

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Research Proposal:

“THE IMPACT OF COVID-19 GLOBAL PANDEMIC ON THE ENGLISH LANGUAGE PROFICIENCY OF THE STUDENTS REGISTERED IN THE FOURTH YEAR OF THE BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING OF THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2021.”

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Take heart and be strong; have no fear and do not be troubled; for the Lord, your God is with you wherever you go. Joshua 1:9.

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TABLE OF CONTENTS

Abstract.....	i
Introduction.....	ii
CHAPTER I: STATEMENT OF THE PROBLEM	
1.1. Research proposal.....	9
Objectives.....	9
1.3. Research questions.....	10
1.4. Rationale.....	11
CHAPTER II: THEORETICAL FRAMEWORK	
1. 1. E-learning and Learning Management Systems.....	15
2. Teacher Development in the use of E-learning at the University of El Salvador.....	16
3. The impact of the lockdown on social skills.....	17
4. Flipped classroom.....	18
5. The achieved and expected level of English.....	19
CHAPTER III: METHODOLOGY	
1. Research Approach.....	22
2. Research design.....	22

3. Type of study.....	23
4. Population and sample.....	24
5. Research techniques and instruments.....	24
CHAPTER IV: DATA ANALYSIS	
1. Questionnaire Analysis.....	26
2. Analysis of the research questions.....	64
CHAPTER V: CONCLUSIONS.....	67
CHAPTER VI: RECOMMENDATIONS.....	69
REFERENCES.....	73
ANNEXES.....	76

ABSTRACT

This academic work is presenting the impact of the factors that have resulted from the COVID-19 quarantine in El Salvador, and its effects on the English proficiency level of the students registered in the fourth year of the English Language Teaching major at the University of El Salvador, semester 1, 2021.

This is a descriptive research project, based on a method that is intended to characterize some phenomena. During this study, a survey will be conducted to collect student's perceptions. To make the survey available for these students, Google Forms was used. Furthermore, this is a quantitative study and the quantifiable data will be gathered by using statistical and computational techniques. In addition, graphs are shown together with their corresponding analysis to help readers interpret them easily. Last, concise answers are given to the research questions based on the statistical analysis.

Based on all the gathered information, it has been possible to write conclusions that could be used to explain some of the educational phenomena related to the Foreign Language Department students. Finally, some recommendations have been given to the Foreign Language Department, to the professors, and to the students.

Introduction

The University of El Salvador and its strong commitment to science and culture have kept motivating its students to make research projects that convey an understanding of the national reality to offer meaningful analysis and solutions.

The year 2020 was atypical. The COVID-19 pandemic has affected educational systems around the world, and the academic life at the University of El Salvador is not the exception. For this reason, it is extremely important to study the impact that the Covid-19 global pandemic has had on the English Language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021.

This document is the graduation report. It is made up of different parts. First, the research topic and the objectives that want to be reached in this work. Next, there are the main questions and the subsidiary questions that will lead the project. Then, the justification, delimitation, and historical framework describe the development of the issues discussed.

After that, the theoretical framework is divided into different subtopics. First, a description of e-learning & Learning Management Systems. Second, there is an analysis of the teachers' development in the use of E-learning at the University of El Salvador. Next, it discusses the impact of the lockdown on the social skills of UES students. And finally, there is a section in which the benefits of flipped classrooms are mentioned. Finally, there are some closing parts. There is a description of the type of study that will be implemented during the research project as well as the sample, procedure, and references.

The research team expects that this work is of great usefulness to all the readers who want to know how a sanitary emergency such as the COVID-19 pandemic affected the students' English proficiency at the University of El Salvador.

I. STATEMENT OF THE PROBLEM

1. Research Proposal

The impact of the Covid-19 global pandemic on the English Language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021.

1.1 Objectives

General objective:

To identify the effects of COVID 19 quarantine in the English Language Proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021.

Specific objectives:

1. To identify how access to technological equipment and the internet impact the English language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021, during the context of the COVID-19 global pandemic.
2. To describe how competent professors have been to plan and teach their online classes to the students registered for the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021, Semester I, 2021 in the context of the global pandemic.
3. To explain how the COVID-19 quarantine in El Salvador influences the social skills of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I,2021, Semester I, 2021 after the online classes were implemented.

1.2 Research questions

- **Research General question**

What has been the effect of COVID 19 quarantine on the language macro skills and micro-skills of the English Language Proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021?

- **Subsidiary research questions**

Subsidiary research questions 1

How has access to technological equipment and the internet affected the English language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 during the context of the COVID-19 global pandemic?

Subsidiary research questions 2

How competent have professors been to plan and teach their online classes to the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 in the context of the global pandemic?

Subsidiary research questions 3

How has the COVID-19 quarantine in El Salvador influenced the social skill of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 after the online classes were implemented?

1.3 Rationale

The discovery of a new disease had a direct and indirect impact on many areas of everyday life. In this context, the impact of the COVID-19 pandemic on the English Language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of the Foreign Language Department at the University of El Salvador, Semester I, 2021 is expected to be researched. It is pertinent to investigate how much the quarantine has affected the students' English language skills, and if this impact has any connection to online instruction during the quarantine. Another main achievement that makes this research relevant is the inquiry of how competent professors have been to plan and teach their online classes to their students. This perception from the students is going to determine strengths and weaknesses regarding the quality of classes and its relation to the English language proficiency of the students in extenuating circumstances like the quarantine.

This research also describes practical strategies that students and teachers have applied to achieve the ultimate goal at the Foreign Language Department which is to be competent in the English language professionals in the field. Besides, this work offers to understand the techniques applied by teachers before and during the teaching process.

Since humans are emotional beings, there is a section about the influence of the COVID-19 quarantine on the social skills of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of the Foreign Language Department at the University of El Salvador, Semester I, 2021. This is important because it will be possible to describe what strategies have been applied by the students to cope with overwhelming changes related to the global pandemic.

II. HISTORICAL FRAMEWORK

Since approximately December 2019, the World Health Organization (WHO) identified in Wuhan, Hubei province China, the virus called COVID-19. The virus causes respiratory illnesses, high temperatures, and can manifest itself from a common cold to a severe acute syndrome (Abodunrin, Oloye & Adesolaet, 2020). On March 11, 2020, the General Director of the WHO announced that the new coronavirus disease COVID-19 could be characterized as a pandemic. The characterization of a pandemic means that the epidemic has spread across several countries, continents, or the entire world, affecting a large number of people.

The first case of COVID-19 in El Salvador was reported on Wednesday, March 18, 2020. On March 6, El Salvador's General Director of Civil Protection declared a yellow alert due to the risk of the arrival of COVID-19 to the country, just some hours after the first case was confirmed in Costa Rica. This situation alerted the Salvadoran people, "Motivating the authorities to implement strategies that are the result of an absence of antiviral treatment or vaccination" (Guo et al., 2020; Stebbing et al., 2020). Some of these strategies were promoting handwashing, keeping social distancing, restricting movement, quarantining, closure of public and private institutions, among others.

On March 11, the executive branch, despite having no confirmed cases of COVID-19 in the country, suspended classes nationwide for both public and private educational institutions for 21 days. The WHO, the world health organization, decided on March 11, 2020, to officially declare it a pandemic. The government of El Salvador took gradual measures in different areas, even before COVID-19 became a pandemic, adopting measures such as the restriction of commercial flights from countries where there was a high rate of people infected with the disease, establishing that no person from China and its regions could enter the country, and even suspending classes nationwide as a measure to prevent the massive spread of Covid.

Due to these measures, it was decided to investigate how this modality of virtual classes is affecting the students registered in the fourth year of the English Language Teaching major at the University of El Salvador, semester 1, 2021 and this investigation will describe the negative and positive effects to facilitate the identification of them to plan to improve their English proficiency in extenuating circumstances like the quarantine. Regarding the new reality faced by all educational institutions from elementary to higher education, severe difficulties are being faced due to the COVID-19 pandemic, as mentioned by Geraldine Orantes, 2020, a mental health professional.

Even before the COVID-19 pandemic, the world was already facing a learning crisis. In the case of the education system, strategies for its functioning during the quarantine had to be reoriented. This has brought with it a series of problems and deficiencies. According to statistics from Internet World Stats indicate that as of December 2017, the latest date for which data is available, 57.7% of the Salvadoran population had access to Internet service through different devices and platforms, in that sense a small crack is stimulated that would form the fundamental pillar of now in education, on the other hand, the subsidiary forms that develops the University of El Salvador in the monitoring of education affects many students, now well in what way have the various educational careers been coupled to the situation generated by the pandemic? The first one is the department of foreign language at the University of El Salvador, which has resumed its academic activities at a distance. That is, in an online mode. The students, who suddenly had to stay at home, share, if they have them, the digital devices and the internet network used by their whole family and must continue with the learning activities of their various enrolled subjects, through assignments, virtual lectures, and a series of overlapping homework. Besides, they have to deal with the possible effects of the pandemic on the family's health, emotions, financial concerns, and physical health. Added to this is the

use of virtual environments, due to the difficulty of using the cell phone in the case of several Students and the difficulties to afford a constant mobile internet expense (Melchor Sanchez Mendiola, et. al, 2020).

As the current health crisis unfolds, it opens the debate on the challenges that need to be addressed from different disciplines for the country to face the problems in education, specifically to the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Language Department at the University of El Salvador, semester I,2021.

III. THEORETICAL FRAMEWORK

1. E-learning and Learning Management Systems.

E-learning and Learning Management Systems are two terms that need to be taken into consideration in nowadays education. Due to the necessity of changing from in-person instruction to virtual instruction, e-learning has become a must in all the classrooms of El Salvador. According to e-student.org (n.d.), which is a specialized website for online education, “E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as learning that is enabled electronically”.

E-learning is not only necessary but also very beneficial during certain contexts. Because social distancing became a basic recommendation to avoid the infections of COVID-19, it was necessary to find new means to convey information to each of the students. Moreover, It was indispensable to find new ways to transmit the educational content in the best possible ways to fit the necessities of the students. One of the benefits of e-learning is that it gives students the possibility of studying in a self-paced manner. Either synchronous or asynchronous teaching, e-learning has opened a wide range of possibilities for the students to keep up with their educational process despite the global pandemic. Another major term of great importance is Learning Management System. A Learning Management System (LMS) is a software app that is used to administer educational courses, and it is helpful to track the development of the students, provide content instruction, generate grade reports, and many other usages.

Some of the most common LMS are Moodle, Schoology, Google Classroom, and TalentLMS. These platforms are mostly employed by universities, schools, and other educational

institutions all around the world. These platforms allow their users to view materials about their classes, take part in online activities, upload assignments, be in contact with their tutors, and participate in discussion forums with their fellows.

2- Teacher Development in the use of E-learning at the University of El Salvador.

For the last ten years, there has been an increase in the interest in e-learning by universities, teacher training programs, and schools. This has happened due to the development of technology, new educational methods, and processes that are made differently nowadays. First, this interest has arisen because of “the performance of e-learning applications focused on students’ interaction within online programs.” (Davies & Graff 2005). The concept of e-learning has two main subtitles. First, synchronized instruction, in which a group of students and their instructor get together virtually through an online conference meeting. The second, a asynchronous instruction, in which individuals get involved in self-training learning virtually. Second, within the instructional design process, it is an important step to organize opportunities for interaction and communication. There are important factors, especially in virtual classrooms. However, some universities have adopted online education as an alternative that has helped them to enrich the educational model. Furthermore, the University of El Salvador decided to offer this model based on a distance modality with the help of the Ministry of Education MINED and advice from the State Distance University of Costa Rica UNED. This project at the University of El Salvador begins by offering four careers: Bachelor's degree in Mathematics Teaching, Bachelor's degree in Natural Sciences Teaching, Bachelor's Degree in English Language Teaching, and Bachelor's Degree in Educational Informatics.

3- The impact of the lockdown on social skills.

The COVID-19 pandemic led to surprising and unexpected experiences for the fourth year of the Bachelor of Arts in English Language Teaching students. Precautionary and preventive measures taken to contain this pandemic impacted the social skills aspects of these students' lives.

Social skills are used to communicate with others daily in different ways, such as: verbal, nonverbal, written, and visual. Social skills are important because they can help you to communicate more effectively and efficiently, as a result, help you to build, maintain and grow relationships with colleagues, friends, etc. These skills are also important to maintain and improve these skills, no matter the methodology that the professor uses to teach. Mathur and Rutherford (1996) “Social skills as socially acceptable patterns of behaviors that allow students to gain social reinforcement and acceptance and avoid awkward social situations.” They believe that the purpose of training in social skills should not be restricted to teaching a specific social skill in one context, but should be to promote overall social functioning that includes a wide repertoire of social skills that produce acceptable responses in various social situations.

Verbal skills involve the spoken language, while nonverbal communication includes body language, facial expressions, and counseling contact. Any time we interact with another person, we are using social skills in some way. Strong social skills can help us build and maintain successful relationships professionally and personally.

Social skills are the skills that a person needs to successfully interact with others. They are required in nearly every area of life requiring interpersonal communication, from making friends to succeeding in school, for doing well in learning a new language.

A person who develops good social skills is likely to prosper in each of these areas. On the other hand, a person who lacks social skills is likely to experience a variety of challenges with peers, teachers, and classmates. Those challenges can affect everyone who deals with them. For those reasons, parents and teachers have come to realize the importance of developing strong social skills. On January 30, 2020, The WHO, declared the disease of COVID-19 as a "health emergency public of international interest", and on March 11 of the same year it was considered a pandemic since COVID-19 met the following international criteria: first the epidemiological outbreak was affecting more than one continent, and second the cases of each country were being broadcast community. With this declaration, several countries of the world went into quarantine to protect their population, through a series of restrictions such as mobility or social interaction (especially in education). This situation has generated various consequences on a physical, economic, social, and psychological level.

4- Flipped classroom

The current situation of the global pandemic has had a direct impact on educational instruction. Virtual instruction has pushed students to undertake more independent learning, and the multiple work hours have made it almost impossible for teachers to keep to a traditional methodology. Consequently, Flipped Learning has become an excellent option for teachers and students who want to apply an active methodology and maximize time. Flipped learning is based on a student-centered philosophy, an organized sequence, four key elements, and a great focus on virtual instruction. According to the Observatory of Educational Innovation Tecnológico de Monterrey (2014), Flipped Learning is "A teaching approach in which direct instruction is performed outside the classroom and face-to-face time is used for significant and personalized learning activities."

Flipped learning is based on a student-centered philosophy. Generally, professors dedicate most of the classes to lecturing and assigning homework at the end of their classes. These homework assignments will be briefly checked the following day, probably they would respond to a couple of questions, but there would not be too much time left to go in-depth due to the vast amount of content to cover. In other words, it is a teacher-centered methodology. On the other hand, flipped classrooms give students the main role in the process. Teachers become guides who provide the students with meaningful electronic media and resources such as videos, digital stories, simulations, electronic books, among others that are studied out of the classroom. The students watch the videos and get ready for the following face-to-face session in which they present evidence of their learning, consolidate their knowledge through collaborative activities, and have a better interaction with the teacher.

Flipped learning is structured in an organized sequence. There are three stages or times to implement the Flipped Learning methodology: before, during, and after. First, during the stage called “before”, students study and get ready to take part in educational activities. They are asked to elaborate learning evidence activities such as mind maps and summaries.

5- The achieved and expected level of English.

To define the level of proficiency in English the students had before the quarantine, it is necessary to know if the students had a good background in English. According to Deras et al. (2018), the students of the fourth year in the Foreign Language Department come from different backgrounds. Some of the places where they studied English are language academies, private classes, Saturday classes, and other places. At the moment of the study, 39 students were administered an exam to determine their English Language proficiency and their results were ranged according to the Common European Framework of Reference (CEFR).

Deras et al. (2018) suggest that out of all the examined students, 44% of the students were categorized in the B2 level, this represents the biggest group. The second biggest group was the C1 since 41% of the students reached this level. Moreover, according to this thesis, 5% of the interviewed reached a level of B1, and 2% are in the level of A1 or A2 of the CEFR. This represents a small group of the population, but it may be meaningful if it is compared to the Universe of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching or all the students of the Language Department at the University of El Salvador. Finally, only 3 out of the 39 students who took the test obtained scores that fit in the C2 level of the CEFR. That would be the equivalent of 8% of the sample.

To determine how the quarantine due to COVID-19 has affected the students of the Foreign Language Department it is important to describe what the technological gap is like in El Salvador. According to the survey: *Situación Tecnológica y Estado Emocional* (carried out in May 2020) by Universidad Tecnológica de El Salvador, out of 1444 surveyed students from public and private universities, 1141 students had not had any experience in virtual education before the quarantine began. That is 79% of the students. When the students were asked how they considered their transition to virtual education, 500 surveyed students said it was difficult and 140 students said it was very difficult. 634 people said it was neither difficult nor easy, 51 of them said it was very easy, 119 said they thought it was easy. Anyhow, most of the students found it difficult to make a transition from the face-to-face classroom to the virtual way of instruction.

One very alarming fact that this survey revealed is the lack of connectivity that many students had to face along this process 72 students said they have excellent connectivity, 260 people said they have very good connectivity, 553 responded they have good connectivity to the internet, 539 students said they have deficient internet connectivity, and 19 of them said they

have no connectivity at all. The biggest group in this question corresponds to having a deficient internet. After getting all these answers, it is evident that the students were not prepared enough to face the switch to virtual academic life.

For the students of the Foreign Language Department, all these factors are even bigger. The students of a second language pay special attention to elements like pronunciation, information, tone of voice, etc. These things get more necessary if someone is not only learning a language but learning about the language to then, be able to teach it. It is especially important to state that the ones who model these traits in the Foreign Language Department are the instructors or professors. After the quarantine began, all the contents have been taught virtually, and therefore, they are more difficult to be learned. It is not hard to imagine that the Foreign Language Department students have suffered the consequences of moving to virtual instruction. El Salvador is moving to a new phase in this process. The ministry of education has set April 6th as the date of return to face-to-face classes. Not all the students and educators have received the vaccine, but it is expected that everybody follows the rules.

IV. RESEARCH METHODOLOGY

1. Research Approach

The type of approach used in this study is the quantitative method. This method involves the process of collecting data through various instruments and the analysis of the results. This type of research can be used to study patterns and averages. Sometimes, these patterns are related to the discovery of facts in social phenomena.

In this study, the survey is a key and central element. Therefore, the majority of the elements to be analyzed are numeric. Quantitative research is related to the representation of variables through numbers and the measurement of the amount those characteristics are present.

Since quantitative research is characterized by the analysis of data through numerical values and comparisons, this research includes a meaningful part of statistical analysis of the results. The results are reported through statistics.

2. Research design

For the development of this research, the team will use a non-experimental design. It will be a cross-sectional or crossover design. Psychologist David Kowalczyk (2015) defines non-experimental research as the one in which the researcher cannot manipulate the independent variable because it relies on interpretation, observation, and interaction to conclude. This means that during our research report, the team is not going to manipulate the variables in this case "the impact of covid-19" but observation and interpretation will determine the information needed for the research work. The non-experimental design will facilitate the understanding of how covid-19 has affected students' proficiency in virtual instruction. The non-experimental design is also called cross-sectional design, which is a study that analyzes data from a population at a specific point in time. The participants in this type of study are selected based on a finite population calculation formula. Moreover, cross-sectional studies are based on

observation, and therefore, are classified as descriptive studies. The team will analyze the possible relationships between the global pandemic and the impact on the students' English proficiency during the research project. It is important to notice that the data to be collected will be obtained during a specific period of time; this data will be collected by surveying Remarkably, how the pandemic has affected the four-year students' competence in English.

3. Type of study

The type of study conducted in this research project was descriptive. "Descriptive studies seek to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects, or any other phenomenon that is subjected to analysis." (Danhke, 1989). Consequently, the team carried out the research to describe the characteristics of the population located at the University of El Salvador in the School of Arts and Sciences at the Foreign Language Department.

Moreover, in this kind of study, the team attempted to obtain perceptions from the students. These opinions were measured, put in a graphic, and analyzed. To obtain the students' perception, an instrument was used. It was expected that when the survey was conducted, it was going to give the research team good incomes to depict the populations' perception.

Finally, it is necessary to clarify that this type of study did not include the use of predictions but focused on the characteristics of the students' perception. Besides, it gave the research team an overview of the subject under study.

Population and sample

A. Population

The population with which the research was carried out was the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021. This population was 128 students, data provided by the Academic Office of the UES Foreign Language Department.

The population size was $N=128$, even though the population was 128 students, the team was able to conduct the survey only to 39 participants, the equivalent to 31% which included students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021.

B. Sample

The sampling method students Remarkably, used for this investigation is Simple Random Sampling. This method assures each element in the population an equal probability of being chosen.

4. Data gathering process

A. Quantitative research technique.

To collect more information in this research, the research team will use one of the most common techniques, the survey. The survey is a research technique for testing hypotheses and discovering possible solutions to the problem proposed, allowing researchers to get data quickly and easily processed.

B. Quantitative research instrument.

For the development of the data collection of this research, the instrument that will be used is the questionnaire; it is the traditional and most used instrument to obtain information from the

population studied in the research. “The questionnaire is a set of questions regarding one or more variables to be measured.” Sampieri, (1997). Consequently, it must be well structured, with a logical order and good planning, to obtain all the necessary and useful information for the researcher. The questionnaire will be made up of closed questions, with a Likert scale. In addition, the instrument is intended to achieve a greater abundance of responses from the population to be studied.

C. Execution of the data gathering plan.

For data collection in this research, the survey technique will be executed in a Google Form questionnaire. Also, the plan to carry out the distribution of the instrument will be sending them through the University institutional emails of the semester I, 2021 students. The link containing the virtual questionnaire will be sent to them.

V. DATA ANALYSIS

1. Questionnaire analysis

Part I. Personal information

Graph 1

1. Gender *

38 respuest as

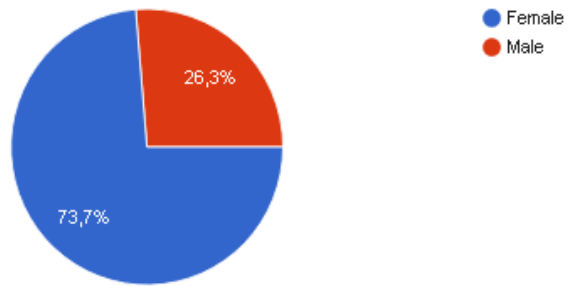


Table 1

Gender		
Options	Students	Percentage
Female	28	73.7 %
Male	10	26.3%
TOTAL	38	100%

According to graph 1, 73.7% of the sample were women, and just the remaining 26.3% were men. It is remarkable that a great number of women are studying in the fourth year of the

Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021.

Graph 2

2. Age *

38 respuest as

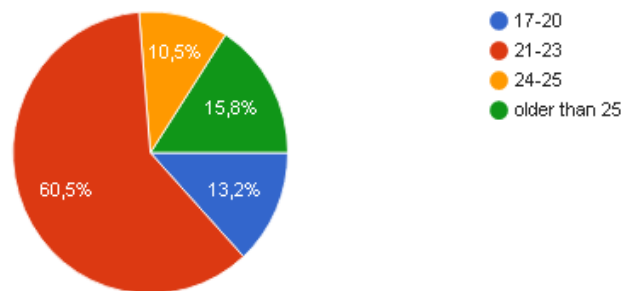


Table 2

Age		
Options	Students	Percentage
17-20	5	13.2%
21-23	23	60.5%
24-25	4	10.5%
Older than 25	6	15.8%
TOTAL	38	100%

For the age variable, it can be observed that most of the subjects are between the ages of 21 to 23 years old, and this group represents 60.5% (23 students) of the sample. Following this group, there is also a significant number of students whose ages range is older than 25 years old and

they represent 15.8 % of the sample. The table also showed that 13.2% of the students range between 17 to 20 years old, this percentage is equivalent to 5 students. Finally, 4 students, the 10.5 %, were between 24 to 25 years old.

Graph 3

3. Place of residence

38 respuestas

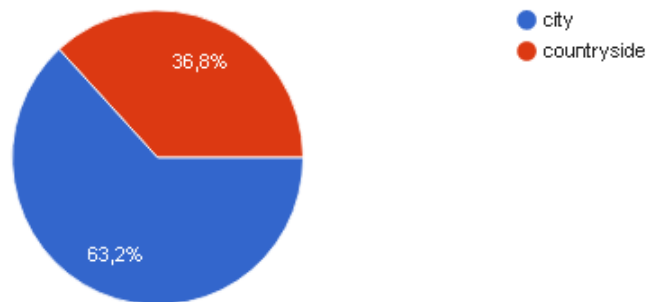


Table 3

Place of residence		
Options	Students	Percentage
Countryside	24	63.2%
City	14	36.8%
TOTAL	38	100%

Out of all the sample students registered in the fourth year of the Bachelor of Arts in English Language Teaching, the majority of them live in the countryside, that is 63.2%; and the rest of the students, 36.8%, live in the city.

Graph 4

4. Who do you live with?

38 responses

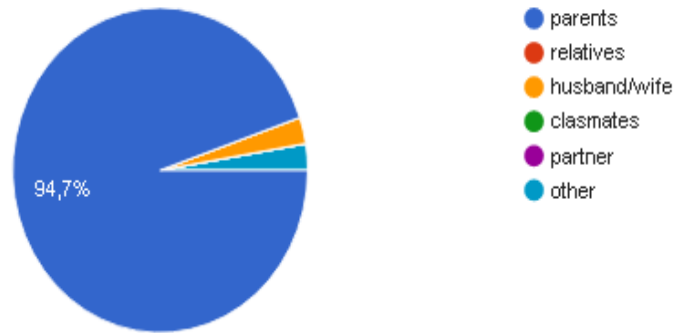


Table 4

Who do you live with?		
Options	Students	Percentage
Parents	36	94.7%
Husband/wife	1	2.6%
TOTAL	38	100%

In this variable, it can be observed that predominantly 94.7% (36 students) live with their parents, and just 2.6% live with others. This would suggest that the students had affective and economic responsibilities towards their families.

Graph 6

6. Are you currently working?

38 responses

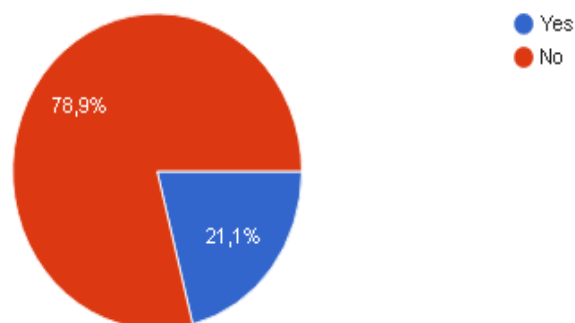


Table 6

Are you currently working?		
Options	Students	Percentage
Yes	30	78.9%
No	8	21.11%
TOTAL	38	100%

The previous graph showed that there were more students from the fourth year of the Bachelor of Arts in English Language Teaching working and studying at the same time. This answer was provided by most of the students, that is 78.9% (30 students), and the rest, 21.1% (8 students), said no.

PART II. Effects of COVID 19 pandemic in the Students' English Language Proficiency.

Graph 8

8. The lack of interaction in virtual instruction has affected your listening and speaking skills.

38 responses

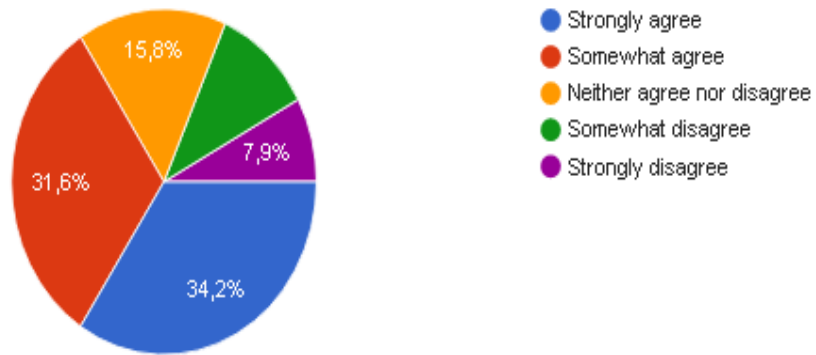


Table 8

The lack of interaction in virtual instruction has affected your listening and speaking skills.		
Options	ELT students	Percentage
Strongly agree	13	34.2%
Somewhat agree	12	31.6%
Neither agree nor disagree	6	15.8%
Somewhat disagree	4	10.5%
Strongly disagree	3	7.9%
TOTAL	38	100%

The previous graph showed that 65.8% (25 students) of the participants felt that they have been affected in their listening and speaking skills by the lack of interaction in virtual instruction. 15.8% (6 students) showed they neither agree nor disagree, while 18.4% (7 students) have not been affected by the lack of interaction in virtual instruction. According to this information, students need more interaction in virtual classes to improve their listening and speaking skills.

Graph 9

9. The lack of social interaction in virtual instruction has affected your reading and writing skills.

38 respuestas

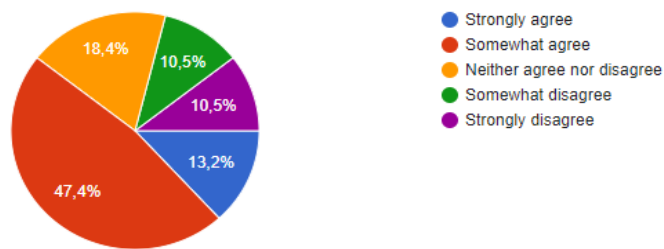


Table 9

The lack of social interaction in virtual instruction has affected your reading and writing skills.		
Options	ELT students	Percentage
Strongly agree	5	13.2%
Somewhat agree	18	47.4%
Neither agree nor disagree	7	18.4%
Somewhat disagree	4	10.5%
Strongly disagree	5	13.2%
TOTAL	38	100%

The collected results showed that 64.2% (23 students) of the population felt they have been affected in their writing and reading skills by the lack of interaction in virtual instruction, while 18.4% (7 students) neither agree nor disagree. On the other hand, only 23.7 % (9 students) have not been affected by the lack of interaction in the virtual classroom. According to this, most of the population agreed they have had some affection in their writing and reading skills because of the lack of interaction in virtual instruction.

Graph 10

10. The activities or dynamics during virtual instruction are motivating to learn English.

38 respuestas

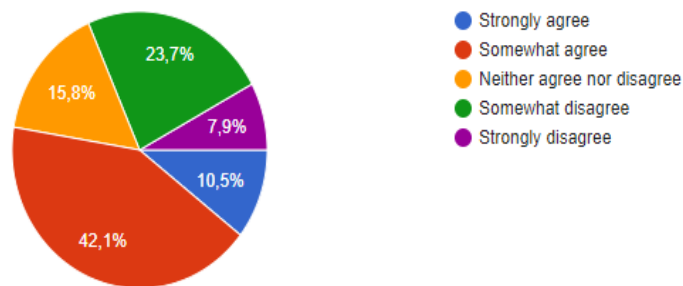


Table 10

The activities or dynamics during virtual instruction are motivating to learn English		
Options	ELT students	Percentage
Strongly agree	4	10.5%
Somewhat agree	16	42.1%
Neither agree nor disagree	6	15.8%
Somewhat disagree	9	23.7%
Strongly disagree	3	7.9%
TOTAL	38	100%

The results from the statement “the activities or dynamics during virtual instruction are motivating to learn English ” showed that the big majority, 52.6%, of the population agreed that they have been motivated during the activities in virtual instruction. 15.8% of the students neither agree nor disagree; just 31.6% disagreed with the statement. According to the results that showed a positive response, virtual instruction should be more dynamic and participatory.

Graph 11

11. Your command of the macro skills (listening, reading, writing, and speaking) has been affected after the transition to virtual instruction.

38 respuestas

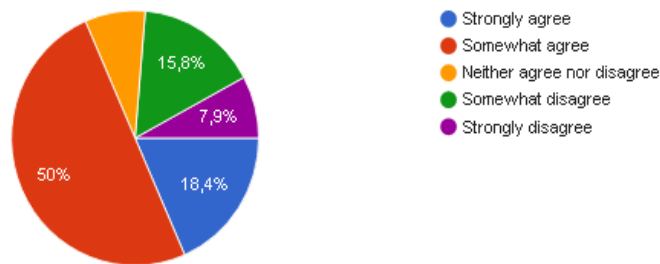


Table 11

Your command of the macro skills (listening, reading, writing, and speaking) has been affected after the transition to virtual instruction.		
Options	Students	Percentage
Strongly agree	7	18.4%
Somewhat agree	19	50%
Neither agree nor disagree	3	7.9%
Somewhat disagree	6	15.8%
Strongly disagree	3	7.9%
TOTAL	38	100%

According to the data collected, the general result showed that the majority (68,4 %, 26 students) agreed with the statement; 7.9% (3 students) neither agree nor disagree, and only 23.7% (9 students) disagreed with the statement. According to this, they felt their macro skills were affected by the change that was made to the virtual platform.

Graph 12

12. Virtual platforms (Meet, Zoom, Teams, Moodle, Google Classroom, etc.) provide you with good quality tools for your English language learning.

38 respuestas

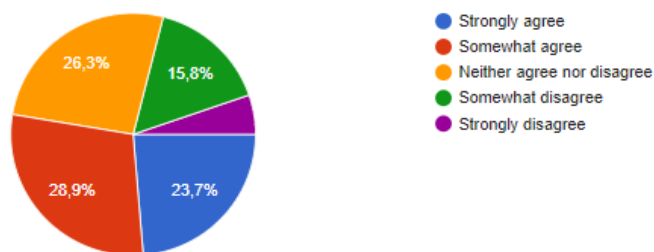


Table 12

Virtual platforms (Meet, Zoom, Teams, Moodle, Google Classroom, etc.) provide you with good quality tools for your English language learning.		
Options	ELT students	Percentage
Strongly agree	9	23.7%
Somewhat agree	11	28.9%
Neither agree nor disagree	10	26.3%
Somewhat disagree	6	15.8%
Strongly disagree	2	5.3%
TOTAL	38	100%

The overall result showed that the majority, 52.6% (20 students), were provided with good quality tools for their English language learning thanks to virtual platforms; 26.3 % (10 students) agreed, and only 21.1 % (8 students) disagreed. According to these results, the students registered in the fourth year of the Bachelor of Arts in English Language Teaching had enough virtual platform quality to learn English in virtual instruction.

Graph 13

13. You have made positive progress in your English language skills through virtual instruction during the pandemic

38 respuestas

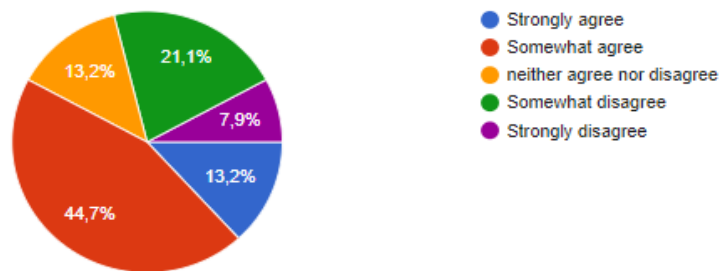


Table 13

You have made positive progress in your English language skills through virtual instruction during the pandemic.		
option	ELT students	percentage
Strongly agree	5	13.2%
Somewhat agree	17	44.7%
Neither agree nor disagree	5	13.2%
Somewhat disagree	8	21.1%
Strongly disagree	3	7.9%
TOTAL	38	100%

The general result showed that the majority of the population, 57.9 % (22 students), agreed with the statement: You have made positive progress in your English language skills through virtual instruction during the pandemic; 13.2 % (5 students) disagreed, and 29% (11 students) disagreed with the statement. According to this, students had a positive process in their English language skills through virtual classes during the pandemic.

Graphic 14

14. The pandemic has made you autonomous in your English language development.

38 respuestas

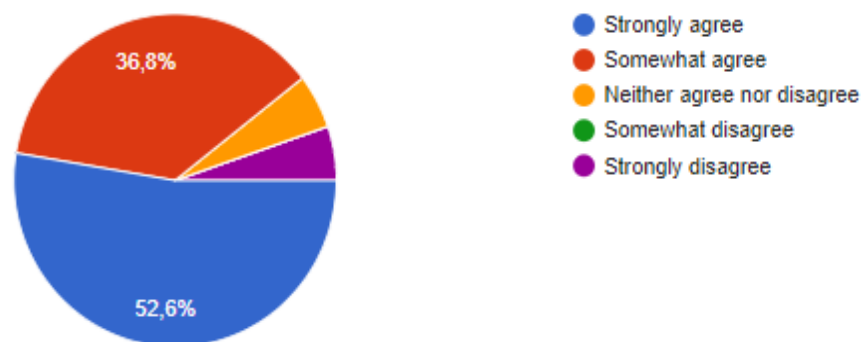


Table 14

The pandemic has made you autonomous in your English language development.		
Options	ELT students	Percentage
Strongly agree	20	52.6%
Somewhat agree	14	36.8%
Neither agree nor disagree	2	5.3%
Somewhat disagree	0	0%
Strongly disagree	2	5.3%
TOTAL	38	100%

According to graph 14, the big majority 89.4% (34 students), agreed with the statement: the pandemic has made you autonomous in your English language development; just 8% disagreed. As it showed in the results, most students had to be autonomous in their English language development during the quarantine.

Graphic 15

15. Your proficiency in the English Language has improved since the University started virtual instruction.

38 respuestas

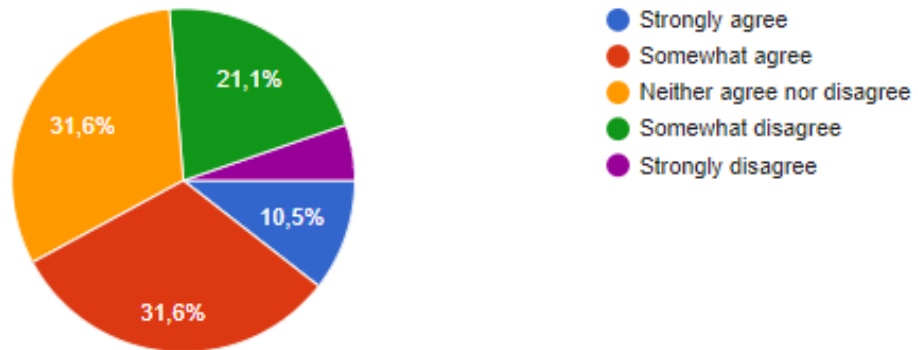


Table 15

Your proficiency in the English Language has improved since the University started virtual instruction.		
Options	ELT students	Percentage
Strongly agree	4	10.5%
Somewhat agree	12	31.6%
Neither agree nor disagree	12	31.6%
Somewhat disagree	8	21.1%
Strongly disagree	2	5.3%
TOTAL	38	100%

The results from graph 15 showed that 42.1% of the students agreed that their proficiency in English has improved since the University started virtual instruction, 31.6% of the students were neutral in their opinion about it and 26.4% of the students consider their proficiency has not improved during the virtual instruction time of the University. Most of the students agreed they have experienced an improvement in their English Language proficiency.

Graph 16

16. Your proficiency in the English Language has decreased since the University started virtual instruction.

38 respuestas

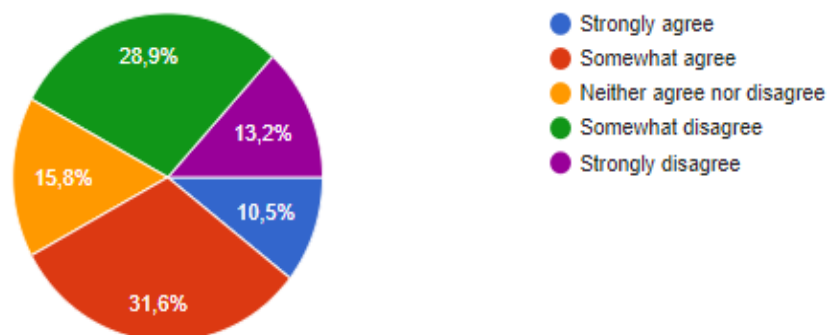


Table 16

Your proficiency in the English Language has decreased since the University started virtual instruction.		
Options	ELT students	Percentage
Strongly agree	4	10.5%
Somewhat agree	12	31,6%
Neither agree nor disagree	6	15.8%
Somewhat disagree	11	28,9%
Strongly disagree	5	13.2%
TOTAL	38	100%

According to the results of data collected, 42.1% of the students agreed to some extent that their proficiency in English has decreased since the University started virtual instruction. 15.8% of the students neither agree nor disagree about this statement and 42.1% of the students disagreed that their proficiency in the English Language has decreased during the virtual instruction time of the University. These are interesting results since the number of students who agreed and the students who disagreed were exactly the same. Some support the idea and others are against it.

Graph 17

17. The classes you have taken during the pandemic have helped you improve the English Language proficiency.

38 respuestas

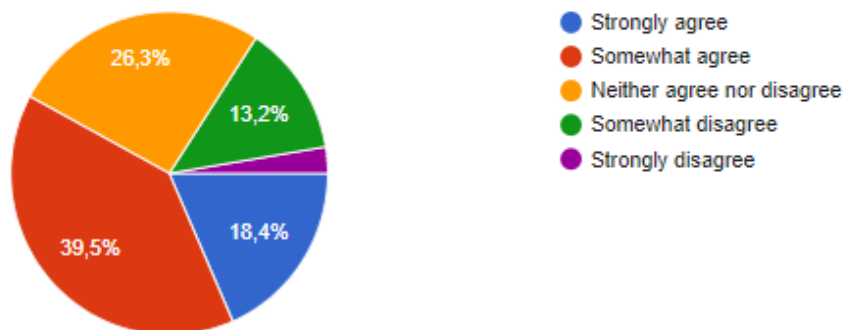


Table 17

The classes you have taken during the pandemic have helped you improve your English Language proficiency.		
Options	ELT students	Percentage
Strongly agree	7	18.4%
Somewhat agree	15	39,5%
Neither agree nor disagree	10	26.3%
Somewhat disagree	5	13.2%
Strongly disagree	1	2.6%
TOTAL	38	100%

According to the collected results, 57.9% of the students agreed with the statement “The classes you have taken during the pandemic have helped you improve the English Language proficiency.” 26.3% said they neither agree nor disagree and 15.8% of the participants responded that they disagree with the classes they have taken during the pandemic that helped them improve their English Language proficiency. The majority of the students think the classes have been helpful.

Graph 18

18. You have gotten new autodidactic skills due to the pandemic.

38 responses

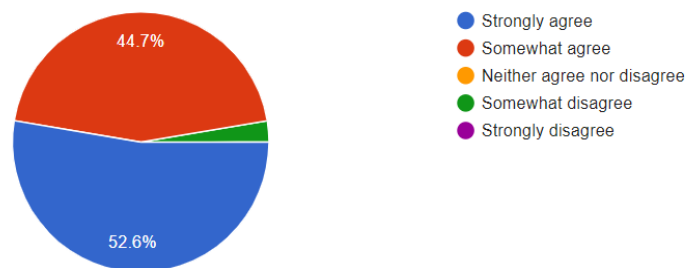


Table 18

You have gotten new autodidactic skills due to the pandemic.		
Options	ELT students	Percentage
Strongly agree	20	52.6%
Somewhat agree	17	44.7%
Neither agree nor disagree	0	0%
Somewhat disagree	1	2.6%
Strongly disagree	0	0%
TOTAL	38	100%

According to graph 18, 52.6% of the students agreed, 44.7% of the surveyed people responded they somewhat agree with the statement. Only 2.6% of the students stated they disagree; Answers to the other two options are non-existent for this statement. The interviewed people agreed they are more autodidactic now.

Graph 19

19. You have personally invested sufficient time in your English language skills to match the level of English that your courses at the University require
38 respuestas

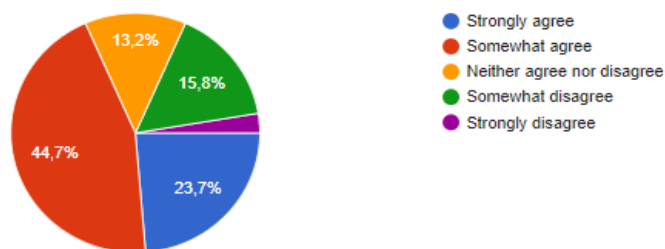


Table 19

You have personally invested sufficient time in your English language skills to match the level of English that your courses at the University require.		
Options	ELT students	Percentage
Strongly agree	9	23.7%
Somewhat agree	17	44.7%
Neither agree nor disagree	5	13.2%
Somewhat disagree	6	15.8%
Strongly disagree	1	2.6%
TOTAL	38	100%

According to the data collected in the statement: *you have personally invested sufficient time in your English language skills to match the level of English that your courses at the University require*, 68.4% of the students agreed with this statement; 13.2% neither agree nor disagree, and 18.4% of the students disagreed. According to the answers, the students' perception was that they were indeed investing time in their English Language Skills.

Graph 20

20. You have done other extracurricular activities to improve or keep your proficiency in the English Language in optimal conditions.

38 responses

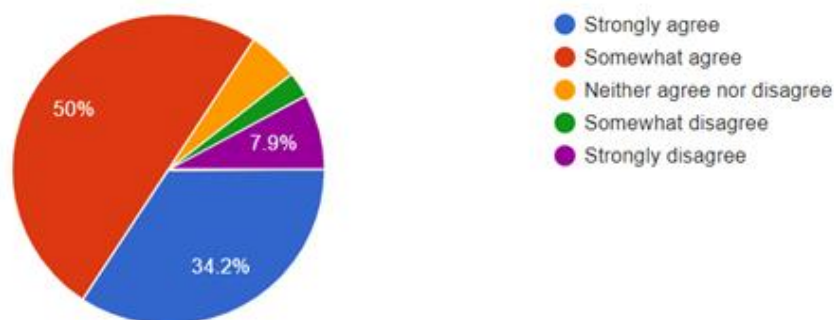


Table 20

You have done other extracurricular activities to improve or keep your proficiency in the English Language in optimal condition.		
Options	ELT students that	percentage
Strongly agree	13	34.2%
Somewhat agree	19	50%
Neither agree nor disagree	2	5.3%
Somewhat disagree	1	2.6%
Strongly disagree	3	7.9%
TOTAL	38	100%

The data collected showed 84.2% (by combining strongly agree and somewhat agreed) of the interviewees stated they agreed. Some of them around 5.3% have a neutral view. Whereas 10.5% of the students disagreed. Most of the students practiced extracurricular activities to improve their proficiency in English.

PART III. Technological equipment and the internet.

Graph 21

21. The use of technological resources like apps can help students have better proficiency in English.

38 responses

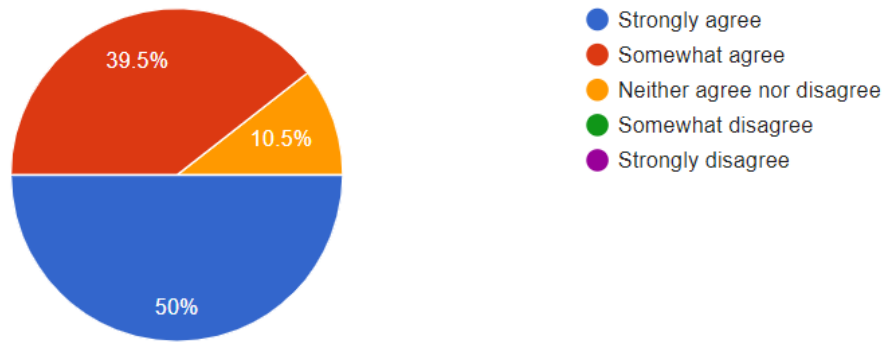


Table 21

The use of technological resources like apps can help students have better proficiency in English.		
Options	ELT students	percentage
Strongly agree	19	50%
Somewhat agree	15	39.5%
Neither agree nor disagree	4	10.5% %
Somewhat disagree	0	0%
Strongly disagree	0	0%
TOTAL	38	100%

According to the graph, 89.5 % of the students agreed (by combining strongly agree and somewhat agree) with the statement that the *use of technological resources like apps can help students have better proficiency in English*. Just 10.5% of the students stated they neither agree nor disagree; Answers to the other two options were non-existent for this statement. The interviewed people agreed applications could be helpful to be proficient in the English language.

Graph 22

22. You have used technological resources like apps to improve your proficiency in English.
38 responses

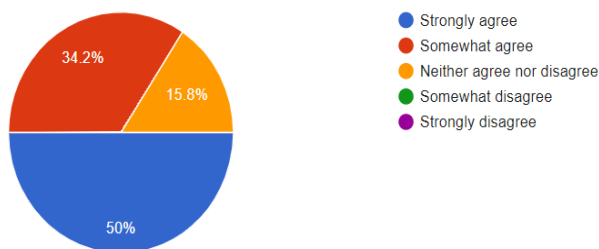


Table 22

You have used technological resources like apps to improve your proficiency in English.		
Options	ELT students	percentage
Strongly agree	19	50%
Somewhat agree	13	34.2%
Neither agree nor disagree	6	15.8% %
Somewhat disagree	0	0%
Strongly disagree	0	0%
TOTAL	38	100%

According to graph 22, 84.2% of the interviewees agreed with the statement “you have used technological resources like apps to improve your proficiency in English”. whereas 15.8% of the students neither agree nor disagree with the statement. None of the students who took the survey disagreed that they have used technological resources like apps to improve their proficiency in English. These results imply that all the students have used technology to reach a better level of English language proficiency.

Graph 23

23. You are well equipped in terms of technology for the pandemic online learning.

38 responses

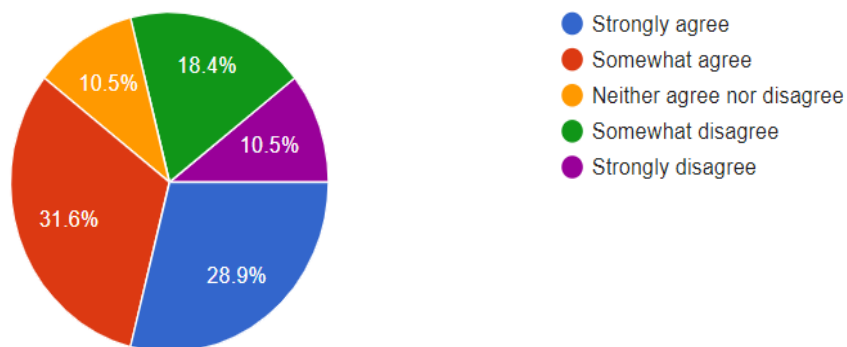


Table 23

You are well equipped in terms of technology for pandemic online learning.		
Options	ELT students	percentage
Strongly agree	11	28.9%
Somewhat agree	12	31.6%
Neither agree nor disagree	4	10.5%
Somewhat disagree	7	18.4%
Strongly disagree	4	10.5%
TOTAL	38	100%

In the statement: *you are well-equipped in terms of technology for the pandemic online learning*, 60.5% (by adding the two first affirmative statements: strongly agree and somewhat agree) of the students noted that they are well-equipped. 10.5% stated that they don't disagree, nor do they agree. 28.9% of all the students disagreed with the statement. These results explained that most of the students who took this survey had the proper equipment to receive their classes online.

Graph 24

24. Your training and work in online learning before the quarantine contributed to the proper use of virtual platforms during the pandemic.



38 responses

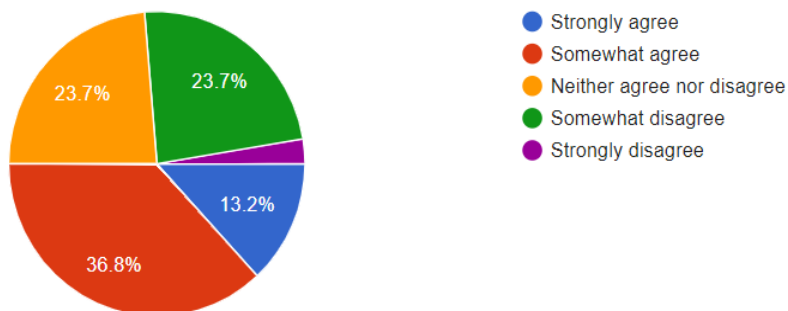


Table 24

Your training and work in online learning before the quarantine contributed to the proper use of virtual platforms during the pandemic.		
Options	ELT students	percentage
Strongly agree	5	13.2%
Somewhat agree	14	36.8%
Neither agree nor disagree	9	23.7%
Somewhat disagree	9	23.7%
Strongly disagree	1	2.6%
TOTAL	38	100%

According to the data collected, 50% of the students agreed with the statement, 23.7% of the students neither agree nor disagree. and 26.3% of the students disagree. Adding up the numbers, half of the students agreed to one extent or another that their training in online learning before the quarantine contributed to the proper use of virtual platforms during the pandemic.

Graph 25

25. The internet connection is good enough to keep up with your virtual classes.

38 responses

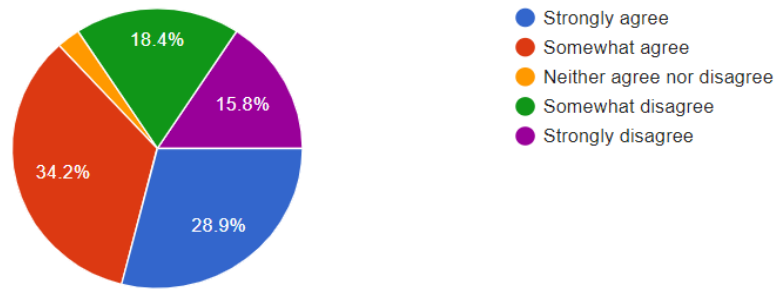


Table 25

The internet connection is good enough to keep up with your virtual classes.		
Options	ELT students	percentage
Strongly agree	11	28.9%
Somewhat agree	13	34.2%
Neither agree nor disagree	1	2.6%
Somewhat disagree	7	18.4%
Strongly disagree	6	15.8%
TOTAL	38	100%

According to the data collected 63.1% of the students agreed, whereas 33.4% of the interviewees disagreed. Only 2.6% of the students who responded to the survey disagreed. This was a surprising result because the social status of most of the students at the University of El Salvador is not the highest in the country. Nevertheless, most of the students had a good connection to the internet.

PART IV. Teachers Professional Development

Graph 26

26. Your professors have shown excellent domain of virtual instruction (platform and tools).
38 responses

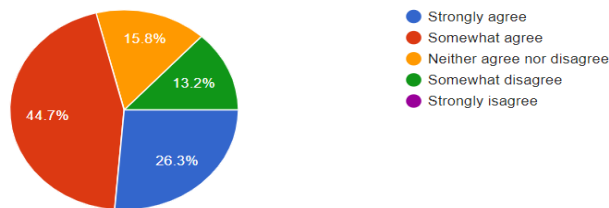


Table 26

Your professors have shown an excellent domain of virtual instruction (platform and tools).		
Options	ELT students	percentage
Strongly agree	10	26.3%
Somewhat agree	17	44.7%
Neither agree nor disagree	6	15.8%
Somewhat disagree	5	13.2%
Strongly disagree	0	0%
TOTAL	38	100%

According to the collected results, 71% of students agreed with the statement “your professors have shown excellent domain of virtual instruction (platform and tools).”, 15.8% of the students disagreed with the statement, and only 13.2% disagreed. Most of the students who took the survey have the perception that teachers have done a satisfactory job in terms of virtual instruction and tools.

Graph 27

27. Your professors have taught you satisfactorily in online instruction during the pandemic, 2021.

38 responses

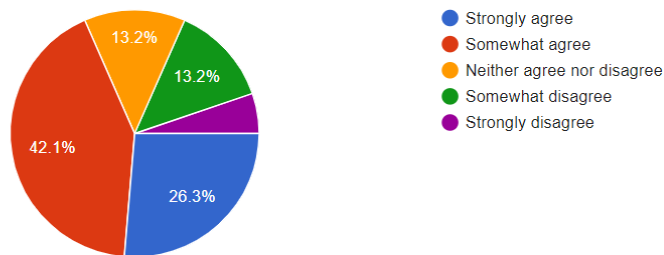


Table 27

Your professors have taught you satisfactorily in online instruction during the pandemic, 2021.		
Options	ELT students	percentage
Strongly agree	10	26.3%
Somewhat agree	16	42.1%
Neither agree nor disagree	5	13.2%
Somewhat disagree	5	13.2%
Strongly disagree	2	5.3%
TOTAL	38	100%

The results from the statement: *your professors have taught you satisfactorily in online instruction during the pandemic 2021*, showed that 68.4% of the students agreed they have been taught satisfactorily. 18.5% of the students disagreed to some extent. 13.2% of the interviewees have a neutral opinion on the statement. Most of the students perceived satisfaction with their teacher’s instruction.

Graph 28

28. The interaction in online instruction between professors and students is satisfactory during virtual classes .
38 responses

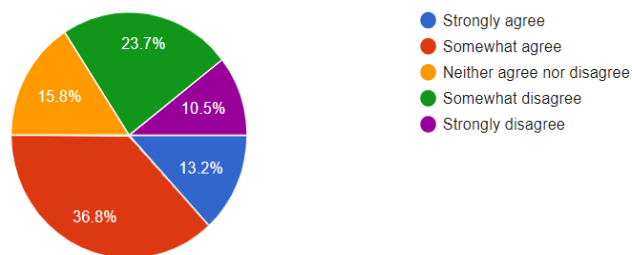


Table 28

The interaction in online instruction between professors and students is satisfactory during virtual classes.		
Options	ELT students	percentage
Strongly agree	5	13.2%
Somewhat agree	14	36.8%
Neither agree nor disagree	6	15.8%
Somewhat disagree	9	23.7%
Strongly disagree	4	10.5%
TOTAL	38	100%

The results from the statement “The interaction in online instruction between professors and students is satisfactory during virtual classes.” are: 50% of the students agreed with the statement. 34.2% of the students disagreed to some extent. 15.8% of the interviewees have a neutral opinion on the statement. Most of the students felt satisfaction about their interaction with the teachers.

Graph 29

29. The activities and tasks developed during the virtual instruction by the teacher are useful for the English language learning process.

38 responses

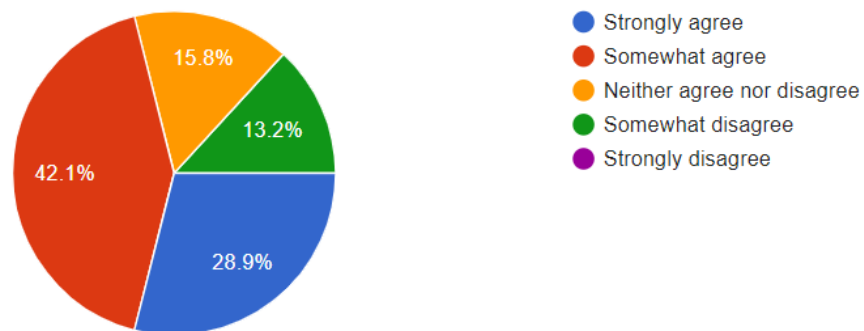


Table 29

The activities and tasks developed during the virtual instruction by the teacher are useful for the English language learning process.		
Options	ELT students	percentage
Strongly agree	11	28.9%
Somewhat agree	16	42.1%
Neither agree nor disagree	6	15.8%
Somewhat disagree	5	13.2%
Strongly disagree	0	0%
TOTAL	38	100%

According to the collected results, 71% of students agreed with the statement “The activities and tasks developed during the virtual instruction by the teacher are useful for the English language learning process.” 15.8% of the students disagreed with the statement, and only 13.2% somewhat disagreed. 0% of the students strongly disagreed. Most of the students who took the survey considered that teachers have done a satisfactory job in terms of platforms and tools management.

PART V. Social skills of the students.

Graph 30

30. Your emotions have been affected as a result of home quarantine and it has been reflected in your learning.

38 responses

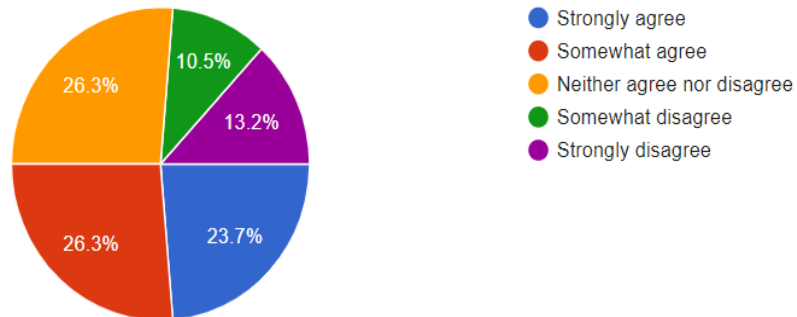


Table 30

Your emotions have been affected as a result of home quarantine and it has been reflected in your learning.		
Options	ELT students	percentage
Strongly agree	9	23.7%
Somewhat agree	10	26.3%
Neither agree nor disagree	10	26.3%
Somewhat disagree	4	10.5%
Strongly disagree	5	13.2%
TOTAL	38	100%

According to graph 30, 50% of the students agreed with the statement “your emotions have been affected as a result of home quarantine and it has been reflected in your learning.” 26.3% of the students neither agreed nor disagreed with the statement. 23.7% of students disagreed. Most of the students agreed with the statement that their emotions have been affected due to home quarantine.

Graph 31

31. You have kept social contact via telephone or social networks during the lockdown periods that has allowed you to relate to your beloved ones.

38 responses

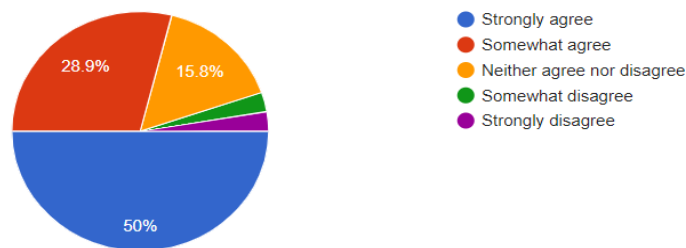


Table 31

You have kept social contact via telephone or social networks during the lockdown periods that have allowed you to relate to your beloved ones.		
Options	ELT students	percentage
Strongly agree	19	50%
Somewhat agree	11	28.9%
Neither agree nor disagree	6	15.8%
Somewhat disagree	1	2.6%
Strongly disagree	1	2.6%
TOTAL	38	100%

This graph showed the results of the statement: “you have kept social contact via telephone or social networks during the lockdown periods that have allowed you to relate to your beloved ones.” 78.9% of students agreed, 15.8% of the students neither agreed nor disagreed with the statement, and only 5.2% of the students disagreed.

Graph 32

32. You feel nervous, anxious, or on edge during your virtual presentations in classes.

38 responses

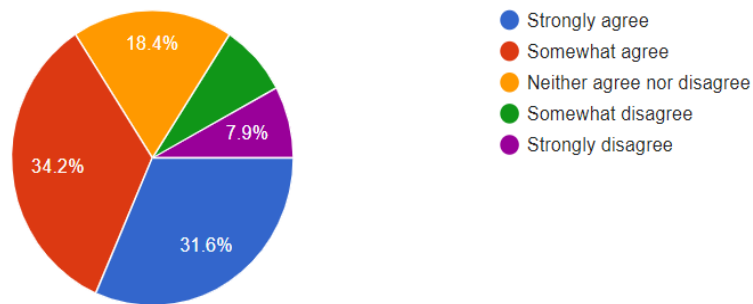


Table 32

You feel nervous, anxious, or on edge during your virtual presentations in classes.		
Options	ELT students	percentage
Strongly agree	12	31.6%
Somewhat agree	13	34.2%
Neither agree nor disagree	7	18.4%
Somewhat disagree	3	7.9%
Strongly disagree	3	7.9%
TOTAL	38	100%

According to graph 32, 65.8% of students agreed with the statement “you feel nervous, anxious, or on edge during your virtual presentations in classes.” 18.4% of the students neither agreed nor disagree. 15.8% of the students somewhat or strongly disagreed with the affirmation. Most of the students have felt nervous, anxious, or on edge during their virtual presentations in classes.

Graph 33

33. When you have problems with your technological equipment or the electricity, you feel anxious or frustrated.

38 responses

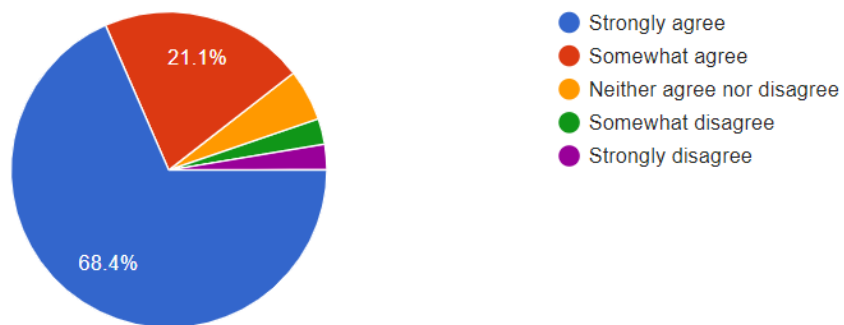


Table 33

When you have problems with your technological equipment or the electricity, you feel anxious or frustrated.		
Options	ELT students	percentage
Strongly agree	26	68.1%
Somewhat agree	8	21.1%
Neither agree nor disagree	2	5.3%
Somewhat disagree	1	2.6%
Strongly disagree	1	2.6%
TOTAL	38	100%

According to this graph, 89.2% of students agreed with the previous statement, 5.3% of the students neither agreed nor disagreed, and 5.2% of the students disagreed with the statement. Most of the students responded feeling anxious or frustrated when they have problems with their technological equipment.

Graph 34

34. Your capacity to concentrate when you have synchronous conferences (virtual classes) is affected negatively.

38 responses

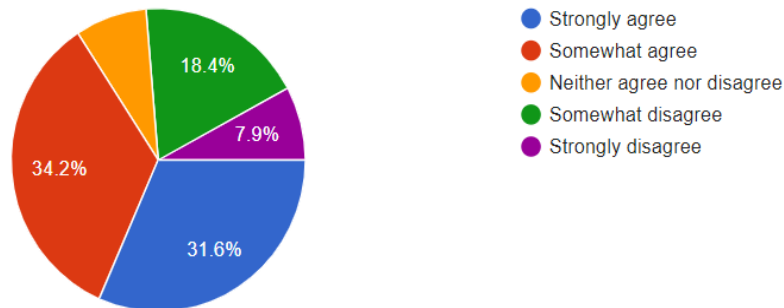


Table 34

Your capacity to concentrate when you have synchronous conferences (virtual classes) is affected negatively.		
Options	ELT students	percentage
Strongly agree	12	31.6%
Somewhat agree	13	34.2%
Neither agree nor disagree	3	7.9%
Somewhat disagree	7	18.4%
Strongly disagree	3	7.9%
TOTAL	38	100%

In the statement: *your capacity to concentrate when you have the synchronous conferences (virtual classes) is affected negatively*, 65.8% of the students agreed. On the other hand, 7.9% of the students neither agreed nor disagreed, and 26.3% of the students disagreed.

2. Analysis of the research questions

- **Research General question**

What has been the effect of COVID 19 quarantine on the language macro skills and micro-skills of the English Language Proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021?

According to the statistics, above 60% of the students perceived that they have been affected in their macro skills proficiency. This includes listening, speaking, reading, and writing in English. Likewise, 68.4% of the participants said they perceived that the transition to virtual instruction has affected them in a negative way when it comes to the proficiency in the use of their four English Language macro skills. The research team concluded that the quarantine due to COVID-19 and the transition to virtual learning has caused a negative impact on the proficiency of the macro and micro-skills of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021. However, some students have the perception that they have developed other skills. Over 80% of the students reported they have become more autonomous, and over 90% of the students consider they have gotten autodidactic skills. This could be related to the students' positive perception towards the use of Applications to improve their proficiency in English. Furthermore, this research team has found out that there is a positive perception towards the teachers' professional development, and excellent domain of virtual instruction methodology, techniques, Learning Management Systems, and tools. This could be due to the previous preparation teachers had on virtual instruction, which has led to a good opinion from the students.

- **Subsidiary research questions**

Subsidiary research questions 1

How has access to technological equipment and the internet affected the English language proficiency of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 during the context of the COVID-19 global pandemic?

According to the statistics, above 80% percent of the students have the perception that having good equipment in terms of technology and good enough connection to the internet while receiving virtual instruction was essential for the development of English language proficiency. Above 60% of the students have reported a positive impact of having access to technological equipment and internet connection on their English language proficiency. The research team considers that having competent technological equipment and a good enough internet connection is essential for the development of English language proficiency during the quarantine.

Subsidiary research questions 2

How competent have professors been to plan and teach their online classes to the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 in the context of the global pandemic?

According to the statistics, around 70% of the students perceive that the professors of the Foreign Language Department have a good domain of the online platforms and tools for the teaching-learning process. Also, about the same percentage consider that teachers have implemented good methodology during virtual instruction. Nonetheless, according to the

students' perception, there is an area that needs to be improved; according to the statistics, only 50% of the students consider that the interaction or communication between professors and students is satisfactory. The research team considers that the use of Learning Management systems and the implemented methodologies in education have been widely accepted. No doubt, this talks well about the teachers' competence.

Subsidiary research questions 3

How has the COVID-19 quarantine in El Salvador influenced the social skills of the students registered in the fourth year of the Bachelor of Arts in English Language Teaching of The Foreign Language Department at the University of El Salvador, semester I, 2021 after the online classes were implemented?

According to the statistics, over 60% of the students have the perception that the pandemic due to COVID-19 influenced their social skills negatively. According to them, one of the areas that have been affected is an emotion that has had a negative impact on their learning. Although most communication between the students and their beloved ones has not been affected negatively, aspects such as concentration have been impacted. Also, the students reported feeling nervous, anxious, frustrated, and on edge during their virtual classes. The research team concludes that the quarantine due to COVID-19 has affected the social skills of the students in a negative way, and this has been reflected in the students' learning process.

VI. CONCLUSIONS

After finishing the research, the members of the research team listed the following conclusions:

- The investigation showed that most of the students from English language teaching was working. So, it can be concluded that most of the students did not have too much time to concentrate on their studies during the quarantine period. Also, the fact that most of them live with their parents may imply they had financial responsibilities towards their families. This may have been a stressful factor during times of financial uncertainty.
- Moreover, it is recognized that there is a connection between the lack of interaction that has been provided in classrooms during pandemic times, and the decreasing command that the students of the fourth year have on the Listening, Speaking, Reading, and Writing skills.
- Despite the students being affected after the transition to virtual instruction, the good practices and command that professors have shown in the respective platforms and in their classes have had a positive impact in aspects like students' motivation and autonomy.
- The students' perception of the teachers' performance is generally positive. They feel that professors have shown an excellent domain of virtual instruction. In the students' opinion, professors have taught them satisfactorily in online instruction during the pandemic. Most of the students perceive that the activities and tasks developed during the virtual instruction by the teacher are useful for the English language learning process.

- When it comes to determining if the students of the fourth year have been negatively affected in their English Language proficiency, there are two equally balanced groups. One has the perception that their proficiency has negatively been affected, and the other one disagrees with such a statement. This implies that there is a large number of students who have the perception that they have experienced some decrease in their level of proficiency in the English Language during the context of the Covid-19 global pandemic, but there is also a large number of students who have the perception they have gone through an increase in their proficiency level. What is appealing is that 15,8% of the students felt no preference towards online versus classroom learning. Further studies would be needed to determine the distinction between this is due to the limited sample size, a cultural difference, or the student's individual learning needs.
- The student's acknowledgments, perception of the necessity of the use of technology is that it is very necessary to have better proficiency in English.
- The students felt that they have used apps to improve their proficiency in English. Something that has contributed to this is that according to them, their internet connection is good enough to keep up with their virtual classes.
- Finally, the students' opinion about their social skills is that frustration, lack of concentration, nerves, anxiousness, and edged feelings have been present since the beginning of virtual instruction. Nonetheless, they feel that online communication has been satisfactory to them.

VII. RECOMMENDATIONS

Taking into account the importance of good quality interaction, good practices, and professors' command of the different learning management systems and applications, the discussion of the advantages that online learning offers, the use of applications to foster proficiency in the four macro skills, and the necessity of understanding the social and psychological needs of the students, the research team presents the following recommendations to students, teachers, and authorities of the Foreign Language Department

To students:

- To advise students to make use of applications that help them keep in touch with the language. Some students reported feeling their proficiency was fostered from the use of apps.
- To have a specific place for the development of the virtual classes which would improve the level of learning of the English language in students. According to the research, it has been proven that interference when receiving online classes affects negatively.
- To use technological platforms as a tool for communication, teaching, and learning by creating practical classes for themselves or their future teaching practices, and thus obtaining results as good or better than in a face-to-face instruction.

To professors:

- To make use of techniques that promote good quality interaction and closeness in their virtual sessions. This might not only be beneficial in terms of the emotional development of the students, but also it could help the students get a chance to practice their four macro skills
- To make good use of learning management systems is highly motivating to the students. Some websites offer great opportunities to implement games and dynamics. Professors should implement these types of online resources in their online sessions.
- To consider the specialization of teachers in virtual environments and how this can influence interactions with students.
- To respond to the new needs of the virtual classroom so that teachers can implement new methodologies or strategies for distance and virtual education, i.e., to plan classes in three stages, one prior to the class, one for development, and one for closing activities. Each stage should include participation tools and didactic content such as texts and support materials, films, songs, and instruments.

To authorities of the University of El Salvador:

- To continue enriching the topic of “The Impact of Covid-19 Global Pandemic on the English Language Proficiency of the Students Registered in the Fourth Year of the Bachelor of Arts in English Language Teaching of the Foreign Language Department at the University of El Salvador, Semester I,2021.”, with future institutional studies that identify the advantages and disadvantages of distance education in extenuating circumstances such as the one mentioned above.
- To plan, organize, and carry out training workshops with students and teachers, which specifically include the use of technological platforms to be used to receive their classes and give their teaching practices online as long as it does not affect their development and experiences as future teachers.
- To continue with future research in other years of the English teaching career and follow up on the results obtained in the present research, which will allow performing linear and comparative analysis, on The Impact of Covid-19 Global Pandemic on the English Language Proficiency of the Students.
- To implement the class contents that are not related to computer science, it would be very beneficial if the Foreign Language Department implemented a campaign to make students aware of the benefits, tricks, and advantages that platforms like Moodle offer. It is deduced from the survey that many students find no interest in online learning because they are not aware of how beneficial online learning could be.

Furthermore, many students cannot tell if their English Language proficiency has increased or decreased, because they simply respond they “neither agree nor disagree” implemented to deal with these specific problems that many people are facing.

- To implement awareness campaigns about the necessity of understanding the social and psychological needs of students, teachers, and administrative personnel.

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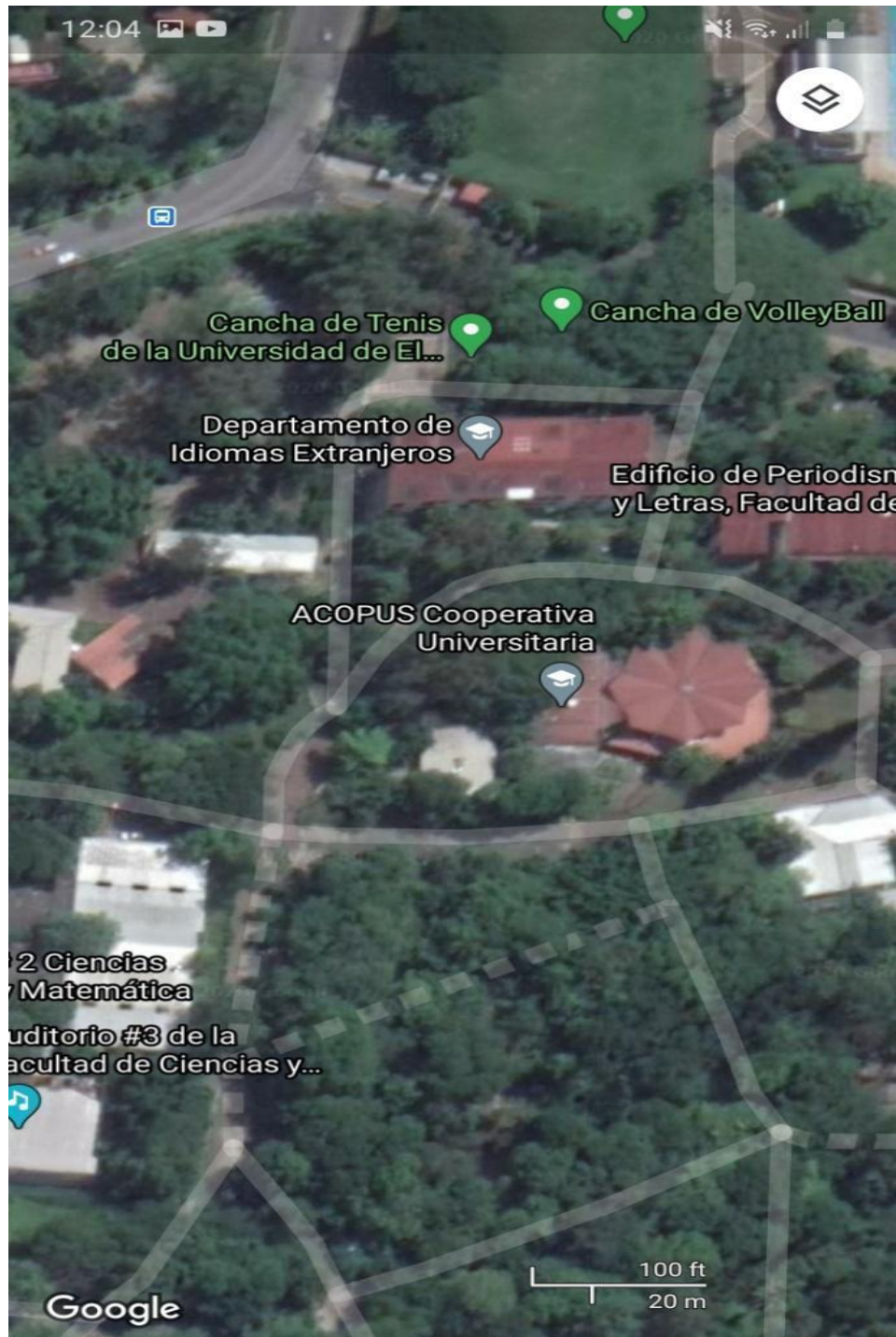
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IX ANNEXES

1- Location



3-Survey

Questions Responses



Universidad de El Salvador

The impact of Covid-19 global pandemic on the English

The following questionnaire has been designed with the objective of gathering information of the students of

PART I. PERSONAL INFORMATION
Description (optional)

1. Gender *

Female

PART I. PERSONAL INFORMATION
Description (optional)

1. Gender *

Female
 Male

2. Age *

17-20
 21-23
 24-25
 older than 25

3. Place of residence *

city
 countryside

4. Who do you live with? *

parents
 relatives
 husband/wife
 classmates
 partner
 other

5. UES ID (DUE) *
Short answer text

6. Are you currently working? *
 Yes
 No

7. If you are working, where do you work?
Short answer text

PART II. ?

5. UES ID (DUE) *
Short answer text

6. Are you currently working? *
 Yes
 No

7. If you are working, where do you work?
Short answer text

PART II. ?

PART II.
Effects of COVID 19 pandemic in Students' English Language Proficiency

8. The lack of interaction in virtual instruction has affected your listening and speaking skills. *
...
 Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree
 Strongly disagree

9. The lack of social interaction in virtual instruction has affected your reading and writing skills. *
 Strongly agree ?

9. The lack of social interaction in virtual instruction has affected your reading and writing skills. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

10. The activities or dynamics during virtual instruction are motivating to learn English. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree

Somewhat disagree

Strongly disagree

11. Your command of the macro skills (listening, reading, writing, and speaking) has been affected after the *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

12. Virtual platforms (Meet, Zoom, Teams, Moodle, Google Classroom, etc.) provide you with good quality *

- Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

13. You have made positive progress in your English language skills through virtual instruction during the *

- Strongly agree
- Somewhat agree
- neither agree nor disagree
- Somewhat disagree
- Strongly disagree

14. The pandemic has made you autonomous in your English language development. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

15. Your proficiency in the English Language has improved since the University started virtual instruction. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree

16. Your proficiency in the English Language has decreased since the University started virtual instruction. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

17. The classes you have taken during the pandemic have helped you improve the English Language proficiency. *

- Strongly agree
- Somewhat agree

- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

18. You have gotten new autodidactic skills due to the pandemic. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

19. You have personally invested sufficient time in your English language skills to match the level of English *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

20. You have done other extracurricular activities to improve or keep your proficiency in the English Language *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree

Strongly disagree

PART III. Technological equipment and the internet.

Description (optional)

21. The use of technological resources like apps can help students have better proficiency in English. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

22. You have used technological resources like apps to improve your proficiency in English. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

23. You are well equipped in terms of technology for the pandemic online learning. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

24. Your training and work in online learning before the quarantine contributed to the proper use of virtual *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

25. The internet connection is good enough to keep up with your virtual classes. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Strongly disagree

PART IV: Teachers' Professional Development

Description (optional)

26. Your professors have shown excellent domain of virtual instruction (platform and tools). *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

27. Your professors have taught you satisfactorily in online instruction during the pandemic, 2021. *

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

28. The interaction in online instruction between professors and students is satisfactory during virtual classes.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

29. The activities and tasks developed during the virtual instruction by the teacher are useful for the English *
☐ Strongly agree
☐ Somewhat agree
☐ Neither agree nor disagree
☐ Somewhat disagree
☐ Strongly disagree

PART V. Social skills of the students.
Description (optional)

30. Your emotions have been affected as a result of home quarantine and it has been reflected in your learning. *
☐ Strongly agree
-

☐ Somewhat agree
☐ Neither agree nor disagree
☐ Somewhat disagree
☐ Strongly disagree

31. You have kept social contact via telephone or social networks during the lockdown periods that has allowed *
☐ Strongly agree
☐ Somewhat agree
☐ Neither agree nor disagree
☐ Somewhat disagree
☐ Strongly disagree

32. You feel nervous, anxious, or on edge during your virtual presentations in classes. *
☐ Strongly agree
☐ Somewhat agree
☐ Neither agree nor disagree
☐ Somewhat disagree
☐ Strongly disagree

33. When you have problems with your technological equipment or the electricity, you feel anxious or *
☐ Strongly agree
☐ Somewhat agree
☐ Neither agree nor disagree

Strongly disagree

34. Your capacity to concentrate when you have synchronous conferences (virtual classes) is affected negatively.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree