



SANTA ELENA PENINSULA STATE UNIVERSITY

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

RESEARCH PROJECT

TITLE:

**“FROM VIRTUAL TO FACE-TO-FACE EDUCATION: EFFECTS
IN THE ACADEMIC PERFORMANCE OF ENGLISH
LANGUAGE LEARNING IN 5TH SEMESTER STUDENTS”**

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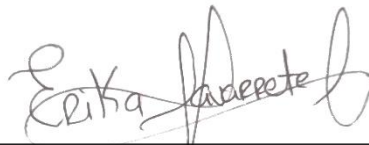
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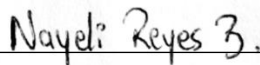
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We, Erika Andreina Navarrete Piguave with ID number 2400264871 and Nayeli Belén Reyes Borbor with ID number 0928021146 undergraduate students from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our roles as authors of the research project “FROM VIRTUAL TO FACE-TO-FACE EDUCATION: EFFECTS IN THE ACADEMIC PERFORMANCE OF ENGLISH LANGUAGE LEARNING IN 5TH SEMESTER STUDENTS” certify that this work is of our authorship, except for the quotes and reflections used in this research paper.



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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "From virtual to face-to-face education: effects in the academic performance of English language learning in 5th semester students" prepared by NAVARRETE PIGUAVE ERIKA ANDREINA and REYES BORBOR NAYELI BELÉN undergraduate students of the 8° Semester Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

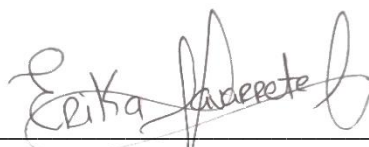
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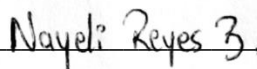
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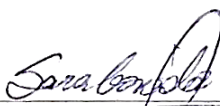


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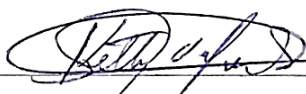
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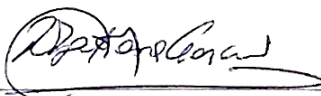
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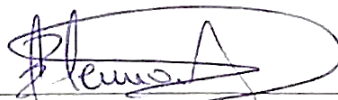
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ACKNOWLEDGMENT

First, it is not superfluous to thank God, since he has been our fundamental pillar in our life, who has guided and blessed us during this process of academic formation.

During these 4 years of effort, dedication, sacrifice and learning we have culminated this last stage, where our main objective has been to become professionals.

I, Erika Andreina Navarrete Piguave, I am infinitely grateful to:

My professors and advisors who with their experience, knowledge and dedication have been fundamental for my intellectual growth and the development of this research. I would also like to thank my family and friends, who have been a constant source of support and motivation. Your love, encouragement and words of encouragement have been a fundamental pillar in difficult moments. Thank you for believing in me and for being by my side during this academic journey. I cannot fail to mention my classmates, who have shared this journey with me. Their ideas, discussions and collaboration have been invaluable for mutual growth and knowledge building.

I, Nayeli Belén Reyes Borbor, thank God for filling me with strength and wisdom to complete my university degree, I thank my family, especially my mother for giving me her support during these 4 years of academic training,

Gratitude to all the PINE career teachers for preparing us for the future and guiding us with wisdom. We thank our tutor, Ing. Rosa Tatiana García Villao, for giving us her valuable support and guidance during our thesis research and writing process. Her experience and her commitment to academic excellence have been critical to the success of this project.

DEDICATION

"I dedicate this thesis work to all those people who have accompanied me and given me their unconditional support throughout this arduous journey.

To my dear family members, who have been our fundamental pillar, their love, patience, and understanding have been the engine that drove me to move forward. Thank you for believing in me and for encouraging me to achieve my dream.

To my professors, whose wisdom and dedication have guided me in this research process and have taught me to expand my academic horizons. Their commitment to my education has been invaluable and I am deeply grateful to them.

To my fellow students, who shared with me laughter, challenges, and endless hours of study. Your mutual support and collaboration have been essential in overcoming obstacles and achieving our goals.

Finally, to myself, for my perseverance and determination in achieving this academic accomplishment. I have demonstrated that with dedication and effort the most ambitious goals can be achieved.

This thesis is the fruit of hard work, but it is also the result of the love, support, and trust of all these special people who have surrounded me. To all of you, I dedicate this achievement, because without your presence and encouragement, it would not have been possible.

Thank you for being part of this important chapter of my life!"

With love,

Erika Andreina Navarrete Piguave

DEDICATION

With deep gratitude, I dedicate this thesis to all the people who have been my greatest source of support and unconditional love throughout this arduous path.

To my parents, who were my fundamental pillar, who gave me their unconditional support from the first day I entered the university, this thesis is a testimony of my effort and dedication, but it is also a reflection of your love, patience, and sacrifice. Each line written is a tribute to the trust they have always placed in me and the positive influence they have had on my life. Without your support, this dream would not have been possible, thank you for everything.

To God, for giving me the joy of living and allowing me to achieve one of the many goals that I have planned in my life.

Finally, to my dear teachers, your dedication and passion for teaching have left an indelible mark on my life. Thank you for opening the doors of knowledge for me, for challenging me to reach my full potential, and for giving me the tools to build my future. His patience, wisdom, and encouragement have pushed me to push my limits and believe in myself. I appreciate every teaching and every moment shared in the classroom.

Thank you for being part of this wonderful stage.

With love,

Nayeli Reyes Borbor

ABSTRACT

This study analyzes the impact of the transition from virtual to face-to-face education on the academic performance of 5th semester students of Pedagogy of National and Foreign Languages in English language learning. With the global adoption of virtual education during the COVID-19 pandemic, this research aims to investigate the consequences of returning to traditional face-to-face teaching. The study applies a qualitative method of analysis of students' perceptions and experiences. The results show notable differences in academic performance between virtual and face-to-face learning environments, leading to the conclusion that students perform better in face-to-face environments. Factors such as greater interaction with peers and teachers, greater concentration and a more structured learning environment contribute to improved academic performance in face-to-face learning. However, the results highlight the potential advantages and disadvantages of each teaching modality that provide valuable insights for educators.

This research contributes to the current debate on effective pedagogical strategies in English language learning and offers practical recommendations for improving student outcomes in both virtual and face-to-face learning environments. In addition, the challenges faced by students during the transition, such as difficulties in adaptation, limited technological support, and less flexibility. Overall, this research sheds light on the effects of the teaching model on learning outcomes.

KEY WORDS: Transition, academic performance, English skills, motivation, virtual to face-to-face education.

RESUMEN

Este estudio analiza el impacto de la transición de la enseñanza virtual a la presencial en el rendimiento académico de estudiantes de 5° semestre de Pedagogía de Lenguas Nacionales y Extranjeras en el aprendizaje del inglés. Con la adopción global de la educación virtual durante la pandemia del COVID-19, esta investigación pretende indagar sobre las consecuencias de regresar a la enseñanza presencial tradicional. El estudio aplica un método cualitativo de análisis de las percepciones y experiencias de los estudiantes. Los resultados muestran notables diferencias en el rendimiento académico entre los entornos de aprendizaje virtual y presencial, lo que lleva a la conclusión de que los estudiantes obtienen mejores resultados en los entornos presenciales. Factores como una mayor interacción con compañeros y profesores, una mayor concentración y un entorno de aprendizaje más estructurado contribuyen a mejorar el rendimiento académico en el aprendizaje presencial. Sin embargo, los resultados ponen de relieve las posibles ventajas e inconvenientes de cada modalidad de enseñanza, que aportan valiosas ideas a los educadores.

Esta investigación contribuye al debate actual sobre estrategias pedagógicas eficaces en el aprendizaje del inglés y ofrece recomendaciones prácticas para mejorar los resultados de los estudiantes en entornos de aprendizaje tanto virtuales como presenciales. Además, se analizan los retos a los que se enfrentan los estudiantes durante la transición, como las dificultades de adaptación, el limitado apoyo tecnológico y la menor flexibilidad. En general, esta investigación arroja luz sobre los efectos del modelo de enseñanza.

PALABRAS CLAVES: Transición, rendimiento académico, habilidades del Idioma inglés, motivación, educación virtual a presencial.

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INTRODUCTION

In recent years, the landscape of education has witnessed a significant transformation, with the emergence of virtual learning platforms and technologies. This shift has been particularly pronounced in the wake of the global COVID-19 pandemic, which forced educational institutions worldwide to adopt remote teaching and learning methods to ensure continuity of education. However, as the world gradually recovers and returns to normalcy, the question arises: what are the effects of transitioning from virtual to face-to-face education on the academic performance of students, particularly in the context of English language learning?

This study aims to explore the impact of transitioning from virtual to face-to-face education on the academic performance of 5th-semester students in English language learning. The 5th semester is a crucial juncture in language acquisition, as students have already built a foundation in the language and are expected to further enhance their proficiency. Understanding the effects of this transition is essential for educators and policymakers to make informed decisions about the optimal mode of instruction and curriculum design.

The move from virtual to face-to-face education involves a shift in the learning environment, instructional methodologies, and social dynamics among students. In a virtual setting, students often rely on digital platforms, video conferences, and asynchronous communication to interact with their instructors and peers. Face-to-face education, on the other hand, emphasizes in-person interactions, real-time feedback, and collaborative learning experiences. These differences can have a significant influence on students' engagement, motivation, and overall academic performance in English language learning.

By examining the academic performance of 5th semester students before and after the transition, this study seeks to identify the specific effects of face-to-face education on their language proficiency, communicative skills, and language learning strategies. It will investigate factors such as classroom dynamics, student-teacher interactions, and the impact of direct feedback on students' language development. Additionally, the study will explore students' perceptions and attitudes towards the transition, gauging their preferences and experiences in both virtual and face-to-face learning environments.

The findings of this study will contribute to the ongoing discourse on the effectiveness of virtual versus face-to-face education in English language learning. They will inform educators, administrators, and policymakers about the potential benefits and drawbacks of each mode of instruction, enabling them to make evidence-based decisions about curriculum design, resource allocation, and the future of language education.

CHAPTER I

The Problem

1.1 Research Topic:

Transition from online to face to face English language learning.

1.2 Title of the Project:

From virtual to face-to-face education: effects in the academic performance of English language learning in 5th semester students

1.3 Problem Statement

As a result of the COVID-19 pandemic, many educational institutions have had to shift from face-to-face to virtual instruction. This transition has resulted in changes in the methods, delivery, and assessment of instruction. Therefore, it is important to examine the impact of this transition on academic performance, particularly in the context of English language learning among 5th semester students.

During online learning, teachers of English as a foreign language encountered several challenges, such as identify students' learning styles in online learning and adopt teaching strategies that will help them embrace remote learning. On the other hand, students also dealt with various challenges, complications, and challenges in online learning, such as the new learning climate caused by sudden change, student engagement, and device-related issues. (DAMBRI, 2021)

While virtual education is gaining popularity, some stakeholders maintain the belief that face-to-face education holds superiority in terms of academic performance, particularly in the context of language learning. This perspective arises from the perception that virtual education lacks the interactive and immersive aspects found in traditional face-to-face instruction, possibly impeding students' language acquisition, communication skills, and overall engagement.

According to (Amorri, 2022), they mention that: In the virtual teaching environment, students can take control and be responsible for their own learning to optimize it anywhere, whether in a virtual classroom. Therefore, online learning became mainstream during the pandemic because it shared direct access to information through available technologies and has proven to be more beneficial for students in terms of knowledge of new technologies or acquisition of information.

It is vital to acknowledge that multiple factors contribute to this perceived gap, including potential limitations of virtual platforms in promoting spontaneous conversations, comprehension of body language, and real-time feedback. Additionally, the absence of physical presence and direct human interaction in virtual classrooms might hinder students' motivation, collaborative learning, and the development of crucial soft skills.

According to (Rezvan Nazempour, 2022), they mention that: Online studies reveal the satisfaction and perception of students about various aspects/elements of their lives during the pandemic. These results indicate that the highest academic grades were achieved during the pandemic compared to those before and now of the pandemic, while their pre-pandemic counterparts performed better in terms of job readiness.

1.4 Problem Question

1.4.1 General Question

What are the effects of transitioning from virtual to face-to-face education on the academic performance of English language learning in 5th-semester students?

1.4.2 Specific Questions

- What are the differences in academic performance of 5th-semester English language learning students who have transitioned from virtual to face-to-face education?

- How do 5th-semester English language learning students perceive the transition from virtual to face-to-face education and how does it affect their academic performance?
- What challenges do 5th-semester English language learning students face in transitioning from virtual to face-to-face education and how do these challenges impact their academic performance?

1.5 Objectives

1.5.1 General Objective:

To describe the impact of transitioning from virtual to face-to-face education on the academic performance of English language learners in 5th-semester students.

1.5.2 Specific Objectives:

- To identify the factors that influence academic performance in virtual and face-to-face education, such as student engagement, teacher-student interaction, motivation, and access to learning resources.
- To analyze the advantages and disadvantages based on students' experiences and perceptions of English language proficiency in virtual and face-to-face environments.
- To describe the results obtained from the interviews to demonstrate the effectiveness of each modality for English language learning.

1.5.3 Delimitation of the Study

- Field: Educational.
- Area: English language teaching.
- Aspect: Transition from virtual to face-to-face education.
- Temporary: 2023.

- Spatial: PINE
- Population: Students in the 5th Semester of the PINE major.

1.6 Justification

The shift towards e-learning has been a significant advancement in education, offering many advantages such as convenience, flexibility, and access to a wider range of resources. However, the effectiveness of e-learning compared to traditional face-to-face teaching has been the subject of debate, especially when it comes to learning a second language such as English.

In today's globalized world, the ability to communicate effectively in English is increasingly important, both in terms of personal and professional development. It is therefore crucial that we examine the possible effects of the transition from virtual to face-to-face education, especially in the context of English language learning. In this way, it is possible to better understand how to support English language learners and ensure that they can reach their full academic potential. This knowledge can inform educational policy, practice, and help ensure that all students have access to the most effective modes of instruction appropriate to their individual needs.

On the other hand, this topic is of great importance and interest since for the student in times of Covid-19 the use of the computer or other technological devices is a transcendental learning stimulus where they are studied. The feasibility of the project is carried out because it has the support of the PINE major of the Peninsula State University of Santa Elena, students to provide very important information to achieve the objectives set, in addition the data obtained will be entirely true. Ultimately, the importance of this research lies in its potential to support the development of effective educational practices that can improve the academic outcomes and life chances of English language learners.

CHAPTER II

Theoretical Framework

2.1 Background

This research topic has as background information obtained through different internet pages, documents, theses, and among other educational research materials that support and enrich the research topic.

The Covid-19 pandemic caused a radical change in traditional education, and due to this, virtual education was an alternative for all young people to continue their studies. However, this modality had positive and negative effects when returning to the face-to-face modality.

2.2 Pedagogical Basis

Attention to student learning outcomes and strategies to improve the learning process has always been a topic of interest in the context of teaching English as a foreign language (EFL). (Cynthia Hidalgo Camacho, Gloria Isabel Escudero, Wilma Villacís, Karolin Varel, 2021)

It is worth noting that some students report spending more time and effort on their online assignments. However, contrary to expectations, most students do not increase their investment in online assignments. A study by (Motz, 2021) revealed that students who put more effort into their online assignments earned lower grades and felt less successful compared to their performance under normal circumstances. This finding challenges the assumption that more effort on online assignments leads to better academic results.

According to (Claudia E. Stoian, Marcela A. Fărcașiu, Gabriel-Mugurel Dragomir and Vasile Gherheș, 2022), students have presented disadvantages regarding online learning; the most prominent problems are those related to their physical and mental health. The most common factors that students had to deal with during the pandemic were anxiety, frustration, anger, hopelessness, and shame when participating in class. On the other hand, post-traumatic stress and mental pressure were also observed because of the pandemic and its influence on online learning.

Due to the change in study modality, higher education students between 19 and 20 years old reported negative academic results, this is due to increased stress, anxiety and certain concentration difficulties, the results of the studies show that the obstacles to learning totally online not only engaged in technological and instructional challenges, but also in social and affective challenges of isolation and social distancing.

There are underdeveloped countries such as Afghanistan, Angola, the Central African Republic, Haiti, among others, that do not have access to a reliable Internet connection and access to digital devices, because people cannot afford online learning devices, and this makes that the study process of the students is affected. However, they established offline activities and self-exploratory learning which became essential for the academic development of the students. (Sumitra Pokhrel y Roshan Chhetri, 2021)

During online learning due to the global pandemic, studies were affected in many ways due to the lack of electronic devices, for this reason many students preferred to return to receive their classes inside a classroom, nowadays after the pandemic, all students have demonstrated effective learning and have been motivated to continue studying because they can access classes without any problem and are willing to want to learn something new every day.

According to (Amreen Bashir, Shahreen Bashir, Karan Rana, Peter Lambert and Ann Vernallis, 2021), mention that: For some students, studying from home was not the best learning environment for many reasons, one being interrupted by family members while they were taking classes. They wanted a serene space which would help their motivation to study. For these students, the learning environment on campus was important and they would have preferred to take their exams in a traditional classroom setting.

During the covid-19 pandemic, the learning environment played an important role while classes were taught because each student needed a quiet space where they could concentrate and participate in classes without being interrupted by noise and feeling ashamed to be heard by their families. For this and other reasons, traditional teaching is the best option because in a classroom you can make mistakes and be corrected with the help of the teacher and classmates.

Face-to-face learning, which is the modality that has transitioned from previous online learning, requires a realignment and protocols by students, teachers, all the elements that make up education. Although there are still certain risks in face-to-face learning, the application of health requirements and their important standard operating procedures ensure that they can create safety and comfort in the teaching and learning process for the future. (Asihta Aulia Azzahra, Rommel Utungga Pasopati, 2021)

2.3 Theoretical Basis

2.3.1 Social-Constructivism

(Vygotsky, 1968), in his Social Constructivism theory mentioned that: “*Social constructivism is based on the social interactions a student in the classroom along with a personal critical thinking process*”, cooperative learning is a part of creating a social constructivist classroom. Students should not only work with teachers one-on-one, but they

should also work with other students. Students have a lot to offer one another. When students master completion of projects or activities in a group, the internalization of knowledge occurs for everyone at a different rate according to their own experience. Vygotsky believed that internalization occurs more effectively when there is social interaction.

Socio-constructivism, as proposed by Vygotsky, emphasizes the role of social interaction in learning and knowledge construction. In the context of transitioning from online to face-to-face education, this theory suggests that the physical presence of teachers and peers facilitates enhanced language acquisition through increased opportunities for verbal communication, collaboration, and feedback.

2.3.2 Communication and Language Acquisition Theories

(Jinhou , 2022), Krashen argues that the language learning and language acquisitions is different. Language learners should obtain the meaning of the language first then learn the structure and the form of the language.

(PEKER & ARSLAN, 2020), Merrill Swain (1993) argues that there must be gaps in the learner's knowledge of the language for learning to occur. When learners become aware of this gap, they can change their outcomes, which can lead to specific language learning. This requires three characteristics respectively: awareness, hypothesis testing, and metalanguage. Swain developed his theory as a complement to Stephen Krashen's input hypothesis that learners do not acquire full grammatical competence in a language simply by processing input.

Communication and language acquisition theories, such as Krashen's Input Hypothesis and Swain's Output Hypothesis, highlight the importance of comprehensible input, interaction, and output for language development. Face-to-face education provides a

richer language environment with real-time feedback and spontaneous conversations, potentially leading to accelerated language acquisition and improved academic performance.

2.3.3 Psychological and Cognitive Factors

Social learning theory, proposed by (Bandura, 1977) emphasizes “The importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others”. Psychological and cognitive factors such as motivation, self-efficacy, attention, and memory play an important role in learning outcomes. A shift from online to face-to-face learning can have a positive impact on these factors by promoting a sense of belonging, increased engagement, and the ability to form personal connections, which increases students' academic performance.

2.3.4 Advantages of Transitioning to Face-to-Face Education

According to (Nikolopoulou , 2022), mention that: The perceived advantages of face-to-face education include immediacy with teachers, socialization, interactions, active student participation, and better collaboration in communication. Face-to-face education promotes direct verbal interaction, allowing students to practice English language skills in a more immersive and authentic environment. This increased communicative opportunity can contribute to improved fluency, pronunciation, and overall language proficiency. In addition, in face-to-face settings, immediate feedback and clarification from teachers and peers can aid in correcting errors, reinforcing correct language usage, and addressing individual learning needs. Such timely support can lead to more accurate language production and improved academic performance.

Furthermore, face-to-face education facilitates non-verbal communication cues, including body language, facial expressions, and gestures, which are essential for

understanding cultural nuances and fostering intercultural competence. These aspects can positively impact students' language and cultural learning experiences.

2.3.5 Challenges and Considerations

According to (Posso , Condor, Herrera, Yanez, & Jacome, 2023), the results obtained in the research different strategies are applied to improve academic performance after a low academic level Post Pandemic, computes that: The strategies applied were to deliver different tools such as: communicative resources, dynamics, tutorials and activities that develop creativity and motivated learning, such as peer communication, teamwork and easy information gathering, such as visual, auditory, audiovisual, concrete material, in an environment that generates joy and fun in which teachers and students feel motivated to participate and build.

Consequently, transitioning to face-to-face education may require students to adapt to new classroom dynamics, including larger class sizes, varied teaching styles, and the need for increased focus and participation. These adjustments may initially impact academic performance until students acclimate to the new learning environment.

Taking this into account, according to Technological Dependency: Students who became accustomed to online learning might experience challenges in readjusting to face-to-face education due to a reliance on technology. This shift may require additional support and training to bridge the gap between the online and offline learning experiences.

2.4 Legal Basis

This research has legal bases of the Constitution of the Republic of Ecuador, the Organic Law of Intercultural Education ((LOEI), 2020), Ministry of Education, and the Childhood and Adolescence code that recognizes the right to education of all citizens.

2.4.1 Ecuadorian Constitution

Article 26.- The Constitution emphasizes the state's responsibility to ensure quality education, accessible to all, and highlights the importance of continuous improvement and modernization of the education system.

Article 27.- The Constitutional Code establishes: It will be participatory, attractive, intercultural, democratic, inclusive, diverse, of high quality and sincere. It will promote gender equality, justice, solidarity, and peace. Stimulate the development of a critical sense, artistic and physical culture, individual and collective initiative, skills and abilities for creation and work.

Article 29.- The Magna Carta states: "The State guarantees freedom of education, academic freedom in higher education, and the right of citizens to learn in their own language and cultural environment. They are free to choose their education in accordance with its practical possibilities.

2.4.2 Organic Law of Intercultural Education (LOEI)

Article 37.- The Law establishes that "the national educational system includes not only the types, levels and modalities of education, but also the institutions, programs, policies, resources, subjects of the educational process and activities in the initial, basic and postgraduate. will be included." levels will be defined and governed by a defined system of higher education."

2.4.3 Ministry of Education

The Ministry of Education is responsible for formulating and implementing education policies in Ecuador. It plays a crucial role in regulating and overseeing the educational system, including the transition from online to face-to-face learning. The Ministry issues guidelines, circulars, and regulations that schools and educational institutions must adhere to.

2.4.4 National Curriculum

The National Curriculum in Ecuador outlines the content, objectives, and standards for different subjects, including English language learning. While the specific curriculum may not address the mode of instruction (online or face-to-face), it provides guidelines for what students are expected to learn and achieve in English language education.

2.4.5 Educational Institutions Policies

Individual educational institutions, such as schools or universities, may develop their own policies and regulations regarding the transition from online to face-to-face learning. These policies may include guidelines for assessing and evaluating the academic performance of students in English language learning during the transition period.

2.5 Variables of the Study

2.5.1 Independent Variables:

Mode of Instruction: Virtual education vs. Face-to-face education.

2.5.2 Dependent Variable:

Academic Performance.

CHAPTER III

Methodological Framework

3. Methodology

The research aims to analyze and understand the impact of the transition from virtual to face-to-face education on the academic performance of 5th semester students in the context of English language learning. To achieve this objective, the researchers have employed a comprehensive methodology, incorporating various elements to ensure the reliability and validity of their findings.

The researchers adopted a research design in a qualitative approach that provide a deeper and more nuanced exploration of the effects of educational transition on students' language learning outcomes. This approach allows the academic performance to have an in-depth view of students' experiences, perceptions, and attitudes towards each educational modality.

According to (Steven Tenny; Janelle M. Brannan; Grace D. Brannan., 2022), qualitative research is a research method that is responsible for exploring and providing a deeper insight into problems in the real world. Qualitative research helps to create hypotheses, investigate, and further understand quantitative data.

This methodology employs rigorous thematic analysis techniques for qualitative data. This process allows for the identification of patterns, correlations, and trends in the data, leading to meaningful insights into the effects of the transition from virtual to face-to-face education on students' academic performance in English language learning.

3.1 Type of Research

This project was developed under the empirical research and comparative design research modality and to carry out the proposed work, a field investigation was used, which involved a combination of the method of observation of participants, interviews, and analysis, where obtained first-source information from 5th semester students.

3.1.1 Empirical Research

The research involves collecting and analyzing data to draw conclusions based on observed evidence. It seeks to examine the real-world effects of transitioning from virtual to face-to-face education on students' academic performance in English language learning.

Empirical research refers to any investigation where the findings are solely based on tangible and verifiable evidence. Essentially, the term "empirical" indicates that the study is conducted through scientific experimentation and/or the examination of real-world evidence. Similarly, a study is considered empirical when it relies on concrete data from the real world to explore its claims (Bouchrika, 2023).

3.1.2 Comparative Design Research

The study aims to compare the academic performance outcomes of 5th semester students in two different learning environments: virtual education and face-to-face education. By comparing the two educational modalities, the researchers can identify possible differences in language learning outcomes.

Comparative research refers to the process of comparing two and other variables while the results are written in a comparative research document. A comparative design research ensues as a perspective reference document when you need to present the results of comparative research in formal reading material. (Rask & Verner , 2023)

One of the main advantages of comparative design research is its ability to understand how different factors interact and produce different outcomes in different contexts. Through interviews, observations, and document analysis.

Comparative design research plays a crucial role in advancing knowledge and understanding by going beyond the limitations of single case studies or isolated observations. It offers a comprehensive and systematic way to explore and analyze phenomena, facilitating the identification of generalizable conclusions or theories.

3.2 Data Collection Processing and Resources

In this research on the effects of transitioning from virtual to face-to-face education on the academic performance of English language learning in 5th semester students, the researcher may employ several methods for data collection and processing:

3.2.1 Interviews

Conducting semi-structured interviews with 5th semester students who have experienced the transition from virtual to face-to-face education. The interviews would explore their experiences, perceptions, challenges, and successes related to learning English during both virtual and face-to-face modes. The interview technique is widely used and valuable in qualitative research. It serves as a data collection method that allows researchers to directly obtain in-depth and intricate information from participants. Through interviews, researchers gain valuable information about individuals' perspectives, experiences, and interpretations of a specific phenomenon or research.

One of the main benefits of the interview technique in qualitative research lies in its ability to produce rich, in-depth data. By conducting individual or group interviews, researchers establish a connection with participants, fostering an environment that is conducive to open and honest communication. This fosters participants' willingness to share

their thoughts, emotions, and experiences, which translates into a wealth of qualitative data for researchers.

3.2.2 Class Observations

Observing the classroom environment during face-to-face sessions to gather insights into student engagement, interaction, and participation in English.

To obtain the results we will carry out an interview of 6 open questions to a group of 8 students, this interview will be conducted at the PINE major, using the in-person method. Once the interview is carried out, we will begin to describe the results obtained to compare the development of performance of English Language. Our purpose is comparing how 5th semester students performed during online classes and how it is now that we have returned to the traditional face-to-face modality in a classroom.

3.2.3 Classroom Observation Sheet

A classroom observation sheet is a valuable tool in this research to systematically collect data on classroom activities, teaching strategies, student behaviors, and overall teaching-learning processes.

3.2.4 Questionnaire

An open-ended question is a type of question that allows us to have a broad and unrestricted response from the student. These open-ended questions in this case encourage students to give detailed and subjective answers based on their thoughts, opinions, or experiences. The questions are focused on collecting opinions and experiences related to face-to-face education for English language learning. These questions are intended to explore the advantages, challenges, difficulties, and support requirements associated with the transition from virtual to face-to-face education.

With a total of 6 questions, this interview will be conducted with students of the 5th

semester of the PINE course at the Language Center of the UPSE through the face-to-face method.

The purpose of this questionnaire will be to gather the views, opinions and experiences of 5th semester students who have made the transition from virtual to face-to-face education in the context of English language learning. The questionnaire aims to understand the benefits, challenges, difficulties, and resource needs associated with the transition and its impact on academic performance, engagement, participation and access to resources and feedback. In addition, the questionnaire aims to gather valuable information to inform educational practices and support the improvement of English language learning in face-to-face settings.

3.2.5 Population and Sample

Population: The population of this research is focused on 5th semester PINE students with a B1 level, who have experienced a transition from virtual to face-to-face education in the context of English language learning.

Sample: A subset of 8 5th semester students who have experienced transition from virtual to face-to-face education in the context of English language learning. The sample was selected using various sampling methods, such as random sampling, stratified sampling, depending on the specific research objectives and available resources. The students chosen for this interview have shown different characteristics such as: medium-high academic performance and English language proficiency. The sample size should be determined based on statistical considerations to ensure representativeness and to allow for meaningful analysis and generalization of results.

CHAPTER IV

Analysis of Findings

4. Interpretation of Data from the Interviewees

After conducting a qualitative interview on the transition from virtual to face-to-face education, it can be interpreted that the majority (80%) of the virtual participants felt uncomfortable when learning the English language where emotions are an important factor. On the other hand, the minority (20%) of participants in terms of face-to-face education did not have problems that have affected their academic performance or the acquisition of English Language skills. There are concerns about a lack of social interaction and a lack of resources during face-to-face education.

Some participants expressed that they discovered more effective and efficient ways to learn the Language and would like to see some of these tools implemented in education. Overall, the transition appears to be an exciting but challenging change for many students and educators.

Matrix of relationships between categories of analysis

Table 1

Advantages and Disadvantages from Virtual to Face-to-Face Education.

CATEGORIES		
Number of participants	Q1: In your opinion, what are the advantages of face-to-face education for learning English?	Q2: Were there any challenges or disadvantages you faced with the transition to face-to-face education? Please explain.
Interviewee 1	Interpretation: The interviewee said that one of the advantages in face-to-face education is the interaction between students and teachers, since doubts are clarified, and better communication can be obtained.	Interpretation: The interviewee mentions that during this transition it has caused her nervousness at the time of an oral intervention in front of a group of students, therefore, this generates a negative effect.

Interviewee 2	<p>Interpretation: It was indicated that in face-to-face education there is better control of the class by the teacher and students have better concentration.</p>	<p>Interpretation: In this case, the participant mentioned that she had no complications at the time of the transition from the virtual to the face-to-face, since before this sudden change occurred, they were already adapted to the face-to-face environment, which made it easy for them to adapt to traditional teaching again.</p>
Interviewee 3	<p>Interpretation: The interviewee mentioned that for an optimal learning of the English language, the interaction between teacher-student was very helpful since, as mentioned before, the interaction and socialization of each topic within the classroom is vital.</p>	<p>Interpretation: One of the most notable effects was the limitation at the time of wanting to develop language skills, for which the interviewee felt in a state of shock due to this transition, this reflected poor academic performance.</p>
Interviewee 4	<p>Interpretation: The participant emphasizes that Face-to-face education allows for more dynamic and interactive learning experiences, where learners can participate in group discussions, debates, and other activities that can enhance their language skills.</p>	<p>Interpretation: The participant stressed that he had no problems when receiving classes in person since he was familiar with the teaching-learning methodology.</p>
Interviewee 5	<p>Interpretation: The interviewee mentioned that there was an improvement in communication skills as face-to-face education offers students ample opportunities to speak and listen to others, so their fluency plays an important role in contributing to their communication skills in English.</p>	<p>Interpretation: One of the difficulties the participant witnessed was poor social interaction, due to anxiety and shyness when speaking English in front of others. On the other hand, the limited vocabulary made communication between classmates and teachers difficult, due to not having knowledge of words or ideas that would help contribute to learning.</p>
Interviewee 6	<p>Interpretation: It is important to recognize that for an optimal learning of a second language, in this case, the English language, it is the social interaction where the speaking ability is put into practice through</p>	<p>Interpretation: The interviewee mentioned the transition back to face-to-face learning exposed him to new distractions, such as chat from classmates, movement in the classroom, or outside noises.</p>

conversations, presentations or dynamics and at the same time receive instructions from the teacher.

Interviewee 7	In a physical classroom, students can practice real-time communication with their peers and the teacher. As the interviewee mentions, participating in conversations, debates, and discussions helps improve language fluency and improves listening and speaking skills.	After spending an extended period in remote learning environments, the interviewee experienced social anxiety and difficulty reconnecting with her peers in person.
Interviewee 8	The interviewee emphasizes that in a controlled classroom environment, distractions are minimized, allowing students to focus more on their studies and language learning goals.	For the interviewee, the low participation in class and the fear of interaction with teachers and classmates was a very notable challenge that affected their communication skills and academic performance.

Notes: The interviewees explain what were the advantages and disadvantages that influenced their academic performance when they returned to traditional education.

Table 2

Additional Resources to Enhance English Language Learning and Feelings about Returning to Face-to-Face Education.

CATEGORIES		
Number of participants	Q3: In your opinion, what additional support or resources would be helpful to enhance English language learning in the face-to-face education setting?	Q4: How do you feel about returning to face-to-face education for English language learning? Please explain.
Interviewee 1	Interpretation: One of the ways to improve English language skills are technological tools such as websites that offer activities based on the 4 language skills such as reading, listening, writing, and speaking, thus providing the opportunity to access them without any problem outside the classroom.	Interpretation: One feeling experienced by the interviewee was the excitement of returning to a more traditional learning environment where you can interact with your teacher and peers in person.

- Interviewee 2 Interpretation: One of the alternatives most frequently used by the interviewee is self-learning through access to English media, such as movies, television programs and books, which helped them improve their language skills by exposing them to natural speech patterns and vocabulary. After a long period of virtuality and not feeling free to express his ideas, the interviewee mentioned that he felt anxious when interacting in English in front of other people in a face-to-face environment.
- Interviewee 3 Interpretation: Dialogic reading is an effective way to read aloud with students because it helps to foster their English language learning, involving an interactive and conversational approach to reading, in which students become active participants. Interpretation: Nervousness was one of the effects presented to the respondent when returning to face-to-face education, especially when he had become accustomed to a virtual learning environment, so he felt worried about adapting to a new environment.
- Interviewee 4 Interpretation: The interviewee emphasized that the practice in real situations was very helpful because he gained confidence when talking about topics such as: technology, social problems, educational issues, or daily routines, thus helping to engage in basic conversations between peers, thus improving their communication skills. Interpretation: The interviewee felt motivated to return to face-to-face classes because being surrounded by peers who share similar goals and challenges can create a sense of community that motivates other people to do their best. In addition, the presence of a teacher who provides guidance, inspiration and knowledge helps to bring greater motivation.
- Interviewee 5 Interpretation: To practice the listening skill, he opted for a variety of materials such as: listening to music in English, podcasts, audiobooks, television programs, movies, and videos, helping to become familiar with different accents and vocabulary. Interpretation: The interruption of the comfort zone was one of the challenges of the interviewee since, being used to learning online, she experienced a certain degree of discomfort and restlessness when returning to a physical classroom, she also mentioned that this change was a challenge for those who have grown accustomed to the convenience and flexibility of remote learning.
- Interviewee 6 Interpretation: Incorporate a variety of authentic materials such as newspapers, magazines, movies, TV shows, and podcasts. the interviewee mentions that these materials Interpretation: The interpreter felt very excited to return to face-to-face education for learning the English language. On the one hand, she appreciated the opportunities for in-person interaction with

expose students to the use of real-life language and colloquialisms teachers and classmates, as she can enhance the learning experience and provide a more immersive environment.

Interviewee 7	Interpretation: The interviewee mentions online forums or discussion groups where students can engage in conversations with each other in English, as it creates a supportive environment to practice communication skills inside and outside the classroom.	Interpretation: I had mixed feelings about going back to face-to-face education for English language learning. On the one hand, I miss the social interaction and real-time communication with the teachers and classmates that come with the face-to-face classes. Being able to practice speaking and listening skills face to face can be very beneficial.
Interviewee 8	Interpretation: Grammar books that provide detailed explanations of the rules and usage of English grammar. the interviewee stresses that these books can serve as useful references for self-study and clarification	Interpretation: Returning to face-to-face classes made me nervous, because I had already gotten used to learning online. The change in the learning environment and the thought of speaking English in front of others can make me anxious.

Notes: The interviewees gave their opinions on the additional resources that were of great support for their traditional learning, in addition they explained what the feelings were they went through when they returned to receive classes in person.

Table 3

Additional Effects of Transitioning from Virtual to Face-to-Face Education.

CATEGORIES	
Number of participants	Q.5 If there is anything else you would like to share regarding the effects of transitioning from virtual to face-to-face education on your academic performance in English language learning, please do so here.
Interviewee 1	The interviewee emphasized that the lack of better preparation on the part of the students at the time of an oral presentation in a face-to-face environment affected academic performance in many cases.
Interviewee 2	The interviewee mentioned that thanks to this transition he improved his academic performance and was able to acquire new knowledge in the English language.

- Interviewee 3 When acquiring a second language it can be a bit complicated, as the interviewee mentioned, to develop the four skills and maintain a good performance in comparison to virtual education, which was often based on research work.
- Interviewee 4 The interviewee mentioned both positive and negative effects of virtual education, for example, the convenience of studying from home, on the other hand, students turned off the cameras and there was no participation, implying little interest in learning. All this was reflected now of returning to the classroom, where students showed fear now of participating in class.
- Interviewee 5 One of the difficulties was adaptation since after spending considerable time in a virtual environment, students felt socially awkward and had difficulty communicating face-to-face. In addition, the Lack of flexibility when handing in assignments since, in a virtual environment, students had more flexibility in organizing time. When moving to a face-to-face environment, they faced fixed schedules, less autonomy, and less flexibility in general.
- Interviewee 6 Interpretation: Real-time communication with face-to-face classes provided immediate feedback from both teachers and peers. This helped me to quickly identify and correct pronunciation or grammar errors, which led me to improve my command of the language.
- Interviewee 7 The face-to-face environment allowed for more opportunities to practice English outside of structured lessons. Conversations with classmates during breaks and after class helped me develop informal communication skills and learn about different cultures.
- Interviewee 8 Face-to-face learning facilitated better personal interactions with the teacher. I could ask questions and seek clarification more comfortably, which positively impacted my understanding of complex topics.
-

Notes: In the next section, the students gave their opinions and recommendations on additional resources that can be of great help for their development and development of communication skills in the English language.

Table 4**Positive And Negative Impact on The Academic Performance In English**

CATEGORIES	
Number of participants	Q. 6 Do you believe the virtual education period had a positive or negative impact on your overall academic performance in English? Please explain.
Interviewee 1	Interpretation: I believe that access to online learning resources had a positive impact because it provided a wide range of digital resources, including interactive language learning platforms, multimedia content, and language tools that improved my understanding of English concepts.
Interviewee 2	Interpretation: In my opinion, online learning had a positive impact because it allowed individualized learning which offered new learning experiences and made me focus on specific areas of improvement based on my weaknesses or interests in English.
Interviewee 3	Interpretation: For me, virtual education had a negative impact because it reduced the motivation to learn during virtual classes, especially when faced with distractions at home, it was challenging at times. This lack of motivation could affect my commitment to the subject and hinder progress.
Interviewee 4	Interpretation: I consider the lack of interaction to be a negative impact because the absence of face-to-face interactions with teachers and peers limited opportunities for real-time discussions, group activities, and language practice, which are crucial for language learning.
Interviewee 5	Interpretation: Personally, the virtual education period had a positive impact on my overall academic performance in English. On the positive side, the flexibility of online learning allowed me to manage my own schedule, review materials at my own pace, and explore additional resources beyond the classroom.
Interviewee 6	Interpretation: One of the positive impacts on virtual education has been flexibility, mentioned the interviewee. Where virtual education during the Covid 19 pandemic has allowed students to access educational materials from anywhere, at any time, and has provided them with a variety of online resources to support online learning.
Interviewee 7	Interpretation: Regarding the learning of the English language in an online environment, there was a negative impact on the interviewee, which was demotivation and difficulties to maintain focus and without direct face-to-face interaction with her teachers and classmates.

Interviewee 8 Technical problems and poor Internet connections affected the interviewee's academic performance, she mentioned that she missed important lessons in addition to the difficulty in completing the tasks online.

Notes: In the last section of questions, the students gave their views on the positive and negative impacts they experienced during virtual education, we obtained a partial result.

4.1 Interpretation of bibliographic review

The responses obtained from the participants regarding the effects of transition from virtual to face-to-face education based on their academic performance in English language learning revealed that:

Q.1 In your opinion, what are the advantages of face-to-face education for learning English?

One of the most outstanding advantages was the interaction and communication between teacher and student in face-to-face education play a fundamental role in English language learning. This dynamic and active relationship allows for the exchange of knowledge, effective practice, and the development of language skills.

6 out of 8 interviewees mentioned that classroom interaction allows for oral practice of the English language, which is essential for the development of communication skills. Where students could engage in conversations in English with the teacher and peers, which fosters fluency, oral expression and listening comprehension. Through debates, discussions, and group activities, students can apply what they have learned and gain confidence in their ability to communicate in English in real situations.

Interviewee 1: “The advantages of learning face to face is that we are more likely to learn more, that the topics are clear, and that we can ask any question without having connection problems like online.”

Interviewee 3: “The advantages that we attribute to the moment of being in person is the help of the teacher and having our doubts about tasks cleared up.”

Interviewee 4: “I feel more confident to ask my teacher something about the class. I can share information with my classmates and practice more. It is less unusual for me to get distracted as in my online classes.”

Interviewee 5: “In my opinion, receiving face-to-face English classes is very beneficial because we can see and understand better the correct pronunciation of the words.”

Interviewee 6: “In my opinion, one of the advantages of face-to-face education is the social and practical interaction of the English language with classmates. I think that face-to-face classes provide an opportunity for students to talk and practice with each other.”

Interviewee 7: “I think that one of the most significant advantages in my learning in face-to-face education is the opportunity of direct interaction with the teacher and other classmates because it helps me to clarify my doubts, also through debates and conversations I put into practice my ability to speak.”

According to (Vygotsky, 1968), social constructivism theory, emphasizes the role of social interaction in learning and knowledge construction. In addition, suggests that the physical presence of teachers and peers facilitates enhanced language acquisition.

On the other hand, class control and student concentration are crucial elements in the English language learning process. Both aspects play a fundamental role in lesson utilization and in the development of effective language skills.

2 out of 8 interviewees mentioned that classroom control and concentration are key factors in learning English, as effective classroom control provides an orderly and safe environment, while concentration allows students to absorb and process information more effectively.

Interviewee 2: “In my opinion, the teacher can take control all students, and also the teacher can see them if they are paying attention, because on online education many students have their cameras turned off and they are distracted by their social networks.”

Interviewee 8: “Without distractions, I prefer face-to-face classes because there are no noises like when we were virtual, nor the interruption of our relatives, also, I am not distracted by watching videos or checking my social networks.”

According to (Nikolopoulou , 2022), in face-to-face settings, immediate feedback and clarification from teachers and peers can aid in correcting errors, reinforcing correct language usage, and addressing individual learning needs. Such timely support can lead to more accurate language production and improved academic performance. In addition, effective classroom management involves establishing clear norms and rules, setting behavioral expectations, and using classroom management strategies that encourage active participation and mutual respect.

Q.2 Were there any challenges or disadvantages you faced with the transition to face-to-face education? Please explain.

Certain disadvantages that were noted among the interviewees were that, during this transition to face-to-face education, there were complications such as low participation in class, little knowledge of vocabulary to communicate and low motivation. On the other hand, they mentioned that early adaptability to change did not affect English language learning.

6 out of 8 interviewees emphasized that low participation in face-to-face classes and poor knowledge of vocabulary represent disadvantages in learning English. Active participation is essential for the development of language skills, as it allows students to apply what they have learned, practice speaking, and improve their fluency and confidence in using English. On the other hand, vocabulary shortage also affected fluency and accuracy in oral and written expression.

Interviewee 1: “Yes, I had a big change because in person the washback happens, our nerves get the better of us when speaking in class in front of an audience.”

Interviewee 3: “Well, in terms of collision from the virtual to the face-to-face, there were complications in terms of poor understanding of the language and limited vocabulary.”

Interviewee 5: “Yes, it was quite a shock, since in the virtual classroom it was not possible to understand the language well and in the classroom everything was clearer.”

Interviewee 6: “One of the most common disadvantages that I witnessed when I returned to face-to-face classes was the distraction among classmates due to the use of cell phones, thus showing a lack of interest in learning. Another disadvantage were the external noises that on certain occasions made it difficult for me to concentrate.”

Interviewee 7: “I had some difficulty to start a conversation with my classmates after being in virtual classes for a long time, I also experienced a little anxiety which affected my performance in class.”

Interviewee 8: "In this transition I have realized many disadvantages within the course where I witnessed little interaction with my classmates and fear of speaking in front of everyone during a presentation or oral lesson.”

According to, (Bandura, 1977) Emphasizes that “The importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others.”

2 out of 8 interviewees mentioned that they had no complications in terms of English language learning development in this online to face-to-face transition, since prior to this change, they were already adapted to a face-to-face environment, so this did not affect academic performance.

Interviewee 2: “No, there were not. Before online education I had face-to-face classes in the university, for this reason, it was not difficult for me.”

Interviewee 4: “In my case, there were not disadvantages, in fact I prefer face – to – face English classes.”

The interviewees easily adapted to the new implementations and regulations for the return to face-to-face education, which consisted of continuing to ensure effective learning, health, safety, and comfort for the student, and as a result were not affected in their academic learning.

(Asihta Aulia Azzahra, Rommel Utungga Pasopati, 2021) mentioned that: Face-to-face learning, which is the modality that has transitioned from previous online learning, requires a realignment and protocols by students, teachers, all the elements that make up education.

Q.3 In your opinion, what additional support or resources would be helpful to enhance English language learning in the face-to-face education setting?

Nowadays technological resources are accessible and offer interactive exercises, structured lessons, educational games, and practice activities that helped the interviewees to improve their vocabulary, grammar, pronunciation, and listening comprehension.

The 8 participants recommended that for more interactive learning would be the implementation of the use of technological resources such as: music and movies in English, audio books, interactive applications, among others. As is well known, technological resources have revolutionized the way of teaching English language learning both in and out of the classroom.

Interviewee 1: “Materials such as readings, audios, interactive activities would be very useful to learn a specific topic.”

Interviewee 2: “I think the university should implement more classrooms with a reduced number of students where teaching is effective and learning is guaranteed, with the use of resources such as movies, television programs and books, which help to improve language skills.”

Interviewee 3: “In my opinion, to improve English I recommend the use of didactic support such as: language exchange programs, to interact with native English speakers as it is an effective way to practice speaking and improve conversational skills, platforms such as Tandem or HelloTalk.”

Interviewee 4: “I would like to practice more speaking because in my classroom, I only have 2 hours a week of (Listening and speaking) practice for 26 students, for me that is not enough practice for future English teachers.”

Interviewee 5: "In my opinion the classes should be more fun with creative web pages, including interactive activities that offer the development of the 4 language skills.”

Interviewee 6: “I would like a class outside of the traditional, watching a television program, movies or listening to podcasts would be very good since it encourages us more in class.”

Interviewee 7: “Having debates or group conversations on any subject is very practical to improve our speaking ability, here we would lose our fear of speaking with other people, and we also learn about the topic when dealing with it.”

Interviewee 8: “One of the resources that I would like them to provide us as students is a book or booklet of grammar rules of the English language, since with this resource we can study anywhere since it is very practical to carry it by hand and also to clarify doubts.”

(Posso , Condor, Herrera, Yanez, & Jacome, 2023) mentioned that: The strategies applied in this research were to deliver different tools such as: communicative resources, dynamics, tutorials, and activities that develop creativity and motivated learning, such as peer communication, teamwork and easy information gathering, such as audiovisual, concrete material, in an environment that generates joy and fun in which teachers and students feel motivated to participate and build.

Q4.- How do you feel about returning to face-to-face education for English language learning? Please explain.

Returning to face-to-face education after Covid19 elicited a wide range of emotions and feelings, both positive and negative. On the one hand, students came to nod enthusiastically about entering a traditional classroom setting, i.e., with a teacher and peers physically present. For some, in-person interaction and communication may be more effective. On the other hand, students also felt some apprehension and nervousness about returning to face-to-face education as some students felt uncomfortable being in an enclosed space with others.

4 out of 8 interviewees mentioned positive aspects such as: excitement and motivation regarding the return to face-to-face classes, where students felt excitement about returning to

the classroom and having the opportunity to interact directly with their classmates and professors. On the other hand, this direct interaction in class increased students' motivation to learn English and the possibility to participate in face-to-face discussions, practice conversational skills and receive immediate feedback can be very motivating.

Interviewee 1: “I was excited to know that I was going back to a face-to-face environment where I could interact with my professors and classmates in person. And thus improve my communication skills in terms of learning the English language.”

Interviewee 4: “With the news that I would return to receive classes in person, I felt quite motivated and eager to continue learning something new, to be honest I feel inspired learning directly with the teacher.”

Interviewee 6: “I feel excited knowing that I would once again interact face to face with my classmates and acquire new experiences that contribute to my learning.”

Interviewee 7: “Going back to face-to-face classes caused me great joy because I missed receiving my classes with traditional teaching.”

4 out of 8 interviewees mentioned that during this transition they experienced anxiety and discomfort as they have been learning remotely for a prolonged period, where they also felt worried and nervous as they were unsure about their English level or ability to perform live assessments in terms of language learning.

Interviewee 2: “After a long time in the virtual world, I felt insecure knowing that I would return to face-to-face classes because I did not have the ability to communicate effectively in English with my other classmates, and I did not feel free to express my ideas, which caused my learning to be slow in this change.”

Interviewee 3: “Returning to face-to-face classes after two years studying online generated a lot of nervousness and concern, for me, it was easier and more practical to continue studying from home because I felt safer and more comfortable.”

Interviewee 5: “To be honest, I felt dissatisfied to return to a physical classroom after having been receiving classes from the comfort of my home where the teachers provided more flexibility to deliver activities.”

Interviewee 8: “I felt very nervous when I returned to my face-to-face classes, because after 2 years during the pandemic I had no contact between my classmates and teachers, which caused me insecurity when speaking in front of all my classmates.”

(Claudia E. Stoian, Marcela A. Fărcașiu, Gabriel-Mugurel Dragomir and Vasile Gherheș, 2022) mentioned that: The most common factors that students had to deal with during and post pandemic were anxiety, frustration, anger, hopelessness, and shame when participating in class. On the other hand, post-traumatic stress and mental pressure were also observed because of the pandemic and its influence on online learning.

Q5.- If there is anything else you would like to share regarding the effects of transitioning from virtual to face-to-face education on your academic performance in English language learning, please do so here.

3 out of 8 interviewees pointed out that there was little preparation on the part of certain students at the time of oral interventions. In addition, the complexity in terms of the development of the 4 English language skills (speaking, listening, writing, and reading) was reflected in a face-to-face environment, which they mentioned affected academic performance in which virtual learning was often based on research work.

Interviewee 1: “I think it should prepare students so that they are not afraid to perform orally in front of the class in person.”

Interviewee 3: “Face-to-face performance is sometimes a bit complicated because, to be honest, in virtual reality it was research assistance.”

Interviewee 4: “Many students got used to the comfort of studying from home, turning off the cameras or not participating. and maybe that is why they have trouble acting in classes or speaking in face – to – face classes.”

(Asihta Aulia Azzahra, Rommel Utungga Pasopati, 2021) emphasize that Face-to-face learning, which is the modality that has made the transition from the previous online learning, requires readjustment and protocols on the part of students, teachers and all the elements that make up education.

2 out of 8 interviewees expressed their conformity with this transition, emphasizing an improvement in academic performance as well as the acquisition of new knowledge regarding the subject, on the other hand, the adaptation had a positive aspect where they did not mention nonconformity or lack of flexibility.

Interviewee 2: “Thanks to face-to-face education, I feel that I have improved my performance and I could acquire new knowledge.”

Interviewee 5: “I consider that one of the positive aspects was the quick adaptation to the change, because my academic performance and learning were not affected.”

Social learning theory, proposed by (Bandura, 1977), emphasizes “The importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others.”

In theory, a shift from online to face-to-face learning can have a positive impact on these factors by promoting a sense of belonging, increased engagement, and the ability to form personal connections, which increases students' academic performance.

3 out of 8 interviewees highlighted very important aspects of this transition, for example: real-time communication between classmates and teachers, feedback, and social interaction.

Interviewee 6: “A favorable aspect of this transition is the communication in real time because it allows me to interact satisfactorily with teachers and classmates on a topic related to the subject, also an advantage is the feedback from the teacher.”

Interviewee 7: “Group conversations with my classmates are a great help to enrich our vocabulary and also to interact more on topics related to the subject.”

Interviewee 8: “I believe that in face-to-face education the teacher-student interaction is more noticeable and effective compared to virtual classes.”

The transitioning from online to face-to-face education, suggests that the physical presence of teachers and students facilitates enhanced language acquisition through increased opportunities for verbal communication, social interaction, collaboration, and feedback. (Vygotsky, 1968)

Q. 6 Do you believe the virtual education period had a positive or negative impact on your overall academic performance in English? Please explain.

The virtual education period had both positive and negative effects on academic performance in English. On the one hand, it offered the greatest flexibility, access to digital resources, and opportunities for self-directed learning. On the other hand, the absence of in-

person interactions and technical challenges posed obstacles to achieving optimal results on the topic.

4 out of 8 interviewees mentioned positive aspects about academic performance in the virtual environment, for example: use of resources from educational platforms, and flexibility when delivering tasks.

Interviewee 1: “During virtuality I used to use the Moodle platform where I used the different online resources designated by the teachers, which I put into practice and as a result helped me improve my academic performance.”

Interviewee 2: “Online education helped me to develop self-learning, that is, to search for online resources that benefit my academic development.”

Interviewee 5: “For me, virtual education provided a lot of flexibility when handing in homework or entering the classroom, in addition our teachers gave us access to digital platforms to put what we learned into practice.”

Interviewee 6: “The flexibility on the part of our teachers was undoubtedly a great help because they considered many aspects such as: the lack of connection, or the consideration of the time to deliver tasks or to take exams.”

The strategies applied during virtuality to have positive impacts were communicative resources, dynamics, and activities that help the development of creativity and motivated learning, in addition to peer interaction. (Posso , Condor, Herrera, Yanez, & Jacome, 2023)

4 of 8 students presented negative effects during virtual education and mentioned that inattention, lack of motivation and distraction were the most common problems in students, and due to this they were affected during the fulfillment of online tasks.

Interviewee 3: “I think that virtual education also had negative impacts on a personal level, such as: the lack of motivation I felt when I was in front of a camera and I was also very distracted on social networks, this caused my concentration to decrease and affected my academic learning.”

Interviewee 4: “The lack of interaction in the virtual classes bored me and I lost interest in the class, this affected if there was an online activity, and I didn't know what to do.”

Interviewee 7: “As time passed and we continued virtually, little by little I lost motivation since several classes were based on theories and not recreational or optimal activities for learning English.”

Interviewee 8: “Something that did have a negative impact on my academic performance is that I had difficulty doing tasks online because sometimes I used my cell phone and this caused me to fall behind, which is why I lost points for performance or for not completing the tasks within the estimated time.”

Studying from home is considered not the best learning environment for many reasons, one of them being the interruption and lack of attention during virtual classes, and the lack of motivation was crucial in the development of student learning. (Amreen Bashir, Shahreen Bashir, Karan Rana, Peter Lambert and Ann Vernallis, 2021)

3.1.1 Analysis of Observation Results

During the English language learning class, several key observations were made regarding student engagement, teachers' instructional strategies, and the general classroom environment.

The focus for this observation was 2 subjects Listening and Speaking Intermediate and English V, for a period of half an hour of class for 2 days a week, where it was possible

to analyze the motivation and participation of the students, English language skills and understanding of the topics.

3.1.2 *Listening Skills*

- Most students demonstrated good listening skills during the listening exercises. They were attentive and responsive to the audio prompts.

- A few students struggled to catch specific details or understand complex sentences. They may benefit from additional practice in this area.

3.1.3 *Speaking Skills*

- Many students actively participated in classroom discussions and speaking activities. They showed confidence in expressing their ideas and opinions.

- Some students were hesitant to speak in front of the class. Encouraging a supportive and inclusive environment could help them feel more comfortable and participate more actively.

3.1.4 *Reading Skills*

- Students displayed satisfactory reading skills. They were able to comprehend and extract information from the assigned texts.

- A few students struggled with unfamiliar vocabulary, resulting in slower reading pace. Introducing vocabulary-building exercises and providing context could improve their reading fluency.

3.1.5 *Writing Skills*

- Most students demonstrated effective writing skills by producing well-structured paragraphs and expressing their thoughts clearly.

- Some students had difficulty with grammar and punctuation, leading to occasional errors. Focusing on targeted grammar exercises and providing feedback on their written work could enhance their writing proficiency.

3.1.6 *Vocabulary Skills*

- Overall, students had a good grasp of everyday vocabulary and frequently used words.

- However, expanding their vocabulary to include more advanced and specialized terms would benefit their overall language proficiency.

3.1.7 *Pronunciation*

- Most students had clear and understandable pronunciation, which facilitated effective communication.

- Some students struggled with certain sounds or pronunciation patterns.

Incorporating pronunciation exercises and providing individual feedback could assist them in improving their pronunciation skills.

3.1.8 *General Comments*

The observed English language learning skills of the students in this class were generally commendable. Most students exhibited a positive attitude towards learning and actively engaged in various language activities. However, a few areas require additional attention and support, such as improving listening to comprehension, encouraging hesitant students to speak up, addressing vocabulary gaps, and refining grammar and punctuation skills. By implementing targeted strategies and providing individualized support, these students can further enhance their English language proficiency.

Table 5***Comparative analysis between the virtual and face-to-face modality***

Aspect	Face-to-face modality	Virtual mode
Interaction	Increased face-to-face interaction with teachers and peers.	Interaction mainly through digital platforms, forums, and chat.
Flexibility	Less flexible due to fixed hours and specific locations.	Greater flexibility of schedules and the possibility of accessing from anywhere with an internet connection.
Access to resources	Immediate access to physical and material resources in the classroom.	Access to digital and online resources, with the ability to easily store and share information.
Learning	More practical and tangible learning experience.	More self-directed learning and oriented to the use of digital technologies.
Participation	Participation in classes and discussions in real time.	Participation often asynchronous, which can limit the exchange of ideas in real time.

Note: The purpose of this comparative table is to make known the factors that students had to go through during their studies in virtual and face-to-face modality.

CHAPTER V

Reflections of the Study

The importance of the research topic "From Virtual to Face-to-Face Education: Effects on the Academic Achievement of English Language Learning in 5th Semester Students" lies in its relevance in today's educational landscape. As society moves into a more technologized era, the adoption of virtual education has become increasingly popular. However, it was important to assess the impact of this change on students' academic performance, especially regarding English language learning.

Throughout the process of conducting this research, the authors experienced several emotions and challenges. The authors initially found this research topic intriguing as it addressed the impact of a significant change in the educational landscape, which became prevalent due to the COVID-19 pandemic.

One of the initial challenges we faced was collecting sufficient data to conduct a comprehensive analysis. Given the recent transition to e-learning, there was a dearth of studies that specifically explored the effects of returning to face-to-face teaching on language learning outcomes. This paucity forced us to thoroughly review the existing literature, focusing on related issues such as the effectiveness of virtual teaching and the impact of the pandemic on students' academic performance.

Digging deeper into the research, one finds the complexity of assessing academic performance in the field of English language learning. Measuring language proficiency can be multifaceted and require consideration of a variety of factors, including speaking, listening, reading, and writing. In addition, determining the impact of the transition from virtual to face-to-face education required an analysis of variables such as classroom

dynamics, student engagement and the quality of teaching methodologies employed in each environment.

One of the advantages of this research was that it gave us the opportunity to learn about a wide range of literature and scholarly works. In addition, the opportunity to explore studies related to online learning, traditional classrooms, language acquisition and educational technology. This process allowed us to develop a comprehensive understanding of the different factors that can influence students' academic performance during these transitions. The research journey provided us with an in-depth perspective on the complexities of language learning and the impact of educational environments on student outcomes.

Conducting interviews with 5th semester students allowed us to gain valuable information about their experiences and perceptions. It was fascinating to observe the contrasting views that emerged. Some of them, expressed relief and enthusiasm for the return to face-to-face teaching, highlighting the advantages of direct interaction with professors and peers. Others, however, expressed difficulty adjusting to the traditional classroom environment after a prolonged period of virtual learning. These divergent experiences shed light on the nuanced effects of the transition and underscored the importance of individual differences in academic performance.

However, it is important to recognize the challenges encountered during this research process. One of these was access to relevant and up-to-date data. As the educational landscape continues to evolve rapidly, it was sometimes difficult to find recent studies and data focused specifically on the effects of the transition from virtual to face-to-face education. Limited access to longitudinal studies and comprehensive data sets restricted the depth and

breadth of our research findings. Nevertheless, this challenge served as a reminder of the continuing need for rigorous and ongoing research in this area.

The transition from virtual to face-to-face education has been a significant learning experience for us, especially in the context of learning English. Throughout this journey, valuable knowledge and lessons were gained that have positively impacted personal growth. One of the most life lessons is the importance of adaptability. For us, like the participants in this research, moved from virtual to face-to-face education requiring a flexible mindset and the ability to adapt quickly to new learning environments.

However, by embracing change and engaging in new experiences, adaptability was found to be a crucial skill that allows us to thrive in diverse situations.

The study has had a significant impact on our conceptions on this project. Prior to participating in this study, I had certain assumptions and beliefs about the effectiveness of virtual education compared to face-to-face learning. However, the results presented have challenged and expanded our understanding.

Initially, it was assumed that virtual education might have limited effectiveness in terms of language learning, especially in the acquisition of skills that require real-time interaction and communication. On the other hand, it was agreed that physical presence in the classroom would be essential for students to practice languages in a meaningful way and receive immediate feedback from teachers.

However, thanks to the responses obtained through the interviews, it was concluded that both face-to-face and virtual education should implement technological and didactic resources as well as more interactive classes within the teaching. It should be noted that, prior to participating in this study, knowledge on the subject was limited and the possible effects of

such a transition on students' academic performance had not been fully considered. However, this study has shed light on several key aspects that have broadened my perspective.

First, the study revealed that the transition from virtual to face-to-face education had a noticeable impact on the academic performance of 5th semester students. The results showed that students who experienced face-to-face teaching after a period of virtual learning showed improvements in their language skills and overall academic performance. This highlights the importance of physical interaction, direct communication, and immediate feedback in the language learning process.

Second, the study provided information on the specific areas in which face-to-face instruction proved beneficial for English language learning. It highlighted the importance of nonverbal cues, such as gestures, facial expressions, and body language, in improving comprehension and communicative skills.

Therefore, reflecting on the research, several aspects were identified that would be approached differently in future research on the same topic.

First, the sample size would be expanded to include a larger and more diverse group of participants. This research focused only on fifth semester students, which limited the generalizability of the results. Including students from multiple semesters and from different academic backgrounds could provide a more complete understanding of the topic and capture a broader range of experiences.

Also, the possible influence of other contextual factors on students' academic performance would be considered. Factors such as socioeconomic background, level of language proficiency at the beginning of transition, and access to resources and support systems may play an important role in shaping outcomes. Therefore, these variables would be

incorporated into the design and analysis of this research, allowing for a more nuanced understanding of the effects of the transition from virtual to face-to-face education.

In conclusion, further research on the effects of the transition from virtual to face-to-face education on English language learning academic achievement in 5th semester students would benefit from an expanded sample size and consideration of additional contextual factors. By implementing these changes, the research would provide a more comprehensive and reliable view of the topic, ultimately contributing to the development of effective educational practices and policies.

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Annex A: Certificate Anti-plagiarism System

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

La Libertad, July 19, 2023

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “From virtual to face-to-face education: effects in the academic performance of English language learning in 5th semester students” prepared by NAVARRETE PIGUAVE ERIKA ANDREÍNA undergraduate student of Pedagogy of national and foreign languages, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having analyzed in the COMPILATIO anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 7% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLO MSc.

ADVISOR



La Libertad, July 19, 2023



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “From virtual to face-to-face education: effects in the academic performance of English language learning in 5th semester students” prepared by REYES BORBOR NAYELI BELÉN undergraduate student of Pedagogy of national and foreign languages, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having analyzed in the COMPILATIO anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 7% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLO MSc.

ADVISOR



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7%
 Similitudes

9% Texto entre comillas
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 < 1% Idioma no reconocido

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 Fecha de depósito: 19/7/2023
 Tipo de carga: interface
 fecha de fin de análisis: 19/7/2023

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Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #b5c4b3 El documento proviene de otro grupo 10 fuentes similares	40%		Palabras idénticas : 40% (3197 palabras)
2	 vuir.vu.edu.au Enhancing acquisition of intercultural nonverbal competence : Thai ... https://vuir.vu.edu.au/2023/1/damnet.pdf	< 1%		Palabras idénticas : < 1% (31 palabras)

Annex B: Questionnaire

TITLE: “FROM VIRTUAL TO FACE-TO-FACE EDUCATION: EFFECTS IN THE ACADEMIC PERFORMANCE OF ENGLISH LANGUAGE LEARNING IN 5TH SEMESTER STUDENTS”

In recent years, the field of education has experienced a significant shift towards virtual learning platforms. This study focuses specifically on the effects of the transition from virtual to face-to-face education on students' academic performance.

Based on your experience in this educational transition, answer the following questions:

1.- In your opinion, what are the advantages of face-to-face education for learning English?

2.- Were there any challenges or disadvantages you faced with the transition to face-to-face education? Please explain.

3.- In your opinion, what additional support or resources would be helpful to enhance English language learning in the face-to-face education setting?

4.- How do you feel about returning to face-to-face education for English language learning? Please explain.

5.- If there is anything else you would like to share regarding the effects of transitioning from virtual to face-to-face education on your academic performance in English language learning, please do so here.

6.- Do you believe the virtual education period had a positive or negative impact on your overall academic performance in English? Please explain.

Annex C: CLASSROOM OBSERVATION SHEET #1

Course Evaluated:	5 TH SEMESTER	Date of evaluation:	JUNE 21RST
Class observation:	ENGLISH V – LISTENING AND SPEAKING	Observers:	NAVARRETE ERIKA REYES NAYELI

1. Language Proficiency:	YES	NO	OBSERVATION
- Can the student communicate effectively in English?		✓	Nervous – lack of vocabulary
- Does the student demonstrate a solid understanding of grammar, vocabulary, and sentence structure?	✓		
2. Speaking Skills:			
- Does the student speak English fluently and confidently?		✓	
- Is the student able to articulate thoughts and ideas clearly?	✓		
- Does the student engage in meaningful conversations and discussions in English?		✓	
3. Listening Comprehension:			
- Is the student able to understand and follow instructions given in English?	✓		

- Can the student comprehend and extract key information from listening materials (e.g. lectures, audio recordings, conversations)?	✓		
-Are there any challenges or areas where the student needs to work on in terms of listening comprehension?	✓		
4. Reading Comprehension:			
-Can the student comprehend written texts in English effectively?	✓		
-Does the student demonstrate the ability to identify main ideas, supporting details, and draw inferences from the text?	✓		
-Are there any areas where the student struggles or needs improvement in reading comprehension?	✓		-Poor knowledge of vocabulary -Reading level
5. Writing Ability:			
- Can the student construct coherent and well-structured sentences and paragraphs?		✓	
- Does the student effectively convey ideas and arguments in writing?		✓	
- Are there specific areas of weakness in the student's writing ability that require attention?	✓		-Poor knowledge of vocabulary. -Grammar
6. Attitudes and Motivation:			
- Is the student actively engaged in English language learning activities?	✓		

- Does the student demonstrate a positive attitude towards learning English?	✓		
- Is the student motivated to improve their language skills? - Are there any factors that may affect the student's motivation or attitude towards English Learning?	✓		-Lack of interest. -Distractors

Additional Comments/Notes: _____

Note: This observation sheet is intended to provide a framework for assessing the academic performance of English language learning. It can be modified or expanded to suit specific requirements and evaluation criteria.

Annex D: INTERVIEW (5TH SEMESTER STUDENTS)





