breaking the traditional paradigms that underlie current education, i.e., for the integration of ICT in education, innovative didactics, flexible curricula, contemporary pedagogical practices and the promotion of collaborative and cooperative work are required (Hung, 2015).

Educational Reach of ICT

Garcia, et al (2010) citing in Islas Torres (2017), within a report titled Horizont, described the scopes of ICT in education which are:

Facilitate the processes of production and diffusion of content in multiple formats, multiplying the number of exploitable resources online, implying a change in the perception, valuation and production of knowledge.

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[5] Technical Training Organization since 1999. It is accredited by the Ministry of Education of Chile, through the Registry of Educational Technical Assistance (ETA).

ICT open new breaches and diminish others, giving space to new potential scenarios of inequality.

It becomes a means of training for students, and also a means of communication and relationship, as well as a ubiquitous and transparent part of their lives.

ICT give way to interdisciplinarity and virtual collaboration, blurring the boundaries between the two worlds.

In turn, Coll and Martí cited in Fernández (2021) recognize that the scope and advantages of ICT in education are:

Eliminate space-time barriers between teacher and student.

Make teaching more flexible.

Adapt the means and needs to the characteristics of the subjects.

Encourage cooperative learning, as well as self-learning.

Individualize teaching.

It is also necessary to argue that the implementation of ICT requires certain school conditions to integrate ICT in educational institutions in order to generate significant impacts on student learning.

According to Selwyn (2004) cited in Hung (2015), it should be ensured:

Adequate access to resources such as physical infrastructure, time for the use of equipment, connectivity, quality of technological resources, which contributes to the creation of environments favorable for the effective use of ICT.

The integration of ICT into the curriculum by teachers and the implementation of pedagogical skills and abilities by them.

limitations in Education of ICT

Although authors such as Vitorino and Becerra (2010) cited in Hung (2015), state that ICT comprise three basic axes: computing, microelectronics and telecommunications through interactions and connections to configure new communicative realities that impact educational contexts; Trejo (2006) also cited in Hung (2015), refers that there is an imminent danger facing the "attractive and fascinating qualities" of technologies, which can create an addiction and make lose the critical sense regarding their implementation.

Gutiérrez, Palacios, and Torrego (2010) citing in Islas Torres (2017), conducted research on ICT in education, finding that the predisposition and apathy of students, the lack or deficiency of digital competences or skills, the neutrality towards the innovation presented to them, the lack of methodological innovation are the most visible limitations and challenges of ICT. For these authors, ICT-assisted education must bring the authentic meaning of communication as transformation and change, in order to access the society of shared knowledge.

Likewise, Delors (2005) quoted in Hung (2015), states that there is a difficulty in the development opportunities of countries due to the great difference between social

classes and access to technology for reasons of socioeconomic levels. At the same time, Delors recognizes that without adequate teacher training and infrastructure, the incorporation of ICT in education will be a complete failure.

Measures implemented by the Universidad del Cauca in order to ensure continuity in the academic process during the contingency period

The use of Information and Communication Technology (ICT) tools has become the scenario adopted by universities, including the Universidad del Cauca, to give continuity to its institutional mission and guarantee the fulfillment of its service offerings in the academic programs.

In this way, by means of Agreement 027 of April 27, 2020, of the Superior Council, at the Universidad del Cauca, among other transitory measures, it was determined that between May 1 and June 30, 2020, as part of the health emergency declaration:

Access to education and continuity of learning for students belonging to the different academic programs of the University must be guaranteed through the offer and development of courses supported by the use of Information and Communication Technologies (ICT).

The granting of the benefit of not generating costs to be paid by the student for enrollment, validation exams, repetitions, transcripts, issuance of a clearance of subjects, which redefines the condition of undergraduate student and extension programs of the

university, as one who performs the academic enrollment to the courses offered during the period in question, but also:

> (...) attends, develops and complies with the academic work, assigned and supported with the tools offered by ICT and with the programming and contents of the courses to which he/she is enrolled; which obey the offer defined by the corresponding academic instances. (Agreement 027 of 2020, Superior Council, Universidad del Cauca).

In a complementary way, direct teaching is also contemplated, as stated in Article 54, with emphasis on oral presentations, artistic training and exhibitions and analysis of students and professors in contexts such as courses, seminars and workshops that have been programmed by the University.

This recognition also includes the evaluation of students described in article 55, with emphasis on the elaboration of questionnaires or evaluation strategies, in the performance and grading of written or oral tests, and in the evaluation of assignments, work and projects. And, finally, it includes out-of-class consultation activities (asynchronous), which have the purpose of guiding, clarifying and complementing the formative process (Agreement 027 of 2020, In the context of the uncertainty generated by the Covid 19 pandemic and the projected waiting time for the immunization of the entire population through the vaccine against this virus, it is very likely that academic work will continue to be developed supported by the tools offered by ICT, either under a non-classroom or partial classroom model (alternation), both supported by the use of ICT tools.

Therefore, it is of vital importance the development of an investigation that allows to know how the learning process has been developed in the subject that covers the formation of English as a foreign language, specifically focused on the way this course was designed for the students of Second Semester of Period 2021-I, of the Program of Modern Languages English and French of the Universidad del Cauca, Santander de Quilichao, regarding the adaptation of methodologies and teaching methods, as well as the learning on the part of the students; the personal adaptation of the students of the course to the new context of virtualization; in terms of connectivity, that is, the means and mechanisms of access to the virtual scenario and the availability of the contents; in terms of the means and methods available for interaction among students, and between them and the teacher; in the methodologies and means used for the evaluation and feedback process; and, the scope and depth of the collaborative work promoted among the students. Superior Council, Universidad del Cauca.

Methodology

Design and Type of Research

This research is non-experimental in nature, which according to Hernández Sampieri (2014) is defined as "that which is carried out without deliberately manipulating variables. That is, it is research where we do not intentionally vary the independent

variables"(p.133)[6]. Within the non-experimental research, the cross-sectional level of study was developed where data were collected at a single moment and in a single time whose purpose is to describe variables and their interrelation incidence at a given time.

Research Approach

The research approach of this project is quantitative, which according to Hernández Sampieri (2006), "is based on a deductive and logical scheme that seeks to formulate research questions and hypotheses to subsequently test them" (p.105) [7]. In other words, this research measures the behavior of variables and the verification of theories based on numerical data.

Stages

The data collection required several socializations and participation mechanisms for the proper development of this project, which were unified in the figure of the survey, but to reach this figure it was necessary to create an action plan consisting of a certain number of stages, ensuring that the information was received and given in the best possible way, so that in turn it could be analyzed effectively and have a more detailed overview of the problems to be addressed.

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[6] Cita parafraseada obtenida en Dr, Hernandez Sampieri R. (2014) "*Metodología de la investigación*" Sexta edición McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V , Mexico. Recuperado en https://www.esup.edu.pe/wp-content/uploads/2020/12/2.%20Hernandez,%20Fernandez%20y%20Baptista-Metodolog%C3%ADa%20Investigacion%20Cientifica%206ta%20ed.pdf

[7] Cita parafraseada obtenida en Dr, Hernandez Sampieri R. (2014) "*Metodología de la investigación*" Sexta edición McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V , Mexico. Recuperado en https://www.esup.edu.pe/wp-content/uploads/2020/12/2.%20Hernandez,%20Fernandez%20y%20Baptista-Metodolog%C3%ADa%20Investigacion%20Cientifica%206ta%20ed.pdf

The following are the details of each of these stages

        Stage 1. To collect essential information for the development of this project through inquiries to the administrative and academic areas, in order to know more specifically about the structure and the model used by the Universidad del Cauca in its administrative and academic processes implemented to meet the need to continue with the teaching processes in an assisted manner through tools offered by ICT due to the pandemic of Covid 19.

        Stage 2. To carry out a bibliographic review of the tools offered by ICT which were used by the Universidad del Cauca to give continuity to the teaching and learning processes assisted by these in the subject of English. Describing each one, with its characteristics, advantages, disadvantages, and so on.

        Stage 3. After having the information on the models, structures and tools used by the Universidad del Cauca in the study period, the next step is to approach the different participants or potential participants: teachers, students and administration personnel, to socialize with them the main objective, the reason and purpose of the research, after the socialization, to request their collaboration, having clarity on the project's intention and on their intention to participate in it, the documents of consent forms for the participation in the research are delivered.

        Stage 4: Apply the previously designed survey subject to the collection of information from stage I and II, making a distinction between the survey for students and for teachers. The purpose of these surveys is to identify the tools used

for teaching and learning, to recognize methodologies of use, development, time

invested for each ICT, strategies used, dynamics, etc.

Data collection instrument

The instruments used in the research was:

A questionnaire: consists of a set of questions regarding one or more variables to

be measured. A questionnaire is one that poses a series of questions to extract

certain information from a group of people (Hernández Sampieri, 2014).

Population

The target population of this research project corresponds to two (2) teachers and

twenty (20) students of the second semester 2021-2 of the Bachelor's degree program in

Modern Languages English and French of the Universidad del Cauca, Santander de

Quilichao.

Sample

For the sample were approached, all second semester students of the Modern

Languages English and French course at the Universidad del Cauca, Santander de

Quilichao.

Data analysis I

Having collected the necessary information to answer the questions posed in this project, its respective analysis proceeds, taking as study subjects the second semester students of the program of modern English and French languages of the Universidad del Cauca, Santander de Quilichao, 2021.2 in order to characterize the learning process through a teaching supported by ICT tools, which was implemented massively due to the emergency caused by the pandemic of Covid-19.

The information analyzed was obtained through a survey performed by the student researchers and oriented towards the above-mentioned study subjects, the survey consists of 23 questions, having as a beginning the consent of the participants for the transit of data.

The following, is the result of the research method applied (survey) to second semester students of the program of modern languages English, French of the Universidad del Cauca regionalization Santander de Quilichao, 2021.2

Question I

Do you know what ICT are?

Figure 1

Graph based on question 1
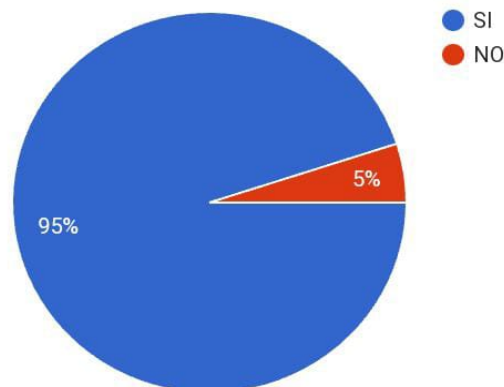
Note: For this question there is a positive response of 95% and a negative one of 5%.

own elaboration.

Based on the analysis provided, it can be concluded that the majority of people surveyed are familiar with the term "ICT" and its meaning. The term refers to Information and Communication Technology, which includes technologies, tools, and systems used for managing information and facilitating communication and collaboration.

The high positive response rate of 95% suggests that ICT is widely known and understood by a large percentage of individuals. This familiarity could be attributed to the significance and widespread use of ICT in several sectors, including education and everyday life.

However, it's important to note that the analysis is based on the given percentages and assumes that the responses accurately represent the knowledge of the broader population. It does not provide insights into the reasons behind the negative responses, which could be due to a lack of exposure, understanding, or personal experiences with ICT.

Question II

Do you use ICT in your English classes?

Figure 2

Graph based on the result of question II
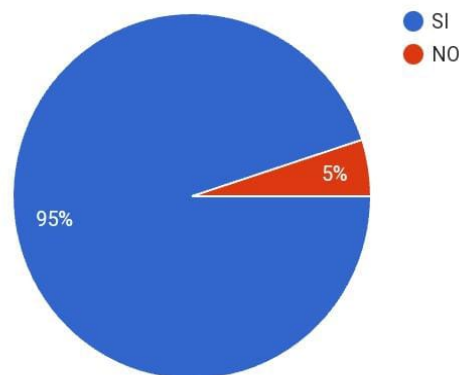
Note: For this question we have a positive answer of 95% and a negative answer of 5%. Own elaboration.

Based on the survey results, a 95% of the students stated using ICT in their English classes, indicating a high level of adoption. On the other hand, a small minority of 5% indicated that they do not use ICT. These answers highlight the positive impact of technology in English language education, as it enables several forms of learning, such as through tutorials and educational resources, while stimulating intellectual skills and development creativity for autonomous learning.

Analyzing the question further, a parallel is drawn between the current and previous responses becomes evident. The percentages are still consistent, suggesting that a similar proportion of students are familiar with ICT. This opens up a debate on the extent of students' familiarity with ICT, considering that technology tools can be employed to teach various subjects, offering diverse learning opportunities. The utilization of ICT in English classes showcases its potential as a powerful tool for enhancing the educational experience.

Question III

How often do you use ICT in your online English classes?

Figure 3

Graph based on result of the question III
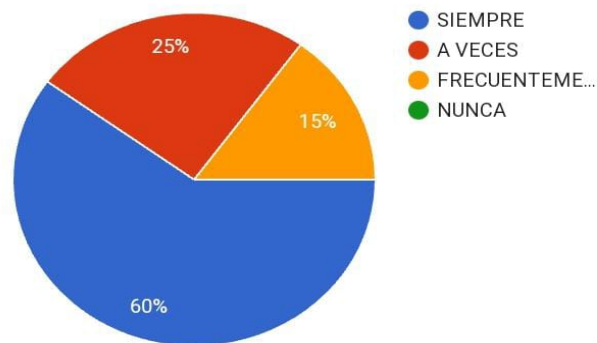
Note: the answers to this question are: always with 60%, sometimes 25%, frequently 15% and never 0%. Own elaboration.

According to the survey results, it is evident that the majority of the respondents (60%) use ICT systematically in their online English classes. In addition, 25% of the respondents stated that they use ICT occasionally, while 15% stated that they use ICT frequently. It is important to note that none of the participants indicated that they never used ICT in their online English classes.

These results highlight the pervasive and vital role of ICT in online English teaching. By taking advantage of digital resources and tools, teachers can significantly enhance their students' learning experience. The survey results also highlight the importance of teachers having access to and mastering ICT, which will allow them to deliver effective online English classes. In addition, the fact that there is a lack of ICT in the teaching of English is a key factor in the success of online English classes. The fact that no respondents reported a complete lack of technological tools for their English classes indicates the overall importance of these tools, not only during the current global pandemic situation, but also in general educational contexts.

Question IV

Do you know the ICT promoted by the Modern Languages degree program at the Universidad del Cauca?

Figure 4

Graph based on the result of question IV
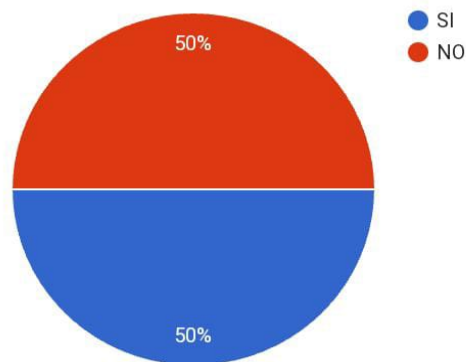
Note: For this question there is a positive answer of 50% and a negative answer of 50%. Own elaboration.

In order to provide a comprehensive response, it is important to consider the context of the Universidad del Cauca campus and its regionalization objectives. The main objective of regionalization is to expand educational opportunities to a greater number of students, including those from diverse geographic locations and socioeconomic backgrounds. However, it is crucial to recognize the digital divide that exists in Colombia. This gap presents a significant challenge, especially since a significant percentage of students on the main campus come from rural areas with limited access to resources and belong to vulnerable populations.

In this context, the university strives to ensure that all students, despite their level of knowledge or background, are able to fully participate in the educational experience provided. The university recognizes the importance of creating an inclusive environment that does not discriminate against students based on their technological knowledge or skills. By taking advantage of appropriate ICT, the program aims to close the gap and enable equitable access to educational resources for all students.

Question V

What ICT tools do teachers use in their English classes in the modern languages program?

Figure 5

Graph based on the result of question V
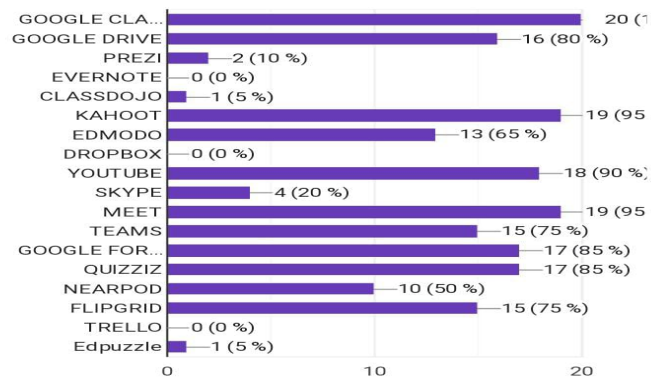
Note: For this question the students had to select all the different tools used by their teachers, i.e., it was a multiple-choice question. The following percentages were obtained: Google Classroom 100%, Google Drive 80% Prezi 10%, Classdojo 5%, Kahoot 95%, Edmodo 65%, Youtube 90%, Skype 20% Meet 95%, Teams 75% Google Form 85%, Quizziz 85%, Nearpod 50%, Flipgrid 75%, Edpuzzle 5%, Trello, Dropbox and Evernote 0%.

In the Modern Language Program, teachers use several ICT tools to improve their English classes. Student responses indicate that among the most commonly used tools are:

Google Classroom: A web-based platform for creating and managing online classrooms, facilitating assignments, communication and collaboration.

Google Drive: A cloud storage and file sharing service used by teachers to store and share resources, assignments, and multimedia content in English.

Kahoot: A game-based learning platform that offers interactive quizzes and polls to engage and assess students in a fun and competitive way.

Youtube: A video sharing platform where teachers can access educational videos, tutorials and authentic content in English.

Meet: Video conferencing platform developed by Google that allows teachers to organize online meetings and virtual classrooms to interact and teach in real time.

Teams: Microsoft's collaboration platform that allows teachers to create virtual classrooms, share files and communicate with students.

Google Forms: A tool for creating online surveys, quizzes and assessments to design activities in English and collect student responses.

Quizziz: An interactive learning platform for creating and sharing quizzes in English for practice and assessment.

Flipgrid: A video discussion platform where teachers can create questions and students can respond via short videos, especially useful for English language practice and oral presentations.

 Other less used tools include Prezi, Edmodo, Skype, Nearpod and Edpuzzle. It is worth mentioning that Trello, Dropbox and Evernote, although popular for organizing and managing resources, files and notes among teachers, were not selected by students as commonly used in English classes.
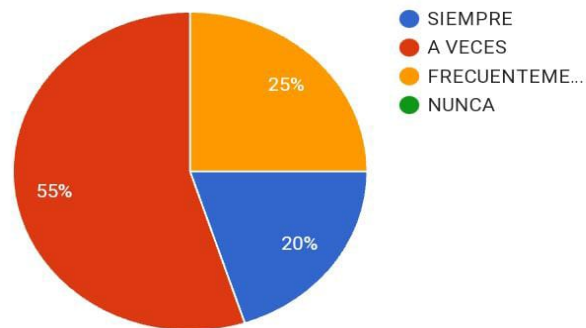
On the whole, these ICT tools help teachers create engaging and interactive learning experiences, facilitate communication and collaboration, and provide access to a wide range of resources for English language learning.

Question VI

How often do teachers use ICT in their English classes?

Figure 6

Figure based on the result of question VI

Note: For this question the answer is always 20%, sometimes 55% and frequently 25%. Own elaboration.

This indicates that there is room for improvement in the integration of ICT in the pedagogical models of English classes. In today's educational scenario, where students are predominantly digital natives, schools must respond effectively to their needs. Students often see ICT as valuable resources and find motivation in their use. However, it is crucial that teachers receive adequate training not only in the technical aspects of these tools, but also in their effective integration within pedagogical models.

The premise of the question implies that the current usage of ICT in English classes does not reach the ideal. It is evident that there is still a long way to go for ICT to become an integral part of pedagogical models. Ideally, ICT should always be seamlessly incorporated into English teaching practices, which would lead to improved learning experiences and increased student engagement.

By encouraging a holistic approach to ICT integration in English classrooms, schools can create an environment that takes advantage of the potential of technology to support language acquisition and promote effective teaching and learning strategies.

Question VII

Which of the following electronic devices do you use to access your virtual English language classes?

Figure 7

Graph based on the result of question VII
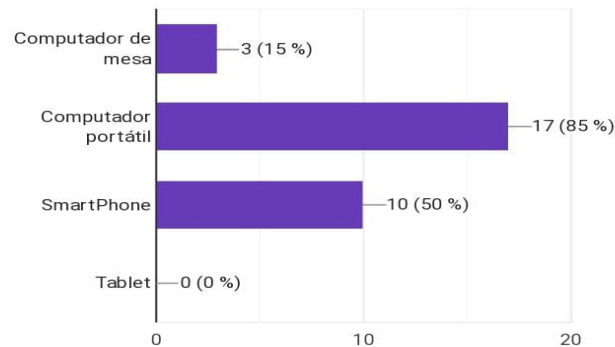
Note: for this question the answers were: laptop computer 85%, smartphone 50%, desktop computer 15% and tablet 0. Own elaboration.

According to the provided data, laptops are the preferred choice among students when it comes to attending virtual classes. They are considered the standard bearers because of their versatility and suitability for classroom functions. Laptops are a convenient and practical tool for students to participate in virtual learning environments.

On the other hand, smartphones are also commonly used, with 50% of students accessing virtual English classes via their mobile devices. However, smartphones are often associated with entertainment, social networking and distractions. In addition, their small size may make them less comfortable for prolonged academic use during virtual classes.

Desktops, although less prevalent compared to laptops and smartphones, are still used by 15% of students. The stationary nature of desktops may limit their popularity, as they lack the portability and flexibility of laptops or smartphones.

Tablets, do not appear to be used by students to access virtual English classes. This may be due to a variety of reasons, such as personal preferences, limited

availability of tablets, or perceived limitations in functionality for virtual learning purposes.
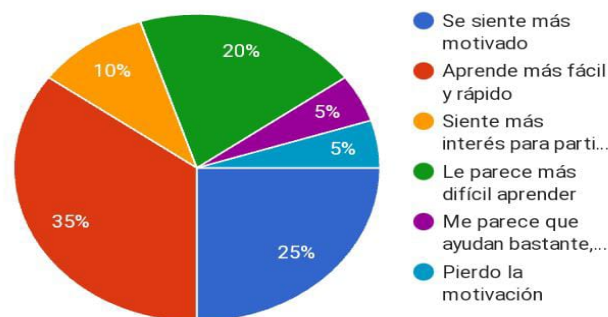
In general, most students prefer laptops for their convenience, suitability for academic tasks, and adaptability to virtual classrooms.

Question VIII

In relation to the use of technological devices to learn English, you:

Figure 8

Graph based on the result of question VIII.

Note: For this question the answers were: learn faster and easier: 35%, feel motivated: 25%, find it more difficult to learn 20%, feel more interest in participating 10%, I think they help a lot 5%, lose motivation 5%. Own elaboration.

According to the results provided, 75% of survey respondents consider that the use of technological devices contributes positively to their English learning experience. They believe that it allows them to learn at a faster and easier pace, while providing motivation and increasing their interest in participating in language learning activities. However, it is important to note that the remaining 25% of respondents find it more difficult to learn or experience a loss of motivation when using technological devices to learn English. The reasons may vary from individual to another. A common problem is the potential loss of concentration and effort due to the wide range of applications and

easy access to information available on these devices. Distractions from various apps and general Internet use can hinder progress in language learning.

In addition, the addictive nature of certain apps, such as social networks, messaging platforms and games, can further contribute to difficulties in maintaining concentration and motivation. These apps often provide constant stimulation and can divert learners' attention away from their language learning activities. The fact that a significant percentage of respondents expressed difficulties or decreased motivation highlights the need to address these challenges. Strategies such as managing screen time, minimizing distractions, setting clear goals, and promoting self-regulation can help learners optimize their use of technological devices for English language learning.

In general, although the majority perceive technological devices as beneficial for English language learning, it is crucial to acknowledge and address the concerns raised by the remaining respondents. By addressing potential drawbacks and implementing effective strategies, educators can help learners realize the full potential of technology while mitigating its negative impact on language learning.

Question IX

What type of activities/methodologies were most frequently used for the development of the subject of English as a foreign language?

Figure 9

Graph from the result of question IX
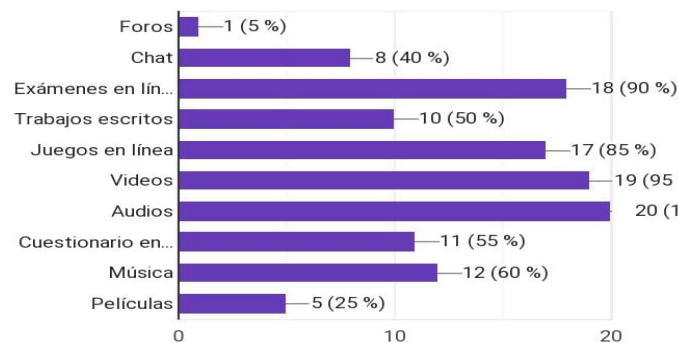
Note: For this question the answers were: audios 100%, videos 95%, online tests 90%, online games 85%, music 60%, quizzes on google forms 55%, written assignments 50%, chats 40%, movies 25%, forums 5%. Own elaboration.

The integration of ICT in English language teaching is widely adopted by teachers. Activities such as audios, videos, online quizzes and online games are popular and effective in engaging students in language learning. Multimedia resources play a central role in improving oral and written comprehension and providing authentic cultural context. Online assessments, especially on platforms such as Google Forms, are preferred for assessing learners' language proficiency. Online games promote engagement, motivation, and skill development. Music, written assignments, and chats are also important in language learning. The use of movies and forums is less frequent due to resource or time limitations.

In general, the data reflect the developing nature of language teaching, with teachers taking up ICT as a valuable tool to enhance their pedagogical models. By
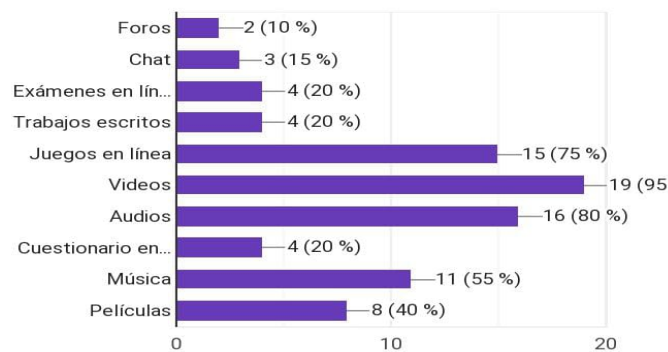
incorporating a variety of activities and methodologies, educators can cater to different learning preferences, foster engagement and develop diverse language skills in their students.

Question X

Which of these activities do you think contributed the most to your English language learning process?

Figure 10

Graph based on the result of question X

Note: For this question, the responses were: videos 95%, audios 80%, online games 75%, music 55%, written assignments 20%, movies 40%, online exams 20%, quizzes in google forms 20%, chats 15%, forums 10%. Own elaboration.

According to the responses, videos, audios, online games, and music were the most effective activities for English language learning. Videos, with a 95% contribution, were found to have a significant impact, providing visual context and real-life scenarios.

Audios, contributing 80%, helped develop listening skills and pronunciation. Online games, with a 75% contribution, engaged students and made learning interactive. Music, although slightly lower at 55%, aided in vocabulary acquisition and intonation. Written assignments, movies, online exams, quizzes, chats, and forums received lower percentages, suggesting they had less impact but still offered valuable practice and communication opportunities.

In conclusion, the findings suggest that incorporating elements that students commonly use in their daily lives, such as videos, audios, online games, and music, can enhance their engagement and make the language learning process more effective and enjoyable. Teachers may consider leveraging these preferred activities to create a more immersive and student-centered learning environment.

Question XI

What level of importance do you give to ICT in your English classes?

Figure 11

Graph based on the result of question XI
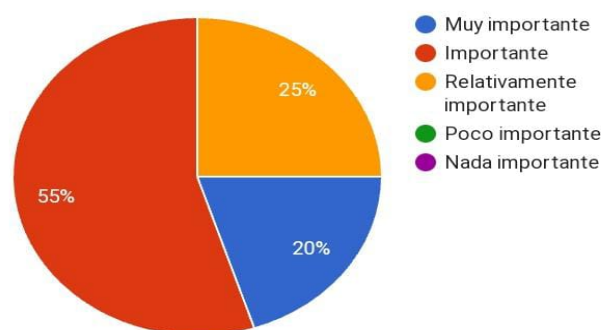
Note: For this question the answers were: very important 20%, important 55%,

relatively important 25%, not very important 0%, not important at all 0%. Own elaboration.

This highlights the growing recognition of the role of technology in the educational environment, specifically in language learning. The integration of ICT tools in English classes has been seen as beneficial by students, who acknowledge the positive impact of technology on their learning process. The increased importance given to ICT aligns with the broader trend of utilizing technology to enhance language education. It suggests that students value the opportunities and advantages offered by ICT tools, such as online resources, language learning apps, interactive platforms, and digital communication tools.

Educators can take note of this student perception and consider further integrating ICT into their teaching practices. By leveraging technology effectively, teachers can create a more engaging and interactive learning environment that caters to students' preferences and enhances their English language learning outcomes.

Question XII

How often were these new ICT tools used in the English class?

Figure 12

Graph based on the result of question XII
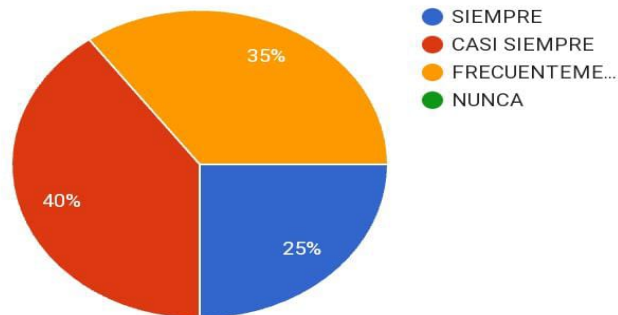
Note: For this question the answers were: always 25%, almost always 40%, frequently 35%, never 0%. Own elaboration.

These results indicate that teachers have successfully integrated ICT tools into their English classes, which is congruent with the idea that the incorporation of technology can increase motivation and produce better language learning outcomes. The recognition of frequent or constant use of ICT tools by learners reflects a balanced approach that combines traditional teaching methods with technological advances, with the goal of enhancing English language learning outcomes.

Through the constant use of ICT tools, teachers can create a dynamic and engaging learning environment that takes advantage of the benefits of technology. This integration allows for a variety of interactive activities, multimedia resources and digital communication tools, offering learners the opportunity to practice and reinforce their language skills in innovative ways.

The recognition of the wide use of ICT tools in the English language classroom highlights the commitment of educators to embrace technology and its potential to enhance language learning. The challenge is to maintain a balance between traditional teaching methods and the integration of ICT, ensuring that the benefits of both approaches are maximized to achieve optimal rates of English language learning.

Question XIII

Do you use these new ICT tools outside the English class?

Figure 13

Graph based on the result of question XIII
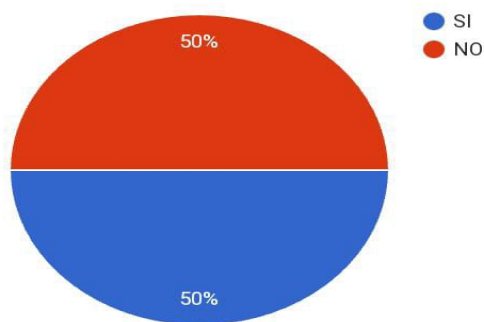
Note: For this question the answers were: yes 50% and no 50%. Own elaboration.

The ICT tools have become an essential part of modern society, impacting not only the production of goods and services but also social interactions. They are widely used in various aspects of daily life and have become indispensable. In the field of education, ICT tools enable teachers to create dynamic learning environments and offer specialized platforms for different educational needs. While some tools can be used

across subjects, others are exclusive to specific fields. This distinction may explain the split in responses regarding the use of ICT tools outside the English class.

However, the use of ICT tools in education poses challenges. The autonomy of students in utilizing these tools can be unclear, with teachers sometimes assuming basic knowledge and expecting independent exploration, research, and critical engagement. The divided responses suggest that not all educators equally embrace the use of ICT tools outside the English class. Factors contributing to this divide may include limited access to ICT resources, differences in teaching approaches, or varying perceptions of the effectiveness of ICT tools across different subject areas.

Question XIV

What English language skills were worked on in the class mediated by these ICT tools?

Figure 14

Graph based on the result of question XIV
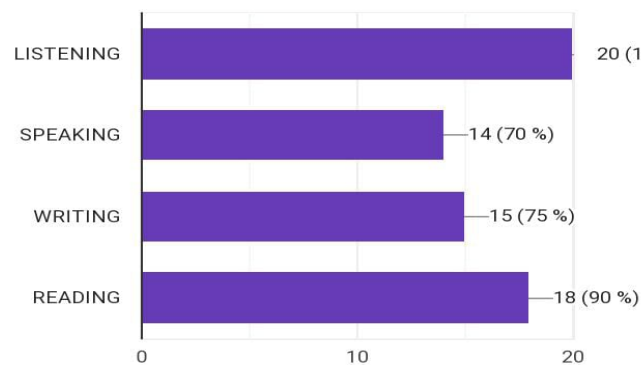
Note: For this question the answers were: listening 100%, reading 90%, writing

75%, speaking 70%. Own elaboration.

According to the given percentages, the following skills were emphasized:

- Listening: This skill was the primary focus of the class, with a 100% emphasis. The ICT tools used likely provided audio resources, such as recorded conversations, podcasts, or interactive listening exercises, allowing students to practice their listening comprehension.

- Reading: The class also dedicated significant attention to reading skills, with a 90% emphasis. ICT tools likely provided digital texts, articles, or e-books, enabling students to engage with English reading materials and enhance their reading comprehension.

- Writing: it was also an important component of the class, though with a slightly lower emphasis at 75%. ICT tools likely facilitated writing activities, such as online writing exercises, collaborative writing platforms, or grammar and vocabulary practice tools, helping students improve their writing abilities.

- Speaking: with a 70%. It was more challenging to practice speaking through ICT tools, they could have provided opportunities for oral communication practice through video conferences, voice recordings, or interactive speaking exercises.

In general, the results demonstrated that the ICT tools used in the class effectively contributed to the development of English language skills through listening, reading, writing and speaking. By taking advantage of the versatility of ICT, the class was able to create a user-friendly, dynamic and accessible learning
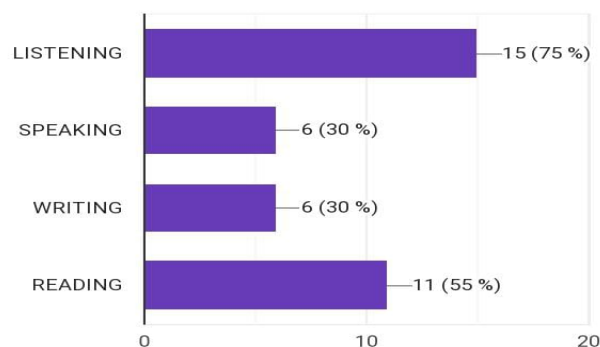
environment that reached a wider audience. This demonstrates the potential of ICT as a valuable resource for both teachers and learners, enabling innovative and inclusive teaching models in the modern context.

Question XV

Which English skill or skills do you think you improved thanks to the use of ICT tools?

Figure 15

Graph based on the result of question XV

Note: For this question the answers were: listening 75%, reading 55%, writing 30%, speaking 30%. Own elaboration.

Based on the given percentages, the following skills were improved:

Listening: The majority of the surveyed (75%) reported significant improvement in their listening skills. This improvement can be attributed to the accessibility of audio resources featuring native speakers, which provided clear and authentic language input.

Reading: A lower percentage of surveyed (55%) stated that they improved their reading skills through the use of ICT tools. Although the improvement was not as pronounced as in listening, it can be assumed that digital texts and resources facilitated reading practice and comprehension.

Writing: surveyed reported a relatively lower improvement in their writing skills, with 30% indicating progress. The integration of ICT tools likely provided opportunities for writing practice, such as online writing exercises or platforms, but the extent of improvement might have been limited compared to other skills.

Speaking: Similarly, 30% of respondents reported improvement in their speaking skills. While ICT tools can support oral communication practice through video conferences or interactive exercises, the lower percentage might suggest that speaking skills were less developed compared to listening and reading.

The use of ICT tools, particularly in enhancing listening skills, had a significant impact on the respondents' English language development. The accessibility to authentic audio materials contributed to better comprehension. However, it is important to note that improvements in other skills, such as reading, writing, and speaking, were relatively lower. This highlights the need for proper integration of ICT tools into the learning process to effectively develop communicative skills and abilities.

Question XVI

Do you think you have improved your English level through the use of ICT tools during the virtual period?

Figure 16

Graph based on the result of question XVI
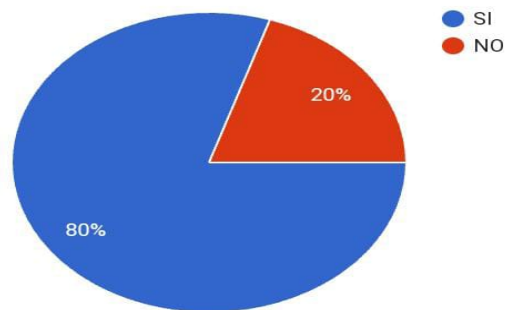
Note: For this question the answers were: yes 80% and no 20%. Own elaboration.

This indicates that the majority of participants, 80%, believe that their English proficiency has improved through the use of ICT tools during the virtual period. These individuals perceive a positive impact on their language skills as a result of utilizing ICT tools in their learning process.

On the other hand, 20% of the participants responded with "no," indicating that they do not believe their English level has improved through the use of ICT tools during the virtual period. These individuals may have different perceptions or experiences that led them to conclude that ICT tools did not contribute to their language development.

It is important to note that these responses are based on self-perception and subjective opinions. Factors such as individual learning styles, prior language proficiency, and engagement with the ICT tools could influence participants' beliefs about their improvement. While the majority of respondents feel that their English level has improved, it is worth considering that objective measures and further assessment methods could
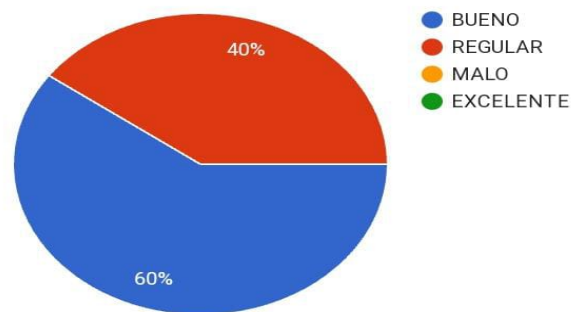
provide a more accurate evaluation of the impact of ICT tools on language proficiency during the virtual period.

Question XVII

How do you consider your knowledge in the use of ICT tools?

Figure 17

Graph based on the result of question XVII

Note: For this question the answers were: good 60%, fair 40%, bad 0%, excellent 0%. Own elaboration.

The given analysis highlights an important aspect of ICT knowledge assessment. While the options for self-assessment of ICT knowledge were provided (good 60%, fair 40%, bad 0%, excellent 0%), it is acknowledged that these categories do not capture the full complexity and context of individuals' ICT proficiency. The concept of digital natives and immigrants, popularized by Prensky, suggests that younger generations naturally possess higher ICT proficiency compared to older generations. However, the analysis rightly emphasizes that factors such as social, economic, and geographic conditions significantly influence an individual's ICT knowledge.

These conditions can determine the level of access to technology, educational opportunities, and resources available to individuals, ultimately impacting their ability to fully utilize ICT tools. It is crucial to recognize that not all digital natives have equal levels of ICT knowledge, and some digital immigrants may have actively developed their skills.

Question XVIII

Did you receive training in the use of the new ICT tools with which teaching was measured during virtuality?

Figure 18

Graph based on the result of question XVIII
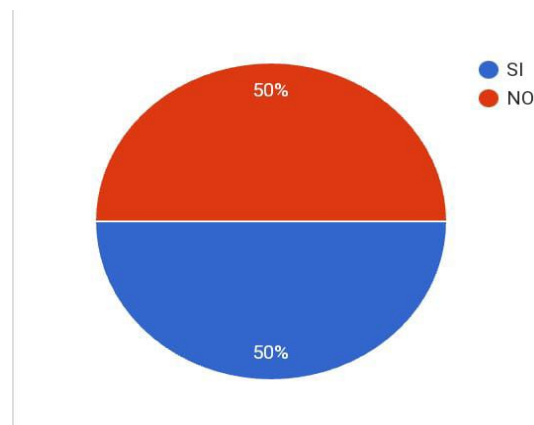
Note: For this question the answers were: yes 50% and no 50%. Own elaboration.

According to the provided data, it indicated that a 50% "yes" response rate and a 50% "no" response rate regarding whether individuals received training in the use of new ICT tools for virtual teaching. This demonstrated that the Universidad del Cauca Santander de Quilichao has made efforts to provide training in ICT tools but has not been able to reach or effectively train the entire student body. The equal percentage of "yes" and "no" responses indicate shortcomings in the university's efforts to promote and distribute ICT
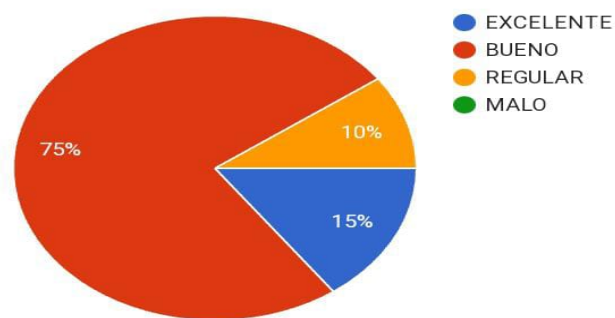
tools for teaching and learning. To address these issues, the university could increase training opportunities, enhance communication channels, and tailor training programs to different skill levels and learning styles.

Question XIX

What is your level of satisfaction with the use of ICT tools that were used to mediate the teaching and learning of the English language during virtuality?

Figure 19

Graph based on the result of question XIX.

Note: For this question the answers were: excellent 15%, good 75%, fair 10% and bad 0%. Own elaboration.

According to the given data about the level of satisfaction with the use of ICT tools for teaching and learning the English language during virtual, the results are:

A 15% of respondents rated their satisfaction as excellent, indicating a high level of satisfaction with the ICT tools used. These individuals likely found the tools highly effective, engaging, and beneficial.

The majority of respondents (75%) rated their satisfaction as good, suggesting that most people were satisfied with the ICT tools. While not excellent, a good rating indicates that the tools were considered effective and useful.

10% of respondents rated their satisfaction as fair, implying that a smaller proportion of individuals felt neutral or somewhat dissatisfied with the ICT tools. They may have found the tools somewhat helpful but had reservations or encountered occasional issues.

No respondents rated their satisfaction as bad, indicating that no one found the ICT tools completely ineffective or unsuitable for teaching and learning English during virtual instruction.

In general, the majority of respondents expressed satisfaction with the ICT tools used for virtual English language instruction, with a significant percentage rating their satisfaction as good. The absence of any respondents rating their satisfaction as bad suggests a generally positive perception of the ICT tools employed in this context

Question XX

What ICT tools were used for the evaluation?

Figure 20

Graph based on the result of question XX
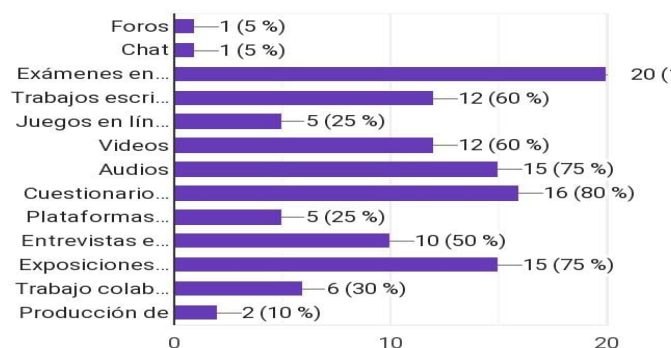
    Note: For this question the answers were: online exams 100%, online questionnaires 80%, audios 75%, expositions 75%, videos 60%, written work 60%, online interviews 50%, platforms 25%, online games 25%, collaborative work 30% chats 5%, forums 5%. Own elaboration.

    Based on the data provided, the main findings are as follows:

    Online exams are the most common evaluation method, indicating a shift towards digital assessments and remote exam-taking. Online questionnaires are, widely used to gather data and feedback from students, providing a convenient and digital format for assessment. Audios, are utilized for assessments such as listening comprehension exercises and evaluations of language proficiency. Expositions allow students to demonstrate their knowledge and skills through presentations or demonstrations, often in virtual or recorded formats. Videos, are used for video-based assignments, analysis of video recordings, or assessments involving video content creation or interaction. Written work, including essays and reports, is employed to assess students' understanding and communication skills. Online interviews, are used for interactive assessments, evaluating verbal communication skills, critical thinking, and subject knowledge. Platforms are utilized for evaluation, offering features like quizzes, grading tools, or collaborative workspaces. Online games. are used to assess students' knowledge and skills through gamified learning approaches. Collaborative work emphasizes teamwork and cooperative learning in the assessment process. Chats and forums, are minimally used for evaluation, suggesting limited utilization of online chat platforms or discussion forums.

In conclusion, a diverse range of ICT tools is used for evaluation, with a strong focus on online exams, questionnaires, audios, expositions, and videos. The incorporation of written work, online interviews, platforms, online games, collaborative work, chats, and forums demonstrates the integration of various technologies and approaches to assess students' learning outcomes.

Question XXI

How do you consider ICT-mediated assessment methods in virtuality?

Figure 21

Graph based on the result of question. XXI
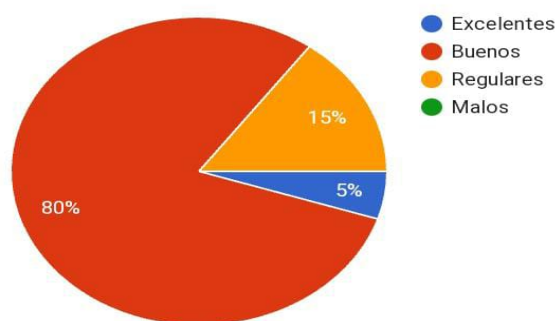
Note: For this question the answers were: good 80%, regular 15%, excellent 5%, bad 0%. Own elaboration.

The majority of respondents (80%) positively value ICT-mediated virtuality assessment methods, considering them effective tools for evaluating student learning outcomes. Responses indicate that these technologies should be considered as tools that improve teaching and learning strategies. The teacher plays a crucial role in selecting appropriate ICT tools closely aligned with assessment objectives to enhance the educational experience in general. The analysis underlines the importance of taking into account the social and technological context during implementation to ensure correct application and

maximize impact. It also highlights the importance of aligning the chosen ICT tools with established evaluation theories to ensure their validity, reliability and impartiality.
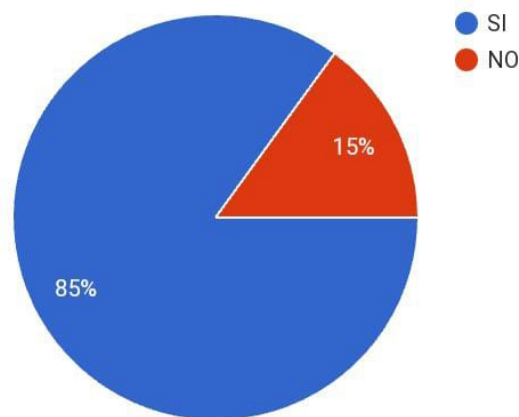
In summary, although ICT-based evaluation methods have a good reputation, context and evaluation theory need to be carefully considered when selecting the most appropriate too

Question XXII

Do you think that the evaluation methods mediated by ICT differ from traditional methods in the classroom?

Figure XXII

Graph based on the result of question. XX11

Note: For this question the answers were: yes 85% and no 15%. Own elaboration.

based on the provided results, ICT-mediated assessment methods differ from traditional classroom methods. this says that, in ICT-mediated learning, students become the center of the process, along with their tutor and classmates. The role of the teacher moves from being the sole possessor of knowledge to being a tutor and facilitator who guides students towards their goals. ICT tools allow for non-linear navigation, adapting to individual needs and enhancing the learning experience. However, the analysis recognizes that the transition to these new roles can be challenging for both teachers and students due to factors such as lack of familiarity with the technology and resistance to change. In

general, the analysis emphasizes role change as the main difference between ICT-mediated and traditional assessment methods, while recognizing the potential benefits and difficulties associated with the transition.

Question XXIII

Which of the English skills do you consider you had the most difficulty in being evaluated?

Figure 23

Graph from the result of question XXIII
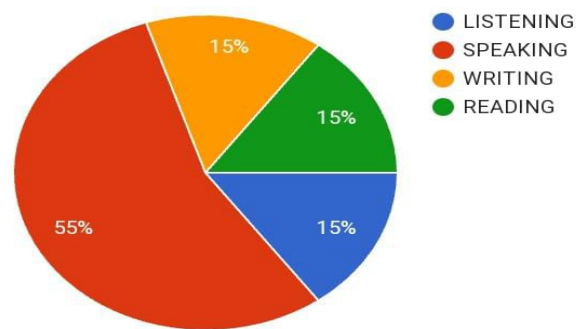
Note: For this question the answers were: speaking 55%, reading 15%, listening 15%, writing 15%. Own elaboration.

Based on the data provided, the majority of respondents (55%) mentioned that what they found most difficult was being tested on their speaking skills. This suggests that speaking in English was the most difficult skill for them.

On the other hand, reading, listening, and writing skills were mentioned by 15% of respondents each, indicating that these skills were considered less difficult to assess compared to speaking.

It is important to note that this analysis is based solely on the percentages provided and does not take into account the reasons behind the difficulty experienced by individuals in each skill. Each person may have different strengths and weaknesses in terms of language skills, and the difficulty experienced in being assessed may be influenced by a variety of factors, such as individual learning styles, practice opportunities, and personal preferences.

Data analysis

Below are the results of the research method applied to two professors of the modern languages program English and French at Universidad del Cauca, Santander de Quilichao, who led the English courses in the second semester of 2021.2.

The aim was to describe the learning process through ICT supported teaching, which has been implemented on a large scale due to the Covid-19 pandemic. In addition, the analyzed information was obtained through a survey carried out by the student researchers and oriented to the subjects of the study mentioned above. The survey is made up of 17 questions, having as a beginning the consent of the participants for the data transit.

I.   Did you use ICT in your English classes?

Graph based on question I.
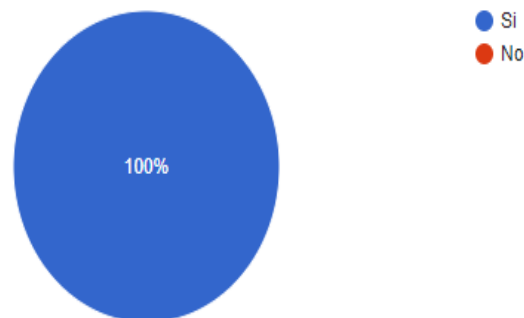
Note: For this question there is a 100% positive response and a non-existent negative response. Own elaboration.

The 100% was the average gotten in that question which means that both professors agreed that they used ICT in their classes during that period. Therefore, it

gives an idea about the role that ICT tools had during virtuality as a support in the new dynamism caused by the pandemic and being at the same time an initiative that will remain as a classroom teaching method.

II. What was the role of ICT in the teaching and learning process in the English as a foreign language course during the 2021.2 academic period?

Graph based on question II.
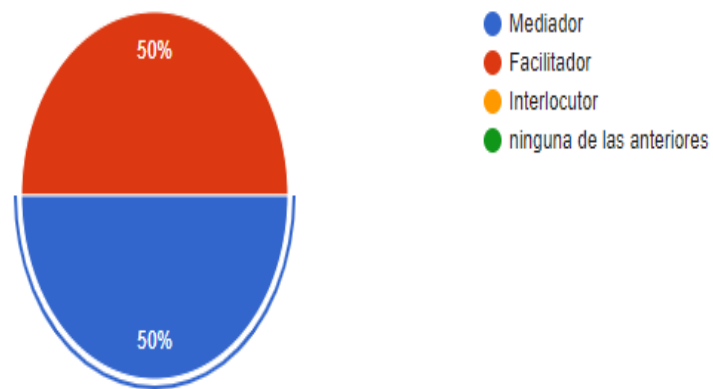
Note: For this question, there is a 50% facilitator, 50% mediator, 0% interlocutor and 0% none of them. Own elaboration.

Based on the analysis, the roles of facilitator and mediator were chosen as the most relevant in this context.

As a facilitator, ICT tools were used to design a study plan that was adapted to the specific needs of each student or group. These tools helped create a friendly learning environment and provided resources that supported self-learning.

Moreover, ICT acted as a mediator, supporting the development of self-learning skills, an investigative attitude, and fostering students' enthusiasm. The tools employed in the course facilitated students' independent exploration and research, allowing them to take an active role in their learning process.

The interlocutor role, which involves creating a dialogue between students and teachers based on their shared experiences, was not highlighted in the analysis. It is possible that the nature of ICT usage in the course did not explicitly emphasize this role.

In summary, during the 2021.2 academic period in the English as a foreign language course, ICT served as both a facilitator and a mediator. It enabled the customization of study plans to suit the specific needs of students or groups and provided tools and resources that fostered self-learning, an investigative attitude, and students' enthusiasm. The abundance of information and diverse resources available through ICT contributed to the effectiveness of the teaching and learning process in this context.

III. Do you think that Universidad del Cauca, specifically the Modern Languages degree program, promoted the use of ICT tools in the 2021.2 academic period?

Graph based on question III

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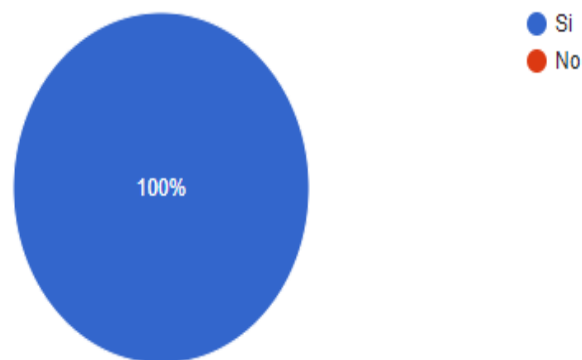
Note: For this question there is a 100% positive response and a negative response nonexistent. Own elaboration.

Considering the significance and impact of ICT in the post-pandemic scenery, it becomes crucial for knowledge-providing institutions to embrace cutting-edge technologies that can effectively address the situation. Simultaneously, it is essential for these institutions to gauge the level of familiarity among various levels within the institution, enabling them to effectively promote the understanding of ICT and their utility in the realm of teaching and learning. Based on the response, it can also be inferred that there was sufficient promotion among the group of teachers, which consequently influences the responses to the subsequent questions.

IV. As university professors, did you use any ICT tool in the courses offered in the 2021.2 academic period by the Modern Languages degree program of the Universidad del Cauca?

Graph based on question IV.
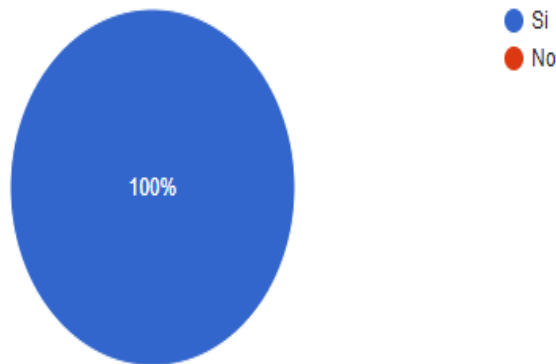
Note: For this question there is a 100% positive response and a negative one that does not exist. Own elaboration.

Based on the provided data, this indicates a 100% positive response regarding the use of ICT in teaching and learning. The relationship between the university and the integration of ICT in the education process can be compared to a chain of dominoes. When the university effectively promotes the advantages of using several technological tools in its departments, it sets off a series of similar actions among professors. These actions act as replicators, leading to a consistent adoption of ICT tools by the professors. This can be observed through the uniformity of answers regarding the university's support for ICT and the professors' access to a wide range of platforms and digital resources.

V. Do you think that the university had the technological resources, training and structure to face the virtual period?

Graph based on question V.
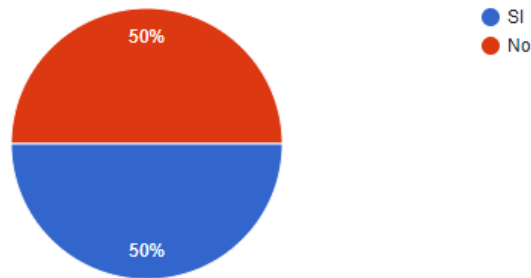
Note: For this question there is a 50% positive answer and a 50% negative one. Own elaboration.

The question of the context of the university was prepared for the virtual period during the Covid-19 pandemic generates mixed responses. Some argue that the institution had the necessary resources and training in place to handle the transition to online learning. They highlight prior investments in technology, infrastructure, and faculty training, enabling a smooth shift to virtual education. However, others believe that the university lacked sufficient resources and preparation, leading to challenges like limited technology access and inadequate training for online teaching. The perception of the university's readiness for the virtual period is divided, and individual experiences and perspectives vary within the university community.

VI. Were you trained on the use of ICT as a teacher at the Universidad del Cauca?

Graph based on question VI.
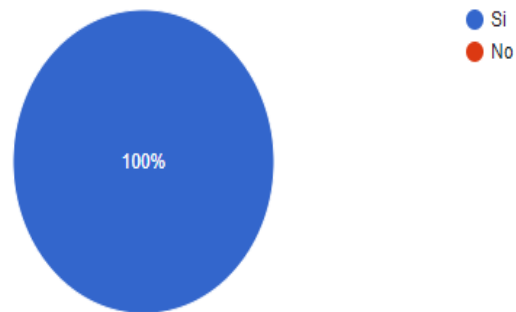
Note: For this question there is a 100% positive response and a missing negative one. Own elaboration.

Due to the unexpectedness of the situation, the university had to instruct and adapt its teachers to the increased use of technology in education. They had to use it all the time, without forgetting the fact some teachers are part of a digital breach that Colombia currently has. the university provided necessary training to ensure they could effectively transmit this knowledge to their students.

VII.   How often did you use ICT in your English classes during the virtual period?

Graph based on question VII
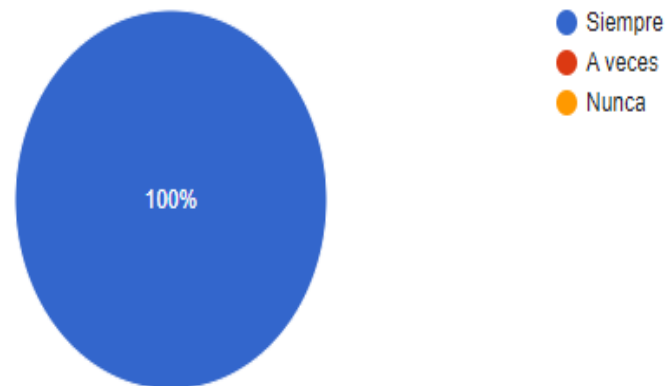
Note: For this question there is a 100% positive response and a non-existent negative one. Own elaboration.

Throughout the virtual period, the use of ICT in English classes was extensive, receiving 100% positive response. Teachers and students relied heavily on ICT tools and platforms to support their English studies. Virtual lessons, online assignments and real-time communication facilitated interactive learning experiences. Students benefited greatly from the availability of various online resources, which contributed to improving their language skills. Despite technical and digital literacy challenges, the use of ICT ensured uninterrupted teaching and active participation in the learning process. In summary, the impact of ICT on English classes during the virtual period was extremely positive.

VIII.   Which of the following electronic devices did you use to access your virtual English classes? (If you use more than one device, please check the one you use most frequently)

Graph based on question VIII.
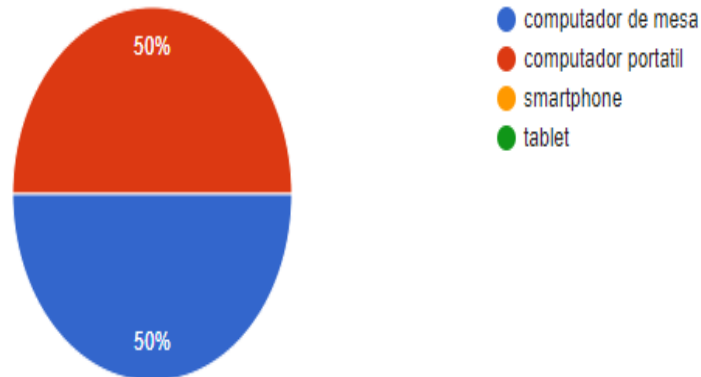
Note: The answer to this question was 50% laptop computer, 50% desktop computer 0% smartphone and 0% tablet. Own elaboration.

The survey results make known that the participants in virtual English classes showed an equal distribution in their choice of electronic devices, with 50% using a laptop computer and 50% using a desktop computer. Surprisingly, none of the respondents reported using a smartphone or a tablet for accessing their virtual English classes.

The results suggest a preference among participants for traditional computing devices like laptops and desktops, which offer larger screens and enhanced functionality

that are beneficial for online learning activities such as typing, reading, and engaging with course materials.

The lack of smartphone and tablet usage can be attributed to several factors. It is possible that participants did not perceive these mobile devices as convenient or effective for their virtual English classes. Limitations such as multitasking capabilities, screen size, and compatibility with specific online learning platforms may have influenced their decision.

In conclusion, the analysis indicates a clear preference for laptop and desktop computers as the primary electronic devices for accessing virtual English classes among the surveyed participants. The low utilization of smartphones and tablets suggests that these devices were not considered suitable or accessible for the purpose of virtual English learning.

IX. What kinds of activities/methodologies did you use most frequently for the development and evaluation of English as a foreign language course? (You can check several, if you consider)

Graph based on question IX.

Category	Value
foros	0 (0 %)
chat	1 (50 %)
examenes en linea	2 (100 %)
trabajos escritos	2 (100 %)
juegos en linea	2 (100 %)
videos	2 (100 %)
audios	2 (100 %)
cuestionarios en linea	2 (100 %)
presentaciones en linea	2 (100 %)
entrevistas en linea	2 (100 %)
debates en linea	2 (100 %)
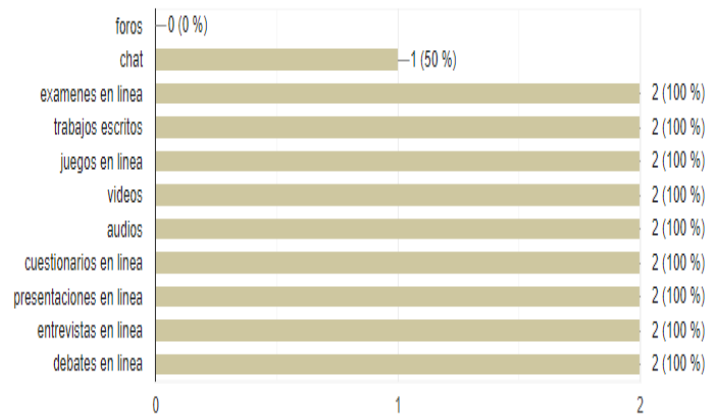
Note: For this question, the responses were: 100% videos, 100% audios, 100% online games, 100% music 100%, music 55%, written assignments 100%, online debates 100%, online exams 100%, online interviews 100%, online presentations 100%, chats 100%, forums 50%, online quizzes 100%, and online questionnaires 100%. Own elaboration.

Based on the percentages, it suggests that the course emphasizes visual and auditory learning. The use of videos, audios, music, and online games indicates a focus on engaging students through audio-visual content. These methodologies can enhance comprehension, pronunciation, and cultural understanding. Additionally, the inclusion of written assignments, online debates, interviews, and presentations suggests a balanced approach that addresses various language skills such as reading, writing, speaking, and listening.

In general, the integration of ICT resources and methodologies has contributed to the students' learning process, providing opportunities for active participation, practice, and assessment in an engaging and interactive manner.

X. Which ICT tools did you use most frequently in your classes during the virtual period?

Graph based on question X.
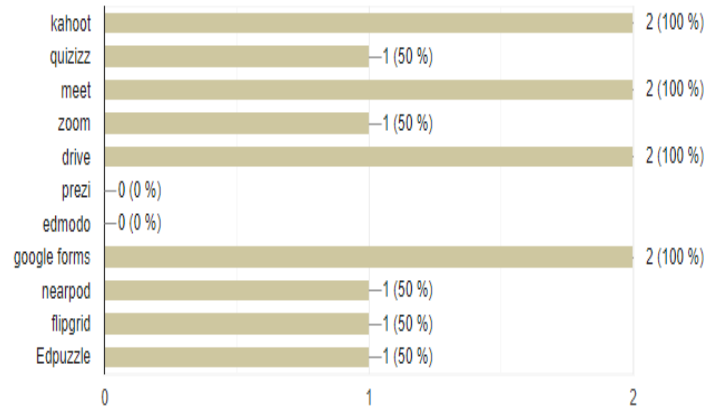
Note: In this question, teachers had to select all the tools used by them, i.e., it was a multiple-choice question. The following percentages were obtained, Google Drive 100%, Kahoot 100%, Meet 100%, Google Form 100%, Quizizz 50%, Nearpod 50%, Flip Grid 50%, Edpuzzle 50% Zoom 50%, Prezi and Edmodo 0%. Own elaboration.

During the virtual period, the most commonly used ICT tools were Google Drive, Kahoot, Google Meet, and Google Forms, all of which were utilized 100% of the time.

These tools played a crucial role in enabling remote learning and collaboration among students and teachers. Google Drive served as the primary platform for document creation, storage, and sharing, facilitating collaborative work and assignments. Kahoot, a game-based learning platform, engaged students through interactive quizzes, promoting their participation and assessing their understanding. Google Meet, a video conferencing tool, facilitated real-time interactions, lectures, and discussions in virtual class sessions. Google Forms enabled the creation of surveys and assessments, collecting student responses and feedback while administering quizzes and tracking learning progress.

Additionally, tools like Quizizz, Nearpod, Flip Grid, and Edpuzzle were also utilized but to a lesser extent (50% usage each). These tools enhanced student participation, offered alternative assessment methods, and diversified instructional delivery. However, Prezi and Edmodo were not used during the virtual period. Prezi provides dynamic presentations, while Edmodo connects teachers, students, and parents for communication and collaboration.

In summary, Google Drive, Kahoot, Google Meet, and Google Forms were the most frequently used ICT tools, underscoring their significance in supporting remote learning and various aspects of instruction and assessment.

XI. What English language skills were most frequently worked on in the classes
mediated by these ICT tools?

Graph based on question XI

Reading	2 (100 %)
Speaking	2 (100 %)
Listening	2 (100 %)
Writing	2 (100 %)
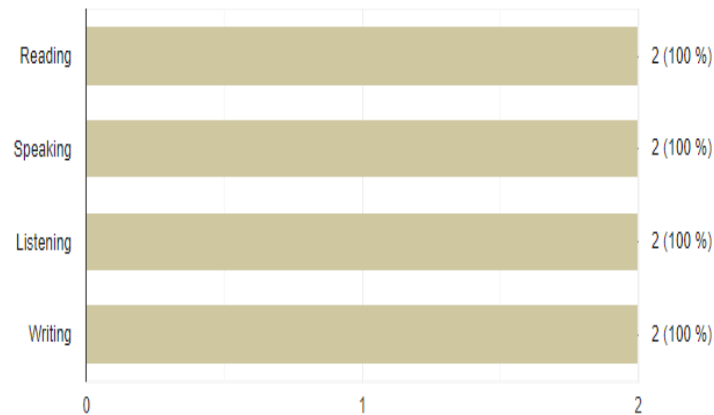
Note: For this question, the answers were: listening 100%, reading 100%, writing
100%, speaking 100%. Own elaboration.

In classes using ICT tools, all four English language skills (listening, reading,
writing, and speaking) were extensively practiced. The use of ICT tools provided
various opportunities for learners to develop their language skills.

Listening activities involved audio recordings, podcasts, videos, and online
conversations to enhance comprehension and vocabulary acquisition.

Reading materials such as e-books, articles, blogs, and interactive texts were
made available to improve reading comprehension, vocabulary, and critical reading
skills.

Writing tasks were facilitated through platforms and software, allowing learners to compose essays, emails, forum posts, and collaborate on writing projects. These tools supported spelling and grammar checks, word processing, and editing features.

ICT tools also supported oral communication practice through audio or video conferencing, voice recording applications, and virtual speaking simulations. Learners engaged in conversation exchanges, pronunciation exercises, and presentations to enhance their spoken English proficiency.

The above statement emphasizes the transformative nature of ICT tools in creating a dynamic and inclusive learning environment for English language teaching. These tools offer a wide range of resources and teaching methods, adapting to diverse learning styles and engaging a wider audience. By integrating ICT into language classes, students can comprehensively improve their listening, reading, writing and speaking skills, resulting in integral development and growth.

XII.   What English skill or skills do you think that improved thanks to the use of these ICT tools?

Graph based on question XII
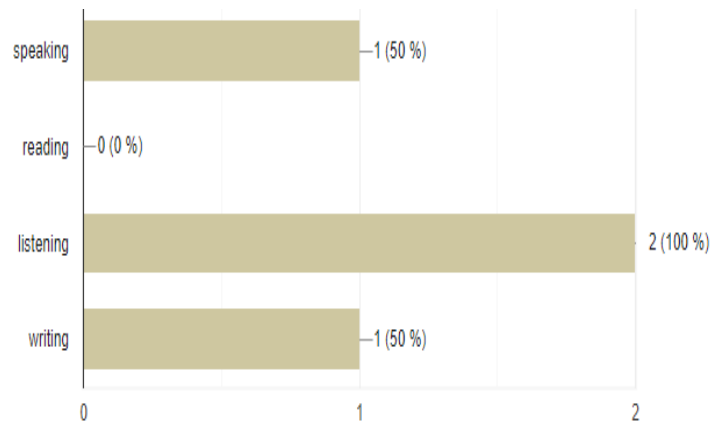
Note: For this question, the results are 50% speaking, 0% reading, 100% listening and 50% writing skills. Own elaboration.

The analysis indicates that the use of ICT tools has had a significant positive impact on listening and writing skills, a moderate improvement on speaking skills, and no noticeable improvement on reading skills. The availability of digital resources for listening practice, such as online audio materials and language learning apps, has greatly contributed to enhancing listening skills.

Writing activities facilitated by technology, including word processing software and online platforms, have also led to some improvement in writing skills.

However, the absence of a teacher as a mediator and guide may have limited the progress in speaking skills, and discomfort with reading from technological devices and

the lack of a teacher's role as a facilitator could be reasons for the absence of improvement in reading skills.

In summary, according to the analysis provided, listening and writing skills have benefited the most from the use of ICT tools, while speaking skills have moderately improved, and reading skills have not seen any improvement. The absence of a teacher as a mediator and facilitator is highlighted as a significant factor that may have hindered the development of reading skills and potentially impacted speaking skills as well.

XIII.   In which of the English skills do you consider that there were more difficulties in being evaluated through ICT?

Graph based on question XIII.
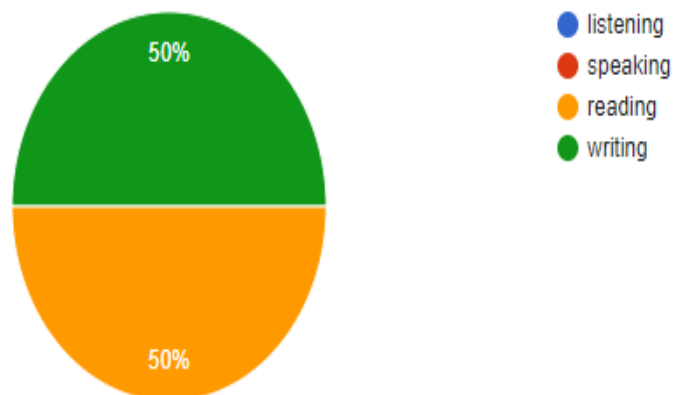
Note: For this question there is a 50% reading, 50% writing, 0% speaking and 0% listening answers. Own elaboration.

When evaluating English skills using ICT, reading and writing prove more challenging than speaking and listening. Reading skills require human judgment for higher-order analysis, while writing assessment is complex due to language nuances. ICT tools are vulnerable to fraudulent shortcuts. Speaking and listening skills are more achievable to evaluate using audio/video platforms and speech recognition. Although reading and writing assessments pose challenges, ongoing technological advances are continually improving the overall assessment of language skills.

XIV.   Did the objective of teaching and learning English as a foreign language using the ICT tools offered by the Universidad del Cauca get achieved?

Graph based on question XIV.
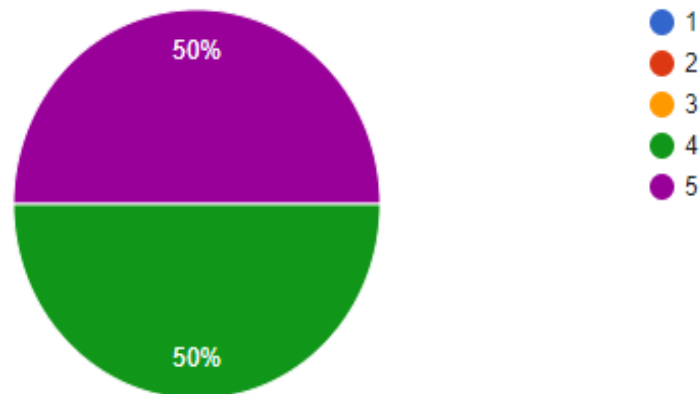
Note: For this question there is a 50% very satisfied and 50% satisfied one. Own elaboration.

The Universidad del Cauca successfully achieved its objective of teaching and learning English as a foreign language using ICT tools. A balanced response from the teachers, with 50% being very satisfied and the other 50% satisfied, indicates a significant level of achievement.

The traditional model of language teaching, which focused on vocabulary memorization, grammar review, and sentence writing, is gradually becoming outdated. To adapt to the changing scenery of language learning, it is important to foster competencies and skills that promote autonomy and self-directed learning.

By incorporating ICT tools, the university was able to modernize the traditional teaching model effectively. The integration of technology complemented and improved the learning experience for students. The use of digital resources, interactive platforms, and multimedia materials likely facilitated engagement, interactivity, and independent exploration of the language. Additionally, these tools may have provided opportunities for real-world language practice, collaboration, and feedback. the positive responses from the teachers indicate that the objective of incorporating ICT tools into English language teaching was achieved.

XV.   Did the virtual scenario in which the course was developed contribute to improve or facilitate the teaching and learning processes of English as a foreign language?

Graph based on question XV.
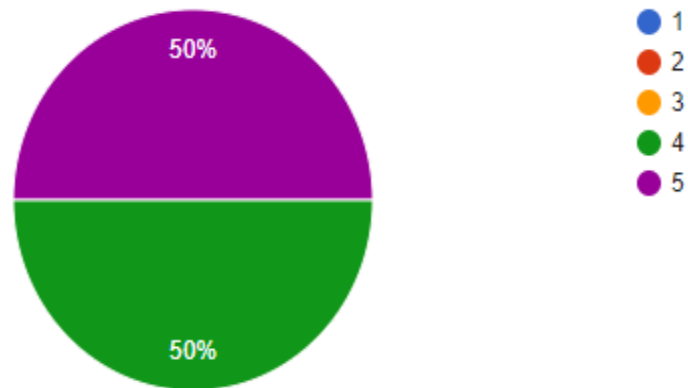
Note: For this question there is a 50% very satisfied and 50% satisfied one. Own elaboration.

The virtual scenario used in the course for teaching English as a foreign language has had a significant impact, with 50% of respondents being very satisfied and the other 50% expressing satisfaction.

The advantages of this virtual environment include increased exposure to native or near-native speakers, allowing learners to engage with authentic language use through listening, reading, and observation.

Online resources such as videos, audio recordings, and interactive materials provide diverse content and real-life contexts, enhancing the language learning

experience. Access to a wide range of materials tailored to different proficiency levels promotes learner autonomy and self-study.

The virtual scenario also offers flexibility in terms of time and location, accommodating busy schedules and allowing for self-paced learning. However, technical issues and the absence of face-to-face interaction pose challenges that need to be addressed. Despite these challenges, the virtual scenario has overall improved and facilitated the teaching and learning processes of English as a foreign language, emphasizing the importance of effective communication and engagement in the virtual environment.

XVI. Did the use of ICT achieve the objectives proposed in the English as a foreign language (EFL) course?

Graph based on question XVI.
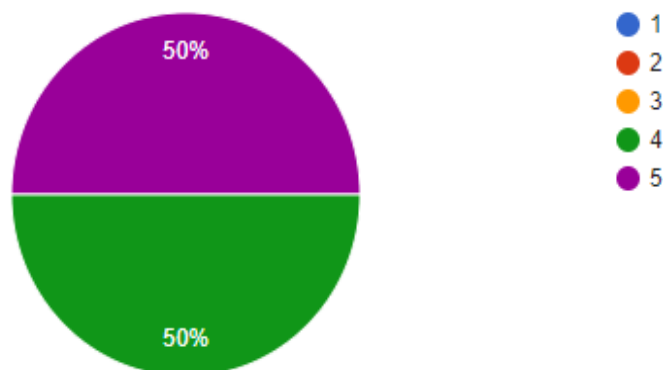
Note: for this question there is a very satisfied answer of 50% and a satisfied one of 50%. Own elaboration.

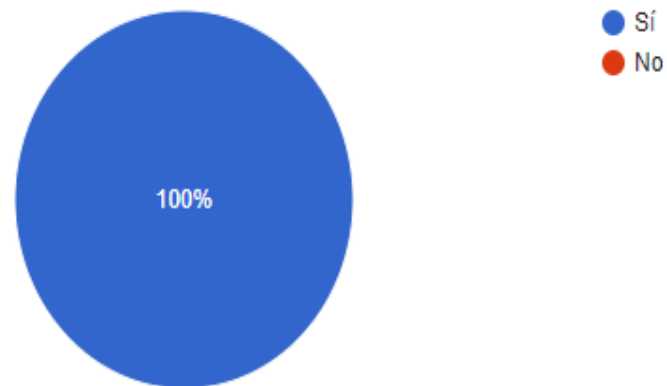The use of ICT in the English as a foreign language (EFL) course has achieved some of the proposed objectives, but there are still areas for improvement. The transition to a new model that combines traditional teaching methods with digital tools was unexpected due to unfavorable circumstances. It is important to note that there is still a long way to go in terms of achieving extensive access to technology and narrowing the digital divide in Colombia.

Regarding the specific context of learning English as a foreign language at the Universidad del Cauca, particularly within the Modern Languages Program, there has been an overall positive balance. Some improvements have been observed, and specific adjustments have been made to the current model being used. However, it is important to acknowledge that there is room for further progress and refinement in integrating ICT effectively into the EFL course.

In summary, while there is a 50% satisfaction rate with the use of ICT in the EFL course, it is recognized that there have been positive outcomes and adjustments made to the current model. However, ongoing efforts are necessary to address the challenges and continue improving the integration of technology for better EFL learning outcomes.

XVII.   Do you think that ICT tools in the learning and teaching of English as a
foreign language were important and became an ally to achieve this purpose?

Graph based on question XVII.

Note: For this question there is a 100% positive answer and a non-existent negative
one. Own elaboration.

The provided data indicate that ICT tools have been important and beneficial
in the learning and teaching of English as a foreign language. Teachers have embraced
ICT and utilized several platforms and resources extensively, recognizing their potential
to enhance the learning experience. The university has actively supported the integration
of ICT by providing necessary knowledge and constant accompaniment. Both teachers
and students have responded positively, acknowledging the relevance and utility of ICT
tools. Although some areas may require improvement, the overall balance is highly
positive, with ICT serving as a valuable complement to traditional teaching methods.

In general, the analysis presents a positive outlook on the importance and
effectiveness of ICT tools in the learning and teaching of English as a foreign language.

It indicates that the integration of ICT has been successful and well-received by both teachers and students, highlighting its role as an ally in achieving educational objectives.

Conclusions

Throughout this work it became evident how ICT have been positioning themselves as important and necessary tools for the creation of new models or the restructuring of existing models of teaching and learning, being of great help to teachers and students around the world, beforehand the usefulness was observed and revealed the need to know them better, especially the second semester students of the Modern Languages Program who were the subjects of study in this project; the role of teachers and administrative staff in them was also evaluated.

ICT demonstrated to be very helpful both for teaching with its diversity of platforms and infinite information, as well as for learning, offering a number of options to suit the needs of each person. There is a lack of knowledge about ICT, which would be excellent to address and seek more direct, specific and massive campaigns or channels in order to break the limitations that still exist regarding them. to close, although classroom learning is already a fact, we hope that ICT will not be left aside, on the contrary, that they will be permanent tools and will be satisfactorily unified in the new models of teaching and learning in classroom learning at the Universidad del Cauca, Santander de Quilichao.

The use of ICT for modern language learning is seen as an opportunity for students to achieve autonomous and meaningful learning. Indeed, the use of ICT in the process of acquiring a second language favors issues such as motivation, participation and interest in the classroom, which allows students to take the initiative not only to learn by themselves but also to do so collaboratively. The wide range of possibilities that technological tools allow make plausible the idea that the student is the protagonist of his own learning, as he has a great variety of interactive resources that attract his attention and interest in the contents.

In this way, technologically mediated English learning provides the possibility for students to access diverse scenarios, contents, resources, applications and so on. that were not possible before, which marks a break with traditional education. However, it should be pointed out that technology by itself does not contribute to positively affect the learning processes.

The use of technology in education requires a pedagogical and didactic proposal that accompanies such use in order to give it a formative purpose. Today's education, within the framework of technological transformations, requires a teacher who understands the ways in which the new generations of students live, develop and learn.

Finally, the most rewarding aspect of the degree work was resilience, because despite certain difficulties that we encountered, such as time, worry, frustration, stress and other anxieties that arose, we always looked for ways to improve and resolve things. We can say that every day we are getting closer and closer to that goal which is the culmination

of our degree work, leaving us experience, learning, happiness and many pleasant and positive memories for our lives as future professionals in modern languages.

Suggestions

Performing a compilation of the results obtained from the survey and together with the diverse literature consulted, it was possible to identify several situations that directly affect the adequate and satisfactory use of ICT as an important resource in the learning and teaching of any knowledge, specifically in the second semester students of the English-French modern languages program at the Universidad del Cauca, Santander de Quilichao.

ICT have demonstrated to be of great help both for teaching with their diversity of platforms and infinite information, as well as for learning, by offering a series of options that adapt to the needs of each person. There is a lack of knowledge on ICT, which would be excellent to be addressed and look for more direct, specific and massive campaigns or channels in order to break the limitations that still exist with respect to them. to conclude, although on-site learning is already a fact, we hope that ICT are not left aside. That is why the ideas will be divided by levels (administrative, teachers and students), having as a sampling base the semester students in the bachelor's degree program of modern languages, english and french at the Universidad del Cauca, Santander de Quilichao, as they are the subjects of study chosen for this project.

For administrative

There is the need to perform a study of the target population of second semester students in order to know the level of closeness and knowledge of ICT of each individual and then proceed to the search for inclusive, massive and specific channels that meet the needs of each person from their level of knowledge about ICT; The constant work carried out by the university as the main actor in closing the digital gap in the population is not unknown, but it is proposed to make it more specific, taking as a premise that all individuals do not have the same socioeconomic, territorial and cultural conditions that allow them to have full access to the digital world.

For teachers

Teachers are the perfect bridge between students and knowledge, as they are so close to the students they have a complete and updated picture of the profile of each individual, which means that each teacher can make a characterization of their students, identifying weaknesses and strengths; As vehicles responsible for transporting knowledge and transforming it, based on the above concept it is of utmost importance that teachers know and become familiar with the different resources, if they know them, they can become replicators reaching a smaller range of people, it is also recommended that teachers continue using the tools even after returning to class in a face-to-face way.

For Students

To the students, an evident suggestion would be to look for the tools provided by the university to take advantage of these digital spaces, where students can benefit from informative topics that will be of great help to their academic processes, adapting to new

training modalities more in line with the needs that the new society presents. there must be a commitment on the part of the students to attend the training offered by the university to exercise greater clarity, autonomy and management of themselves.

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Appendixes

Appendix 1. Informed Consent for teachers

lad del Cauca, Facultad de Ciencias Humanas y Sociales

Departamento de lenguas extranjeras

Programa de Licenciatura en Lenguas Modernas Inglés-francés

Santander de Quilichao

CONSENTIMIENTO INFORMADO

Apreciados(as) docentes, el presente formato se realizó con el ánimo de hacerles partícipe del proyecto de investigación cuyo objetivo es describir "cómo fue el proceso en términos de enseñanza y aprendizaje del idioma extranjero (ingles) mediado por herramientas ofrecidas por las TIC en los estudiantes de segundo semestre de licenciatura en lenguas modernas inglés-francés de la Universidad del Cauca, Santander de Quilichao, 2021-2"

Toda la información será obtenida a través de esta plataforma digital (Google forms). Por lo tanto, esto se manejará de manera anónima y el tratamiento de dichos datos se harán con fines única y exclusivamente académicos. Cabe resaltar que, las respuestas serán de sumo interés para el desarrollo de la investigación.

Una vez informado(a) acerca de los procesos de investigación que se llevarán a cabo por parte de los estudiantes Angie Alejandra Bolaños Bolaños, Diego Alejandro Mora Bastidas y Julio Cesar Torres del Programa de Licenciatura en Lenguas Modernas inglés- francés de la Universidad del Cauca, doy mi consentimiento para participar o no en dicha investigación de manera libre y voluntaria.

Si _____

No _____

Appendix 2, informed consent for students

lad del Cauca, Facultad de Ciencias Humanas y Sociales

Departamento de lenguas extranjeras

Programa de Licenciatura en Lenguas Modernas Inglés-francés

Santander de Quilichao

CONSENTIMIENTO INFORMADO

Apreciados(as) estudiantes, el presente formato se realizó con el ánimo de hacerles partícipe del proyecto de investigación cuyo objetivo es describir "cómo fue el proceso en términos de enseñanza y aprendizaje del idioma extranjero (ingles) mediado por herramientas ofrecidas por las TIC en los estudiantes de segundo semestre de licenciatura en lenguas modernas inglés-francés de la Universidad del Cauca, Santander de Quilichao, 2021-2"

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Una vez informado(a) acerca de los procesos de investigación que se llevarán a cabo por parte de los estudiantes Angie Alejandra Bolaños Bolaños, Diego Alejandro Mora Bastidas y Julio Cesar Torres del Programa de Licenciatura en Lenguas Modernas inglés- francés de la Universidad del Cauca, doy mi consentimiento para participar o no en dicha investigación de manera libre y voluntaria.

Si _____

No _____

Appendix 3. student's questionnaire

Questionnaire about the use of ICT (Information and Communication Technology) that the Universidad del Cauca has at the service of the university community to improve the learning of English as a foreign language in the second semester students of modern languages English-French, Santander de Quilichao.

Figure 4

Metadata

	QUESTION	WHY THE QUESTION?
1.	Do you know what ICT is?	To know if the terminology of the subject to be discussed is understood.
2.	Do you use ICT in your English classes?	To know if the student uses ICT in the program
3.	How often do you use ICT in your online English classes?	To know the frequency of contact with ICT in English classes
4.	Do you know the ICT promoted by the Modern Languages degree program at the Universidad del Cauca?	To find out which ICT tools are promoted by the Language Program
5.	What ICT tools do teachers use in English classes in the modern languages program?	To know which ICT tools are used by teachers in English classes.
6.	How often do teachers use ICT in their English classes?	
7.	Which of the following electronic devices do you use to access your virtual English language classes? (If you use more than one device, please check the one you use most frequently)	To know what electronic devices the students have for their studies.

	Desktop computer Laptop computer Smartphone Tablet Other, which one?	
8.	In relation to the use of technological devices to learn English, do you: Feel more motivated. Learn easier and faster. You are more interested in participating in class. You find it more difficult to learn.	Students' perceptions related to the use of electronic devices.
9.	What types of activities/methodologies were most frequently used for the development of English as a foreign language course? (You can check several, if you consider so) Forums. Chat. Online quizzes. Written assignments. Online games. Videos. Audios. Online questionnaire. Music. Movies.	Create a database of the strategies used by teachers and students.

	Other: which one?	
10.	Which of these activities do you consider to have contributed the most to your English language learning process? Forums Chat Online tests. Written assignments. Online games. Videos. Audios. Online quiz. Music. Movies. Other, which one?	Create a database of the strategies used by teachers and students.
11.	What level of importance do you give to ICT in your English classes? Very important. Very important. Relatively. Important. Not very important. Unimportant.	Create a database of the strategies used by teachers and students.
12.	What ICT tools new to you were used in the English class?	Create a database of the strategies used by teachers and students.
13.	How often were these new ICT tools used in the English class?	Create a database of the strategies used by teachers and students.
14.	Do you use these new ICT tools outside the English classroom?	Create a database of the strategies used by teachers and students.

15.	What English language skills were worked on in the class mediated by these ICT tools? Listening Speaking Reading writing	To make the database related to ICT
16.	Which English skill or skills do you think you improved thanks to the use of ICT tools?	Perception of students' English language performance in relation to ICT.
17.	Do you think you have improved your English level through the use of ICT tools during the virtual period?	To know students' perceptions related to English language learning skills.
18.	How do you consider your knowledge in the use of ICT tools? Excellent Good Regular Poor	Perception regarding the use of ICT tools
19.	Did you receive training in the use of the new ICT tools with which teaching was measured during virtuality? Yes no	know the relationship with ICT tools
20.	What is your level of satisfaction with the use of ICT tools that were used to mediate the teaching and learning of the English language during virtuality?	Students' perception and level of satisfaction with the use of ICT tools.
21.	What ICT tools were used for the evaluation?	To list the ICT tools by means of which the evaluation of the English subject was

		measured.
22.	How do you consider ICT-mediated assessment methods in virtuality?	Perception related to evaluation
23.	Do you think that the evaluation methods mediated by ICTs differ from traditional methods in the classroom?	Perception of evaluation strategies
24.	Which of the English skills do you consider you had the most difficulty in being evaluated?	Perception related to evaluation

Note: own elaboration

Appendix 4. Teacher's questionnaire

The objective of this interview is to collect information that allows to describe the teaching-learning process of English as a foreign language mediated by ICT tools offered by the Modern Languages Degree Program at the Universidad del Cauca, Santander de Quilichao.

Remember that the questions must be answered taking into account the context of virtualization as a measure of continuity of classes and contingency in face of the restrictions established by the pandemic caused by Covid-19 virus.

Metadata

QUESTION	WHY THE QUESTION?
Did you use ICT in your English classes?	To know the incidence of ICT on the development of classes during the

	contingency period.
What was the role of ICT in the teaching and learning process in the English as a foreign language course during the 2021.2 academic period?	Identify the role of ICT in the teaching and learning process during the period 2021.2.
Do you think that Universidad del Cauca, specifically the Modern Languages degree program, promoted the use of ICT tools in the 2021.2 academic period?	To know from the professors if the university promoted ICT in order to give continuity to the academic process during the contingency period.
As university professors, did you use any ICT tool in the courses offered in the 2021.2 academic period by the Modern Languages degree program of the Universidad del Cauca?	To know if they used the ICT tools offered at the Universidad del Cauca.
Do you think that the university had the technological resources, training and structure to face the virtual period?	to know if the university had the technological resources and the proper training to carry out the ICT process in the contingency.
Were you trained on the use of ICT as a teacher at the Universidad del Cauca?	To know if the teachers were trained in the use of ICTs during the virtual period.
How often did you use ICT in your English classes during the virtual period?	To know how often teachers made use of the ICT tools.
Which of the following electronic devices did you use to access your virtual English classes?	Which electronic device was used to teach or access virtual classes

What kinds of activities/methodologies did you use most frequently for the development and evaluation of English as a foreign language course?	To know which were the methods of evaluation of the students.
Which ICT tools did you use most frequently in your classes during the virtual period?	To know what kind of tools the teachers used when teaching the classes.
What English skills were most frequently worked on in the classes mediated by these ICT tools?	To know which was the skill that was most worked on, supported by the ICT.
What English skill or skills do you think that improved thanks to the use of these ICT tools?	Which skill was improved through the use of ICT.
In which of the English skills do you consider that there were more difficulties in being evaluated through ICT?	To know which skill was the most difficult to evaluate in the classes.
Did the objective of teaching and learning English as a foreign language using the ICT tools offered by the Universidad del Cauca get achieved?	To know if the objective of ICT-mediated teaching and learning has been achieved.
Did the virtual scenario in which the course was developed contribute to improve or facilitate the teaching and learning processes of English as a foreign language?	To know if the virtual scenario facilitated the process of teaching and learning English.

Did the use of ICT achieve the objectives proposed in the English as a foreign language (EFL) course?	To know if the objectives proposed by the program have been achieved.
Do you think that ICT tools in the learning and teaching of English as a foreign language were important and became an ally to achieve this purpose?	To know if the ICT were of great help in the teaching and learning process in the program.