A FOREIGN LANGUAGE EDUCATOR'S LIVED EXPERIENCES WHILE USING TECHNOLOGY IN TIMES OF PANDEMIC

JUAN SEBASTIAN DIAZ ZURITA

MARIA JOSE HERNANDEZ VILORIA

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

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JUAN SEBASTIAN DIAZ ZURITA
jsdiazzurita@correo.unicordoba.edu.co

MARIA JOSE HERNANDEZ VILORIA
mhernandezviloria@correo.unicordoba.edu.co

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ADVISOR

JOSE DAVID HERAZO RIVERA, Ph.D

UNIVERSITY OF CORDOBA
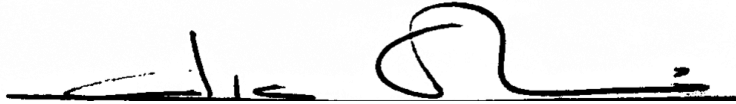
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JUROR

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Maria Hernandez Viloria.

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ABSTRACT

There have been many challenges in education due to the Covid-19 pandemic. Communication and information technologies, however, have become hope amidst pandemic, as they have allowed the teaching and learning process to be developed. Remote education during pandemic has been the topic of many researchers to uncover the essence of teachers' lived experience from various perspectives. However, little has been done on exploring the lived experiences of L2 teachers in school contexts. The purpose of this study was to explore the lived experiences of English educators with virtual/ online education in a public school in the department of Cordoba, Colombia. This study employed a descriptive phenomenological design. The researcher collected the data through in-depth, semi-structured interviews and reflective diaries. The data was analyzed through Colaizzi's phenomenological seven steps. The study found that remote education during Covid-19 implied encountering multiple mixed feelings and perceptions that were mostly associated with Covid-19's obstacles. The integration of ICTs, however, served as a bridge amidst pandemic's hurdles to allow the continuity of the teaching and learning process. This integration as result, provided new opportunities to discover new technological considerations and to enrich the participant's life and professional aspects. This study highlights the transcendence of the participant's perception towards the lived experience and the significance of ICTs in the adaptation process of moving from a physical modality to virtual spaces.

Keywords: Pandemic, experience, online education, teacher, ICTs, challenges

RESUMEN

Ha habido muchos desafíos en la educación debido a la pandemia. Las tecnologías de la información y la comunicación, sin embargo, se han convertido en esperanza, ya que han permitido el desarrollo del proceso de enseñanza y aprendizaje. La educación remota durante la pandemia ha sido el tema de muchos investigadores para descubrir la esencia de la experiencia vivida por los docentes desde varias perspectivas. Sin embargo, poco se ha investigado las experiencias vividas de los maestros de inglés en contextos de escuela pública. El propósito de este estudio fue explorar las experiencias vividas de un maestro de inglés con la educación virtual en una escuela pública del departamento de Córdoba en Colombia. Este estudio empleó un diseño fenomenológico descriptivo. Los datos se recopilaron a través de entrevistas detalladas y semiestructuradas al igual que diarios reflexivos. Los datos fueron analizados a través de los siete pasos fenomenológicos de Colaizzi. El estudio encontró que la educación remota durante el Covid-19 implicó el surgimiento de múltiples sentimientos y percepciones encontrados que en su mayoría estaban asociados con los obstáculos del Covid-19. La integración de las TIC, sin embargo, sirvió como puente en medio de los obstáculos de la pandemia para permitir la continuidad del proceso de enseñanza y aprendizaje. Esta integración brindó nuevas oportunidades para descubrir nuevas consideraciones tecnológicas y enriquecer al participante personal y profesionalmente. Este estudio destaca la transformación que tuvo la percepción del maestro en cuanto a la experiencia vivida y la importancia de las TIC en el proceso de adaptación de pasar de una modalidad física a espacios virtuales.

Palabras claves: Pandemia, experiencia, educación en línea, maestro, las TIC, desafíos.

1. INTRODUCTION

The unexpected outbreak of COVID-19 in the past few years represented a tremendous challenge to all areas of society, which had to undergo abrupt changes. Education, for instance, had to suddenly transition from physical environments to online spaces, originating challenges for educators world-wide. Many teachers had to adjust /redesign their traditional ways of teaching from the classroom to online media unanticipatedly and unpreparedly, leading themselves to look for courses of action to make the transition of their physical learning spaces onto Computer Assisted Language Learning (CALL). Such transition occurred "often with little-to-no preparation and instruction on how to proceed" (Kılıc & Atay, 2021, p. 232). Early research from remote teaching during the pandemic suggests that teachers needed more support in implementing remote learning and using technology effectively to create online lessons (Anderson & Hira, 2020). Such research also notes that preparing educators to use instructional technology in an effective way is essential to create a successful online education that can address the sudden changes imposed by COVID-19 (McKeachie & Svinicki, 2006).

Further research has documented teachers' perceptions of professional development during the pandemic (Al-Bargi 2021), and teachers' needs and suggestions for using technology (Tafazoli & Meihami, 2022). Other studies have published literature related to teachers' challenges when using ICTs. Ghanbari & Nowroozi, (2022) for instance, aimed to find how two experienced English language teachers faced with the challenges after COVID-19 came into effect halfway through the university semester. Uniformly, Hakim, (2020) studied technology- integrated, and addressed EFL teachers challenges during the covid 19.

Several studies have focused on the lived experience of teachers using a phenomenological approach, for example Cuadrado & Sanchez, (2022), (Jebbour, 2022); explored and described L2 teachers' experiences in times of pandemic; however, they focused on higher education.

Despite the fact that a few studies have centered on exploring the online lived experiences during COVID-19 of non-English teachers in private schools (Khanal, 2020) and English teacher in non-private schools (Nayman & Bavh, 2022), there is still insufficient literature to understand how L2 public school teachers lived the experience of transitioning from physical to virtual environments throughout pandemic.

This study aimed to explore the lived experiences of an English educator with virtual/ online education through the process of a descriptive phenomenological design. According to Aguas (2014, p. 81) the term lived experience refers to "the individuals´ pre-reflective consciousness of life, reflective awareness and objectivity of thoughts." This study was carried out at a public school in a Northern city in Colombia, South America, which had been dealing with difficulties in developing skills and abilities when Implementing ICTs in virtual spaces. The research question leading this study was: What is the lived experience of an English teacher trying to implement information and communication technologies when developing the teaching-learning process in a Colombian public school during the pandemic?

This study allowed us to review, describe, and understand the lived experience of educator while integrating ICTs in remote education. This study might contribute to current and future studies by providing researchers information related to the participants' experiences when using technology in the educational field.

This paper contains the introduction guiding the research problem and the purpose of

the study. It also entails the conceptual framework and the method utilized to address the research question. Finally, it provides the findings that emerged from data analysis, the discussion of themes regarding the essence of the participant's lived experience, and the conclusion of the research project.

2. THEORETICAL FRAMEWORK

This chapter emphasizes on the conceptual framework, which addresses significant concepts that support the study and relevant literature related to the current study.

2.1 Conceptual Framework

Information and communication technologies (ICTs) are defined by Blurton (2018) as a diverse set of technological tools and resources used to communicate, to create, disseminate, store, and manage information. The same author establishes that ICTs are at the very heart of the educational process. Consequently, the use of these tools in education has a long history, since they have played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for-profit corporations and non-profit groups (Blurton, 2018). According to Tondeuretal (2009), the last decade of the 21st century saw an extensive and significant amount of research and findings in the field of **technology integration** to learning schemata as a strong learning tool. In the scenario of the COVID-19 pandemic, technology integration to online language teaching gained (inevitably) increasing attention. Regardless of the existing barriers to technology integration in language teaching and learning, the COVID-19 pandemic has expedited the process of technology integration (Hakim, 2020). One way in which this happened was through emergency remote teaching.

Emergency Remote Teaching is defined by Hodges et al. (2020) as a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. The same author suggests that it involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and

that will return to that format once the crisis or emergency has abated. Research has demonstrated many **affordances** associated with online teaching. Firstly, it overcomes physical distance as a barrier to learning, allowing for more versatility and flexibility, this flexibility includes freedom from reliance on time and space associated with traditional classrooms (De Paepe et al., 2018; Hofer et al., 2021; Thoms & Eryilmaz, 2014; Vivolo, 2019). Secondly, teachers can incorporate effective pedagogical and instructional strategies such as games, interactive models, computer simulations or animations, audio and video clips for learners to engage in meaningful knowledge construction (DeCoito & Estaiteyeh, 2022). Then, the multimodality and availability provided by these rich resources are definitely advantageous (Eichler & Peeples, 2013; Vivolo, 2019).

On the contrary, remote education poses several **constraints and challenges** to both teachers and students. Some of the hindrances to the distance learning of the students include slow or unreliable internet, cost of connection, technophobia, insufficient 21st-century technological skills, and lack of devices (Alvarez, 2020; Mathew & Iloanya, 2016; Lynch, 2020). Unquestionably, online education posits a challenge for educators to create a caring virtual classroom that allows students for collaborative learning and interaction (Duncan & Young, 2009). Similarly, technological literacy and pedagogical knowledge are a concern for first-time distance learning teachers (Bhaumik & Priyadarshini, 2020; Kayaduman & Demirel, 2019).

2.2 Review of Literature

Several studies have been conducted to explore ELT teachers' professional development, challenges and their experiences while using ICTs during times of pandemic.

These studies have been looking for meaningful insights that can support the teaching and learning process and that can provide teachers in-depth understanding of the use of information and communication technologies to face distance education. Al- Bargi (2021), for example, carried out a study which aimed to explore the availability and provision of ELT PD opportunities at English Language Institutes/English Language Centers, at five universities in Saudi Arabia, and the perception of the ELT teachers on its coherence and adequacy. This study adopted a sequential explanatory mixed-methods research design, employing questionnaires and semi-structured interviews. Analysis of results of the gathered data indicated that the majority of the teachers felt that there were adequate online PD opportunities while the structures of these opportunities sufficiently addressed most of their needs. However, some teachers voiced concerns regarding the correlation between contextual, full-mode online teaching, and the online PD sessions provided.

Additionally, Tafazoli & Meihami (2022) conducted a study with the purpose of exploring the Iranian EFL teachers' technological needs and their suggestions for using computer-assisted language learning (CALL) during the COVID-19 pandemic. The study employed a descriptive narrative design proposed by Edmonds and Kennedy (2017). The narratives produced by 66 English as Foreign Language teachers were analyzed through a deductive and inductive thematic using MAXQDA software. The findings indicated that CALL teacher preparation programs should prioritize technological pedagogical knowledge, then technological content knowledge, and finally technological knowledge.

While some challenges pertain to online learning and teaching in general, the COVID-19 pandemic worsened some of those hurdles. The literature reveals several challenges that teachers faced during the pandemic. In this regard, Ghanbari & Nowroozi

(2022), focused on finding how two Iranian experienced English language teachers at Persian Gulf University faced the challenges after COVID-19 came into effect halfway through the university semester. These researchers conducted in-depth semi-structured interviews with two teachers at different times during the course. This study findings showed that after the shift to online teaching, the two teachers initially encountered several pedagogical, technological, institutional and affective challenges. However, as the course proceeded, they could find solutions to cope with the new situation. Then, the results of this study will provide directions for teachers who need to adjust their practice in virtual education.

In the same line, Hakim (2020) studied technology-integrated classrooms and addressed the challenges before EFL teachers in Saudi Arabia during the COVID-19 pandemic. To that end, this study adopted the Exploratory Sequential Mixed Method, utilizing questionnaires and online interviews. These research findings indicated that despite having access to various techno-led applications and techniques including the blackboard ultra, podcasting, vodcasting etc., still there were many challenges faced by Saudi language educators. The most common challenges included, but were not limited to, the inability to have access to the modern equipment, interrupted or weak internet connection, learners' low motivation level, and attention deficit. Then, the results of this study would help policymakers, trainers, EFL teachers and professional development experts with aspects of COVID-19 and the pending issues determining technology integration in EFL online classrooms.

Early research has focused on describing the lived experiences of English teachers trying to cope with remote education during pandemic; however, they were focused on a higher educational context. Cuadrado & Sanchez (2022), explored and described the lived

experiences of foreign language educators from a public university on the Caribbean coast during pandemic times, and how their teaching process may have remained affected. This qualitative study adopted a phenomenological research design, making use of in-depth qualitative interviews and researchers' diaries. This study's findings showed themes such us; awareness of the need to respond to unexpectedness in teaching, the face of loneliness in the classroom, the despair at not being able to play a pedagogical role, the goodness of practice within an unusual teaching reality, and the longing for change in education.

Similarly, Jebbour (2022) focused on examining how faculty view the experience of the unexpected transition to distance learning as the only option to respond to the COVID-19 pandemic. In this phenomenological study, data were collected through in-depth email interviewing, adopting a purposeful sampling method. Results illustrated how the teachers' experience of delivering language classes involved lack of ICT infrastructure and lack of student engagement, while creating opportunities for flexibility in the time and pace of teaching and learning and increased learner- content interaction.

In contrast, little literature has been published on the lived experience of ELT educators dealing with Emergency Remote Teaching, particularly in school contexts. In this sense, Nayman & Bavh (2022) adopted a phenomenological design to explore the lived experiences of English as a Foreign Language (EFL) teachers in teaching productive skills during emergency remote teaching (ERT) and the COVID-19 pandemic and their recommendations for teaching productive skills online. Other literature focused on private school contexts. Khanal (2020), for instance, reported a study that explored how school teachers perceive and adopt technological learning, how they transfer their technological knowledge and skills into the online classroom, and how they self-assess their practices. This

was done through a phenomenological study focusing on the meaning the participants make from their lived experience on 'technological learning and application' in the face of COVID-19 pandemic.

As mentioned above, studies evidence that there has been a huge interest in exploring the importance of IT in distance education and the different responses that different academic institutions had had against the pandemic. There are also studies that focus on describing educators' experiences in order to provide insight into their perceptions when using a variety of tools for a successful implementation of e-learning in the classrooms. Researchers have felt connected with the relevance of ICTs nowadays and its implications or impacts on virtual education; however, there is still a gap which needs to be filled. After exploring all the previous studies found in different sources, it can be said that the lived experiences of English educators facing distance education caused by global pandemics have not been explored in the context of Colombia public schools, and could be a good subject of further studies.

3. METHOD

The purpose of this phenomenological study was to explore the lived experiences of an English educator while using Information and Communication Technologies to face online education during pandemic. This chapter includes the type of research, context and participants, data collection methods, data analysis method, and ethical issues.

3.1 Type of Study

Qualitative research is an approach that aims to explore, examine, and reflect on a phenomenon using Qualitative data coming from   observations, open-ended questions, in-depth interviews (audio or video), and field notes. Denzin and Lincoln (2005) state that qualitative research is the primary research instrument in qualitative investigation, and 'subjects' become 'participants' who may contribute to data interpretation and analysis. Qualitative researchers defend the integrity of their work by different means: trustworthiness, credibility, applicability, and consistency are the evaluative criteria. According to Creswell (1998), the tradition of qualitative inquiry and questions selected from the five- question method by a researcher can shape the design of the study. The same author provides text and tables comparing five major qualitative traditions: narrative, phenomenology, grounded theory, ethnography, and case study in six phases of research design.

In this study, a phenomenological inquiry was used to address the research problem. This approach is a form of qualitative research that describes or interprets through certain data collection sources the essence of individuals' experiences which have a phenomenon in common. Thorne (1991) & Burns (1999) establish that the primary position of phenomenology is that the most basic human truths are accessible only through inner

subjectivity, and that the person is integral to the environment. In phenomenology it is highlighted two approaches: Psychological phenomenology and Hermeneutic phenomenology. The first one focuses on describing individuals' lived experiences and the second one aims to interpret the meanings of these experiences. According to Van Manen (1997), the epistemology of phenomenology focuses on revealing meaning rather than on arguing a point or developing abstract theory, and discovery of knowledge cannot be attained by the empirical- analytical sciences.

The significance of phenomenology in our study lies in the power of building up new learnings based on participants' experiences. For researchers, it is vital to learn from the experiences of others since they provide new insights about a particular phenomenon, Neubauer, Witkop & Varpio, (2019). "By examining an experience as it is subjectively lived, new meanings and appreciations can be developed to inform, or even re-orient, how we understand that experience" (Laverty, 2003). Therefore, this research design contributed to the construction of an in-Depth description of an educator's experiences using ICTs in challenging times. In addition to that, it helped us as researchers to be meticulous with the information we will describe, setting aside any prior thoughts, conceptions or judgments we might have and then, after having obtained a deeper understanding of description and research as a whole, take a phenomenological attitude on the experience's participants.

3.2 Context & Participants.

This study was carried out at a public school situated in the Caribbean coast of Colombia, specifically in an urban area in the northern region. This institution is characterized by assuming the development of a scientific, autonomous thinking able to face

multiple realities or concrete situations. In times of pandemic, this school implemented diverse strategies and actions that allowed the continuity of the teaching- learning process. The creation of an institutional platform, the use of technological tools such as google meet and zoom, and the implementation of learning guides were some of them.

Taking as a reference what was stated by Omona (2013) *"Homogenous sampling involves individuals, groups, or settings because they all possess similar characteristics or attributes. Participants are selected for the study based on membership in a sub-group or unit that has specific characteristics."* In this study as a common characteristic/ phenomenon, the participant described his lived experiences when using ICTs during challenging times. Then, in this research proposal, 1 participant was selected from a public institution in the department of Cordoba. The participant is an English teacher with a master degree that has been working as an educator for 14 years. At first, it was intended to select various teachers; however, due to time-availability only one was possible.

3.3 Data Collection

This section describes data collection methods used when conducting the current research study that aimed to explore participant's' experiences regarding virtual education during Covid 19. In this study, interviews and researchers' diaries were employed, establishing contact with participants via email, through telephone calls, or in-person, depending on their preferences or time availability. Participant had the role of responding to the interview questions and share the lived experience throughout this time using ICTs.

3.3.1. Interviews. Interviews are a data collection method employed in qualitative research to collect research relevant information. According to Patton as cited by Greenfield

(1996) as a tool that is used to find out what is in and on someone else's mind which cannot be directly observable. In phenomenology, the purpose of interviews is to explore individuals' experiences. In this study, semi-structured interviews were conducted utilizing the three series-interview model proposed by Seidmen (2006). The first interview set the participant's context regarding the phenomenon; the second interview described the details of the lived experience of the participant in the specific area of study and in the third interview, the participant was requested to reflect on the meaning of their experience. participate. Interviews were conducted over 2 weeks at the participant's school or using Google Meet online platform. Each interview was carried out between 2 or 3 days apart. This allows time for the participant to mull over the preceding interview but not enough time to lose the connection between the two, Seidmen (2006). All interviews were recorded and transcribed verbatim using Tactiq browser extension when conducted online and Otter transcription website when recorded using digital devices. Interviews lasted between 20 and 60 minutes. This type of method is adequate for our research proposal, as it presents advantages such as not missing or disregarding any data throught the use of note-taking

3.3.2 Researchers' Diary. Mariño (1999) and Bowling (2002) define diaries as a research tool that requires respondents to make regular records of their daily activities and experiences. Diaries have attracted attention from researchers who are interested in gathering qualitative data, especially since Bailey (1983), as reviewed in Howell Richardson and Parkinson (1988). This type of method is appropriate for this study, as it allows the development of aspects such as "reporting events and experiences in context and in-the-moment, and determining the antecedents, correlations, and consequences of daily experiences and behaviors" (Lallemand, 2012). Moreover, keeping a research diary helped

us to support a reflexive approach and contribute to the bracketing process (Wilson, 2015).

3.4 Data Analysis

Data were analyzed through Colaizzi's phenomenological method (1978). The rationale for this data analysis approach is that the adoption of Colaizzi's (1978) procedural steps for analysis seemed to provide clearer guidance for novice phenomenologists. This analysis was essential since it contributed to a better understanding of participants' experiences.

In this method, the verbatim transcripts were read several times to get a whole sense of them. From each transcript, significant statements that pertain to the essence of participants' lived experience were extracted. Meanings were formulated from the identified significant phrases. The formulated meanings were grouped into clusters of themes that eventually allowed the emergence of themes. Themes were then integrated into an overall exhaustive description through a combination of emergent themes, cluster of themes and formulated meanings. Findings were reduced into a clear and concise fundamental structure that fully described the essence of the phenomenon. Finally, the research returned to the participant to validate research findings. Table 1 includes examples of significant statements with their formulated meanings. Table 2 contains an example of an emergent theme with the associated cluster of themes and the formulated meanings.

Table 1

Significant Statements	Formulated Meanings

It was kind of stressful, not only because of the challenges that we had when everything came up so suddenly, but because of the stress we were experiencing due to the health emergency. (Transcript 2, lines, 9-11)	The health emergency and unexpected challenges caused stress.
Also, the issue with this type of methodology is the connection that sometimes failed. So, we didn't have a good connection available all the time. So, it was frustrating, like while having a remote like a live classroom with online class with students and it was like interrupted or was disrupted by the internet connection, so it was frustrating when we could not continue and students were really left alone and some of them could like wanting to participate but they couldn't because of their connection. (Transcript 2, lines, 126-131)	The participant reported having been frustrated as a consequence of connections issues.
We experimented many, many feelings, not only as a professional, I mean, as a teacher but also personally, right? It was really worrying for me…it was sometimes really sad to know the condition in which students were living. I mean, like, having this type of classes, when students had the chance to turn on the camera like we could experiment the places, the houses, the problems in their houses and the limitations they had. (Transcript 3, lines, 128-133).	There was concern about the way of ensuring the continuity of students correct, efficient and meaningful learning process.

One of the things that we were worried about a lot was when the students went home and we had to continue with the process was, let's say, the way to make sure that they continued correctly, efficiently and meaningfully their formation process. (Transcript 4, lines, 197-200).	The participant clarified having felt sadness and worrying when witnessing students' houses, problems and limitations while receiving classes.
This experience during the pandemic goes from being traumatic to being positive because of what we said about the enrichment process of what we learn, from being able to have continued learning that year or those two years that we were confined in the pandemic. Everyone started to calm down. Let's say, health conditions improved. That generates, let's say, a bit of tranquility in the population and everyone gets used to what was abrupt at first, they get used to day to day. (Transcript 4, lines, 556-562).	The experience during COVID- 19 went from being traumatic to being positive because of the enriching process and the continuity of the education process.

Table 2

Formulated Meanings	Cluster of Themes	Emergent Themes
The health emergency and unexpected challenges caused stress.	Feeling of Stress	
The participant reported having been frustrated as a consequence of connections issues.	Feeling of frustration	
There was concern about the way of ensuring the continuity of students correct, efficient and		Experience of Multiple Feelings and a change of perception

meaningful learning process.	Feeling of sadness and worrying	
The participant clarified having felt sadness and worrying when witnessing students' houses, problems and limitations while receiving classes.		
The experience during COVID- 19 went from being traumatic to being positive because of the enriching process and the continuity of the education process.	Transition of feelings: From traumatic to positive	

3.4 Ethical Issues.

Ethical considerations were required to conduct our phenomenological study. In this case, all participants were contacted via cell phones and were informed about the objectives and scope of the research project. The participant provided consent beforehand in order to carry out the interviews and without their consent no video or audio record was done. Moreover, any personal information regarding the participants and schools' names during the data collection and data analysis were kept confidential. In addition to that, any ideas, thoughts or information belonging to any author were cited and appropriately referenced.

4. FINDINGS

Analysis of the written descriptions of the English educator's experiences while dealing with virtual education throughout the pandemic yielded 56 significant statements. The meanings of the significant statements were formulated and grouped into 26 clusters of themes to finally be reduced into the emergence of seven themes that describe the essence of the participant' responses. Excerpts from the verbatim transcripts are also included to illuminate each of the following themes.

4.1. Experience of multiple feelings and a change of perception

The lived experience of the participant entails distinct feelings and perceptions that vividly describe how the English teacher lived the phenomenon and how the perception of it had a significant transformation. Most of these feelings are associated with the unexpected COVID-19's challenges and the uncertainty regarding the continuity of the school year. Referring to the emergence of COVID- 19, the participant stated:

"It was kind of stressful, not only because of the challenges that we had when everything came up so suddenly, but because of the stress we were experiencing due to the health emergency"

Also, a sense concern about the way of ensuring the appropriate continuity of the teaching and learning process was reported:

One of the things that we were worried about a lot was when the students went home and we had to continue with the process. It was, let's say, the way to make sure that they continued correctly, efficiently and meaningfully their formation process.

Frustration occurred during remote education where occasionally connections failed and therefore synchronous classes were interrupted. The participant declared:

Also, the issue with this type of methodology is the connection that sometimes failed. So, we didn't have a good connection available all the time. So, it was frustrating, like while having a remote like a live classroom with online class with students and it was like interrupted or was disrupted by the internet connection, so it was frustrating when we could not continue and students were really left alone and some of them could like wanting to participate but they couldn't because of their connection.

The living conditions of students produced sadness since they were visible, particularly when students had the chance of turning on the camera, and the participant would observe the limitations they had. He manifested:

It was sometimes really sad to know the condition in which students were living. I mean, like, having this type of classes, when students had the chance to turn on the camera like we could experiment the places, the houses, the problems in their houses and the limitations they had.

Contrary to the previous negative feelings, the successful continuity of the education process produced a sense of happiness and relief since the teacher could do a good job in the end. This is portrayed in the following passage:

I would also say that I felt happy that we that we could continue with the process of teaching and reaching our students and also get some relief in the professional part

because we could make at the end a good work with students even though this virus and all these issues that we have and the problems that we have in the process, we could continue and reach with some adaptations, take all that were proposed for the year.

During the interviews, the participant reflected on his lived experience when transitioning from traditional environment to remote education, manifesting that there was a transition of the way the participant perceived the experience during COVID-19 pandemic. His voices were: "This experience during the pandemic goes from being traumatic to being positive because of what we said about the enrichment process of what we learn, from being able to have continued learning that year or those two years that we were confined in the pandemic.

4.2. Facing roadblocks

Throughout the process of transiting from the physical environment to remote education several hurdles were encountered. Lack of technological means to reach the students, unavailability of resources associated with the socioeconomic status of the institution and lack of preparation were mentioned by the participant. The following excerpt illustrates how communication worked as a limitation between the teacher and the student.

You know, we were used to; I mean, with the things that we had at school, we were used to have our students here, at least to have a board, at least we have communications because we saw them every day. But when the pandemic started and everybody was locked down, ummm, we were forced to stay at home. The first

limitation was communication with students. Of course, we didn't have any direct channel so we can communicate with them…Also, student connection and availability of resources, like having a technological device or having internet connection at home. It was like a huge limitation that we had because basically, you know, our socioeconomic status here in school, they are really poor. I mean, they lack resources, they lack resources. Some of them really lack resources. So, they didn't have a way to keep in touch with the student through online or digital media.

Meanwhile, the same participant reported having some absence of resources, technological devices and internet connection to keep contact with students. In this sense, the participant declared:

Also, student connection and availability of resources, like having a technological device or having internet connection at home. It was like a huge limitation that we had because basically, you know, our socioeconomic status here in school, they are really poor. I mean, they lack resources, they lack resources. Some of them really lack resources. So, they didn't have a way to keep in touch with the student through online or digital media.

Lastly, a lack a preparation on behave of the teachers to face the new modality of online classes was reported: "Ummm, in a certain way, [I am sorry] in a certain way another limitation that we have, was like the lack of preparations teachers had, you know, to face this new modality of having virtual classes". This lack of preparation along with course training, and technological implementation were some of the challenges the participant reported

having experienced: "We also had like some challenges…….in this process of you know this new modality and of course training and be ready for implementation of technology and the preparation for these, were some of them."

4.3. Learning on the road

The research participant described his experience while teaching during the pandemic as a "process of learning every day" and viewed the "transition from a physical educational context to a remote environment as an adaptation process". This process required some physical implications, time-management and resources adaptations. The following passages illustrate the situational physical implications:

> The adaptation process, I call it adaptation because it had many implications, I mean, I was very used to, for example here in my classes, I move a lot, I move my hands a lot, I make a lot of gestures, I like to play with the tone of the voice and make emphasis in some words. Then, it was complicated because I even moved my legs, walk around the room, right? So, at the beginning it was a bit complicated I felt like tied up I felt like tied up since when we started the synchronous classes, I had the camera, …and sometimes I wanted to get up from the chair to be able to reach the students…There were times when I got up and they didn't hear me.

The time control when carrying synchronous classes also made part of the adaptation process. He stated,

> I learned Because at the beginning, as I had many things available, I brought many activities to class and …and of course when I was going to give the class and it was

a one-hour class, …. Of course, I had many remaining activities, so I also learned, let's say that adaptation process of being able to measure time regarding the class, let's say that it was also part of it.

Content material had to be adapted taking into consideration the context of students and the appropriateness of the resources. He manifested,

We were obviously forced to use all technological elements during the class but definitely, one has to be aware that not everything can be used or implemented, that not every video on YouTube, for example, is good for my students or is consistent with the context of my students, that you have to do adaptations of that material that you find on the web.

All of these implications were part of the participant's lived experience that was often described as a continuous sense of learning. This had to be given day by day since the transition between modalities was sudden and abrupt: "As we did not have time (because everything was so abruptly that we did not have time to get trained and prepare for that) we had to go learning day by day". Also, the same author explains that this learning process was from the experience, the ongoing situations and failures: "So let's say that we also learned…. every day from the experience, what was happening, from the failures we had during the process".

4.4. A bridge on the way

Throughout the process of transitioning from face to face to virtual environments also called by the participant as an "adaptation process", Information and Communication

Technologies were predominant and worked as a bridge that allowed for the continuation of students' involvement in the process of education, and the development of resources and institutional processes. The participant declared:

"ICT was basically that bridge and that opportunity that we had to keep our students like um, continue being immersed in the process and continue progressing or developing their skills, their competences so the process, you know, couldn't be disrupted"

The participant provided his perception of ICTs and how they worked as a bridge. His words were:

I describe las ICTs as a bridge because actually, it was how I was able to reach my students, it was what allowed me to continue with the process. It was the fundamental bridge for us to reach our students, it was the bridge we used to develop resources, it was the bridge we used to develop institutional processes.

In regards to the predominance, the participant indicated that the majority of academic processes through online education were mediated through ICTs. He manifested,

Let's say that if you put it in terms of percentages, 80% of the academic process was always mediated by technological issues. It was not mediated by ICTs when we had special cases of students who did not have any device with a technological entity, but the rest, everything was mediated by ICTs, that is why it was predominant.

4.5. The newness of unexpectedness

The integration of ICTs in the educational process in times of pandemic provided the English educators the opportunity to discover various technological considerations and implement something "new" into the classroom. The participant illuminates this newness with different meanings. Initially, the participant reported:

"New was knowing that there is much more on the web than a simple video to take to class, that there are tools that allow you to connect in real time with students, monitoring their participation."

The research participant described new in the sense of teachers discovering students' socioeconomic realities. He declared:

New was discovering, for example, the socioeconomic reality of the guys at home that we did not know. The pandemic brought us very close to knowing the environment of the students, very intimate things about them that we did not know and that we completely ignored.

The participant manifested that new meant having newfound online elements and knowledge in the implementation process: "New was the amount of knowledge and elements that I had in the process of implementing this new modality." He also demarcated new in the sense of feeling an inexperienced peak of emotions: "New was that peak of emotions that I had not experienced before at home: worry, stress, anxiety, joy. Sometimes that sense of fulfillment on some occasions when everything was going well in the class."

On the whole, new experiences were elucidated as what teachers were unaware of and not familiar with, "In general, I mean, everything that was different that we are not used to, that we did not know is what I describe or say that it is like new experiences."

For the participant, these experiences meant discovering through the pandemic non-familiar technological considerations concerning ICTs' implementation, resources and strategies. He reported: "With the pandemic I discovered, …that many things regarding implementation and regarding the strategies of using ICT were unknown to me...That I was missing a huge world of resources that I didn't use with my students before". To exemplify one of these discoveries, the participant stated: "An interesting thing that I also discovered was like, the way of using technology because it's not just about having the implements, having the connection, but also to use, I mean this world of ICT wisely". This wise utilization of ICTs means making good use of them, being aware of the different adaptations and contextualization that have to be made. The following passage portrayed the previous idea. "When I mentioned the fact of using ICTs wisely, I meant, how to take advantage in a conscious way, conscious in the sense that you cannot use everything as it is, but I have to make adaptations and contextualize it for my students."

4.6. A sense of enrichment

The essence of the experience is described as an enriching process that contributed to the professional development when integrating ICTs during remote education and the personal life of the participant. There was a sense of learning on the use of technology and the different adaptations in the curricular planning. Also, some areas of his life were strengthened through the struggles. This theme is portrayed in the following excerpt:

The process was enriching at a professional level, because let's say. I learned a lot, let's say, not only about the use of tools or the use of Apps or the use of resources, web or digital, but also at the level of curricular planning. At the level of curricular planning, let's say we had to make many adaptations, we had to learn in the process...I describe my experience as a continuous process of enrichment, a process that contributed a lot to my professional development as well as the personal one. I learned to control that anxiety that I had. I learned to separate work schedules… I mean, in a very, very, very, very general way, several areas of my life, let's say that they were strengthened. Through the difficulties, one learns, and that greatly enriched my process.

Having had the opportunity to experience this enriching process, changed some perceptions, provided useful tools and technological knowledge for the research participant.

4.7. A sense of preparedness for the future

This theme is the pure reflection of the participant upon the phenomenon under investigation where he elucidates how having lived an experience helps people to be able to better position themselves and prepared in case of encountering a similar event and that this "enriching" lived experience has contributed professional, cognitively and emotionally to face another emergency. In regards to perception of experience, the participant manifested,

I think that as human beings, we after experiencing something, in our DNA, ...I don't know, there is something left that if there is a second time, we are not going to feel so frustrated because we have already experienced it. I mean, the experience gives you the sense of being able to position yourself better in case of a similar situation.

The lived experience of the pandemic had some personal and cognitive contributions: "I think that having experienced all these types of situations while pandemic- At my personality level makes me a much more even-tempered person, much more focused, with many more skills not only professional and cognitive but also emotional.

Also, when the participant was asked to reflect upon the phenomenon, he declared: "in case another emergency, I feel more prepared". Later, he was requested to provide more details regarding this sense of being prepared. In response to the question, he manifested: "So let's say being prepared is like being better adapted, as if having lived this pandemic allowed me to prepare for future situations.

Formulating the fundamental structure

The lived experience of the participant comprises a series of feelings and multiple perceptions that fully describe the phenomenon under investigation. The perception of these experiences along with feelings of stress, frustration, sadness, worrying, happiness, calm and relief significantly evolved from a negative perception to a positive experience. Most of these negative feelings were associated with Covid-19's hurdles that occurred during the transition from traditional environment to remote education that was illuminated by the participant as an adaptation process and as a continuous learning from the experience, failures and the ongoing situations. For the participant this adaptation implied changes in the physical environment, considerations when implementing materials and being aware of time-management during online education. During this process, ICTs in the form of a bridge amidst the continuity of the educational processes, symbolizing and constituting a predominance with the majority of the academic processes mediated through technology. The

integration of ICTs as a result, provided teachers the opportunity of discovering new and non-familiar technological perceptions and considerations. In the end, the lived experience became enriching in terms of the contributions to his personal and professional life, providing the participant a sense of preparation to face another emergency.

5. DISCUSSION

This study aimed to explore the lived experiences of an English educator while trying to implement information and communication technologies in the teaching learning process in a Colombian public school during the pandemic. A descriptive phenomenological methodology of the qualitative study was chosen as the research design for this study due to the gap within the academic literature addressing the research problem that concerns the insufficient literature to understand how L2 school teachers lived the experience of transitioning from physical to virtual environments throughout the pandemic. To accomplish the research purpose, a participant from a public school was purposefully selected to conduct the three series of interviews proposed by saidmen (2006). Then, after having collected the data, it was analyzed through Colizzi's seven steps that subsequently cast the emergence of seven themes that describe the essence of a participant's experience while dealing with online education during a pandemic. Majority of the themes have been reported in previous literature.

For instance, theme 1 reveals that distinct feelings fully described the way the participant perceived and lived the experience throughout the pandemic and that the perception of the experience had a significant transformation at the end, when it went from traumatic to positive. They are mostly associated with challenges encountered in times of pandemic. These identified feelings throughout remote teaching are consistent with Ghanbari & Nowroozi (2022) study, in which teachers believed that redesigning their traditional course to online, managing records, time and poor online competence and engaging students in the learning process was a stressful experience for them. Aligned to this, Robosa, Paras, Perante, Alvez, & Tus (2021) found the coping mechanisms of teachers to handle stress and

burnout. In the current study, frustration stemmed from encountering technological issues during synchronous classes. Khanal (2020), however, revealed that frustration and anguish among the teachers came as a result of dealing with uncertainty and fear of the COVID-19 and the additional pressure for doing online teaching amidst the crisis. Iradel, Cadosales, & Perez (2021) reports that participants were concerned about the availability of a gadget and intermittent internet connection and financial support, while the participant in this study reported that there was concern on the uncertainty of the continuity of the teaching and learning process. Contrary to negative feelings, in Robosa, Paras, Perante, Alvez, & Tus (2021) research, the feeling of happiness was revealed when a duty was fulfilled; the participants of this study declared that more than teaching their students, another reason for their happiness was whenever they saw their students earned an accomplishment outside the four corners of the room. These mixed feelings represent how the participant viewed the experience from the beginning, throughout and at the end of the pandemic.

Although the findings of this study confirmed that multiple struggles and hurdles made part of the teaching lived experience of the school teacher, literature centered on different research sites (universities) seemed to endure the same challenges. As it is the case of Jebbour, (2022), Ghanbari & Nowroozi, (2022) where participants' experience involved lack of technological infrastructure that was concerned with access to technology, training, and poor digital literacy. Teachers' lack of training was a significant factor manifested by the interviewees who carried out synchronous and asynchronous classes. In addition, lack of preparation, poor internet connection, and unavailability of resources negatively influenced the teaching after the shift to online education in the context (Ghanbari & Nowroozi, 2022). In the current study, this influence was reflected on the limitation of communication between

teachers and students at the beginning of the pandemic, the implementation of ICTs, adaptation, and technical issues such as disruption of online sessions that consequently caused frustration in the participant. Other literature, like that from Iradel, Cadosales & Perez, (2021) also indicates that disruptions, insufficient devices and unmet expectations were some of the hurdles found throughout the pandemic.

This study revealed the teacher experienced a sense of continuous learning accompanied by the adaptation process that came as a result of the transitioning from a physical modality to online spaces. This learning process stemmed from the living experiences, circumstances as well as intents and errors. The participant was motivated and curious to look for courses of action when integrating technology. His reactions mirror the research findings of Khanal (2020), where teachers became life-long learners, equipping themselves with resources and skills, learning from their friends, online resources, multiple ways and means. In the current study, this process happened at a time where there was no sufficient technological preparation and since the transition was sudden and abrupt, the learning had to be given day by day. Similar to Ghanbari & Nowroozi, (2022) where the abrupt shift to online education occurred when teachers did not have enough IT skill for course adaptation despite having been in a university setting. The same authors report that shortly after this university was called to stop face-to-face education, the teachers were asked to adapt their teaching to online mode. This adaptation was reported by the participant in the current study where the process itself required many implications. These implications were viewed as pedagogical solutions in order to cope with the new environment and getting adapted to the new online environment was one of them Ghanbari & Nowroozi (2022). In the

present study this adaptation implied physical adaptations, time-management and ensuring the consistency of the content material with students' context.

The participant highlighted the existence of certain predominance of Information and Communication Technologies that during the unexpected COVID- 19 allowed the continuity of the teaching and learning process. Ghanbari Nowroozi (2022) stated that teachers had to maintain the instructional continuity while adapting the course to the new online mode. This finding was reinforced by Robosa et al (2021) when revealing that it was an enormous challenge that the online courses persisted as the pandemic began. Likewise, these coping mechanisms made teachers capable of facing online learning struggles and continuing teaching amidst pandemic. ICTs mediated the educational process -allowing its continuity-. Additionally, this study revealed that these tools played a predominant role throughout the pandemic; nevertheless, a review of relevant literature did not provide evidence of it.

The integration of information and communication technologies in the educational field in times of pandemic provided educators the opportunity to discover several technological considerations and implement something "new" into the classroom. These findings are consistent with Iradel et al's (2021) research, in which teaching interns showed optimism because they believe that the situation allows them to learn new things and gain more confidence. Moreover, Cuadrado & Sanchez (2022) indicated that the constructive side of the pandemic provided teachers the unforeseen possibility to explore new methodologies and approaches to teaching, as a way to overcome the challenges brought with the pandemic arrival. In addition to that, the same author stated that the new reality can be seen as a new possibility that can offer different and positive transitions in teachers' lives, not only referring to methodologies but to resources. In the present study, the arrival of the pandemic meant

discovering non-familiar technological considerations concerning ICTs' implementation, resources and strategies. In the study of Jebbour (2022), however, a sense of discovery was viewed on behave of the students. The same author reports that the delivery of English language online courses brought a new and intriguing mode of learning for students whose teachers shared "audio-visual materials, e-books, [and] pictures with colors", "YouTube videos", and "other materials borrowed from other teachers". In this research, though, the participant declared that "new" was to discover students' socioeconomic status, and their realities thanks to COVID -19.

Despite the substantial educational issues found throughout remote education, the participant highlighted a significance of the experience and how it became enriching in the sense of contributing to personal life and professional skills. Enrichment is viewed as professional growth by the participant. The perception of professional and personal growth has been reported by Cuadrado & Sanchez (2022) where the value of good teaching is found in difficulties and these difficulties are seen as instruments for personal and professional growth.

Finally, the current study identified a perception of experience concerning the preparedness of the participant towards future emergency events. The participant believes that the lived experience of a certain situation contributes to a better handling of a particular situation providing its repetition. He uses this example to illuminate his preparedness conceived by having lived remote education during the pandemic. A review of literature, however, did not provide sufficient evidence to support this perception among public teachers' experiences. The participant's reflection upon the phenomenon under investigation may be unique in the current research site. This perception may be a new insight into the

perspective on the phenomenology's significance. For contemporary phenomenological researchers, "going back to the things themselves" means experience as it is lived and felt, Tomkins & Eatough (2013). The same author states that Phenomenology is a qualitative research approach that is uniquely positioned to support the notion of learning from others. Therefore, experience does not only provide the opportunity to learn from others but also, according to the participant, provide the opportunity to prepare to face the reoccurrence of a certain event. Experiences are so valuable that whether positive or negative, they are sources of learning; Others even regard it as the best teacher, Iradel, Cadosales, & Perez (2021).

6. CONCLUSION

This study aimed to explore the lived experiences of an English teacher while dealing with online education during Covid-19. This chapter includes the scope and limitations of the research, recommendations regarding the type of study carried out, and suggestions for further research based on the research findings.

The lived experiences of an English teacher in a Colombia public school have been explored through a qualitative phenomenological research approach. The fundamental essence of the phenomenon entails different perceptions and emotions linked to Covid-19's obstacles that were faced with continuous adaptation. This adaptation was supported by Information and Communication Technologies (ICTs) that played an essential role in the educational field, specifically during the unexpected Covid'19 that led schools worldwide to embrace remote education. COVID- 19 pandemic; a period of time that allowed the predominance of technology, since they could mediate and allowed the continuity of the teaching and learning process through the integration and implementation of remote teaching. ICTs contributed positively to nurture educational processes. They also enriched the teacher's professional development and his preparedness to face future challenges.

The current study only used one participant for gathering data and other research sites were not included. The existing number of participants as a result limited the generalizability of the phenomenon among the groups of school teachers that lived the same phenomenon. Including other contexts such as universities and private schools would contribute to generalizing substantial population grouping and to gain a broader perception of online lived experience during pandemic.

Based on relevant literature and the findings of the current study, several recommendations can be considered. The integration of ICTs during pandemic, provided teachers the opportunity to innovate strategies or methods in the classroom. Remote education allowed their incorporation in the classroom, providing new opportunities for students. They are able to provide innovation into the classroom with effective implementation. In the 21th century, educational challenges are longing for innovation. This innovation, however, requires support by educational policies and institutional stakeholders. Also, research investigations need to be supported to uncover and address different phenomenon into the process of teaching. They could serve as complement to existing research and contribute to filling conceptual gaps that could serve as the ground for not only phenomenological studies but also other qualitative approaches. Other population groups can bring new perspectives into the experiences of teaching that might contribute to address others phenomenon concerning the integration of ICTs both into the classroom and curriculum development.

Previous research centered on professional development and challenges during Covid-19. Other studies used a phenomenological approach to describe the lived experience of English teachers while using ICTs in a university context and private schools. Just a few of them have focused on exploring EFL educators' lived experiences emphasizing in scholar contexts. Therefore, it is suggested to explore further research, including other various perspectives. We suggest using larger samples to establish a broader exploratory essence of teachers' lived experiences. Other population groups can bring new perspectives into the experiences of teaching that might contribute to addressing other phenomenon concerning the integration of ICTs both in the classroom and curriculum development.

The fundamental structure suggests that other perspectives may also serve as the bases for future research. For instance, teachers' position, leadership, attitudes and their role towards current and future educational challenges as well as the relevance of ICTs to support the process of learning and the challenges a rapidly changing world is continuously offering.

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APPENDIXES

A- Interview Questionnaire

What is the lived experience of an English teacher trying to implement information and communication technologies when developing the teaching-learning process in a Colombian public school during the pandemic?

INTERVIEW 1: FOCUSED ON LIFE HISTORY	1. How did you become an English teacher? 2. How has been the process of ELT throughout your career? 3. How was your experience working as a teacher in a physical environment before the pandemic?
INTERVIEW 2: FOCUSED ON DETAILS OF THE EXPERIENCE	1. How would you describe your teaching experience during pandemic? 2. How was your experience in the process of switching from physical environments to remote education during pandemic? 3. What was your experience when integrating technology in the process of teaching due to an emergency crisis?
INTERVIEW 3: FOCUSED ON REFLECTION AND MEANING.	1. Given what you have said about your experiences while teaching before and after the pandemic, how do you understand the role of ICTs in the process of teaching English? 2. How has remote education during covid-19 contributed to your teacher practices? 3. What have ICTs meant in your current teacher practices?

B- Matrix Analyzing Data: Colaizzi's Method

Significant Statements	Formulated Meanings
It was kind of stressful, not only because of the challenges that we had when everything came up so suddenly, but because of the stress we were experiencing due to the health emergency. (Transcript 2, lines, 9-11)	The health emergency and unexpected challenges caused stress.
Well, I would say that there was no such a process because everything was like very abruptly. Everything happened very suddenly. So, there was no like a process of getting used to the new modality of teaching. We basically were having classes normally when we started listening about the pandemic and the issue with the virus. And then one day it was one Friday and the other day on Monday, everything was closed. Everybody was locked down because of the cases we were having, like here in Colombia. (Transcript 2, lines, 19-24)	The participant did not considered transitioning from face-to-face spaces to virtual environments as a process since pandemic took place abruptly / suddenly
Sure, ummm. You know we were used to; I mean, with the things that we had at school, we were used to having our students here, at least to have a board, at least we have communications because we saw them every day. But when the pandemic started and everybody was locked down, ummm, we were forced to stay at home. The first limitation was communication with students. Of course, we didn't have any direct channel so we can communicate with them. (Transcript 2, lines, 36-40)	COVID- 19 led to limitations related to communication between T and Ss because of an absence of direct channels.
Ummm, in a certain way, [I am sorry] in a certain way another limitation that we have, was like the lack of preparations teachers had, you know, to face this new modality of having virtual classes. (Transcript 2, lines, 43-	Lack of preparation was another limitation to face the new modality

45)	
Also, ummm, student connection and availability of resources, like having a technological device or having internet connection at home. It was like a huge limitation that we had because basically, you know, our socioeconomic status here in school, they are really poor. I mean, they lack resources, they lack resources. Some of them really lack resources. So, they didn't have a way to keep in touch with the student through online or digital media. (Transcript 2, lines, 49-53)	The participant expressed that SS socioeconomic status led to a lack of resources, working as a constraint when trying to keep in touch with the students
Something important that I didn't mention before, was the environment in which students were living at home, which was not basically appropriate to have classes. So, it was difficult for us as teachers to get them focused while having online classes……Some of them, they didn't have a camera. So sometimes they took like classes lying in bed and they didn't pay attention. (Transcript, 2, lines, 55-57, 60)	Students' homes were not an appropriate atmosphere when developing virtual classes.
So like having games like any type of interactive activities using videos, using picture full colors it means like using a platform like meets or zoom in which you can share your screen, you can share sound and that was something positive that it helped motivate students a lot. (Transcript 2, lines, 70-72)	Technology had a positive impact on students' motivation by using interactive resources and platforms
The thing with those students like they didn't have any type of device of connection, we provided these types of workshops that were easy for them to understand, that were easy to get, easy to follow, with enough scaffolding, as a way of motivating them. (Transcript 2, lines, 73-75)	Self-explanatory workshops were implemented as a way of motivating students

Also the type of activity we tried to implement, let's say, easier so they didn't have the teacher available to help them and to support them and also different type of activities like more dynamic, with games on paper, word search, puzzles, those type of activities so they can feel like something different while being at home so they have that desire that we should continue working and learning on the subject. (Transcript 2, lines, 75-80)	The participant indicated that dynamic activities were implemented in order for students to continue having desire to work and learn
So I would say that it was a very positive experience and I learned very much, I devoted much time on that, like working on that more than the time that we usually worked on, the time that we usually devote to classes and prepare everything. But I think it was worth it. (Transcript 2, lines, 94-96)	The participant indicated that the experience was positive and valuable despite having devoted much time.
With academic purposes, it was really hard to find students to get used to naturally virtual environments and some of them at the beginning had problems to do the task, to perform the task, like in the academic platform that was designed for the school. I remember that we spent more than three months helping students how to handle the platform and also some of them didn't even know how to send a message through an email, attaching the homework or the activity or when using the platform because they have a user and a password. Many of them had inconveniences, like even for registering. Also, like logging in just with a simple user and password. In the case of teachers, we had kind of the same issues such as organizing all the environment, designing all the environment, posting the activities, setting up everything in the platform. (Transcript 2, lines, 115-123)	The participant reported a difficulty in trying to naturally get themselves and SS used to virtual environments.

Also, the issue with this type of methodology is the connection that sometimes failed. So, we didn't have a good connection available all the time. So, it was frustrating, like while having a remote like a live classroom with online class with students and it was like interrupted or was disrupted by the internet connection, so it was frustrating when we could not continue and students were really left alone and some of them could like wanting to participate but they couldn't because of their connection. (Transcript 2, lines, 126-131)	Participant reported having been frustrated as a consequence of connections' issues
Let's say, like in general, um, we had a very predominant role of technology or ICT during this process of pandemic, because basically everything was done through platforms, through, you know, WhatsApp, social networks, Facebook. That was the way that we kept in touch with students so we could continue the process at school. (Transcript 3, lines, 84-87)	Participant stated that there was a predominance of ICTs' role due to the use of social networks to perform every activity and continue the process with the students
So, let's say that during the pandemic, although it was something that was forced because nobody was prepared,.............., let's say that we were forced, it was an interesting experience and everything was mediated through ICT. So, there was a predominant role. (Transcript 3, lines, 95-98)	The experience was interesting and ICTs were predominant, despite the idea of not having been prepared for the pandemic and being forced by it.
We experimented many, many feelings, not only as a professional, I mean, as a teacher but also personally, right? It was really worrying for me. ………it was sometimes really sad to know the condition in which	The participant clarified having felt sadness and worrying when witnessing students' houses, problems and limitations while receiving classes.

students were living. I mean, like, having this type of classes, when students had the chance to turn on the camera like we could experiment the places, the houses, the problems in their houses and the limitations they had. (Transcript 3, lines, 128-133)	
With the pandemic I discovered, to be honest, that many things regarding implementation and regarding the strategies of using ICT were unknown to me; they were not familiar to me. Right? That I was missing a huge world of resources that I didn't use with my students before. (Transcript 3, lines, 144-147)	The participant claimed that with the pandemic he discovered and came to the realization of missing a huge world of unknown resources and strategies when using ICTs
If I have to tell somebody, like, how, what was my experience, in terms of the way you experience, the way you grow profesionally, I would say that it was something extremely enriching, something that largely contributed to my professional development in my skills because I learned Amazingly very much through this process. (Transcript, lines, 149-150)	The participant described his experience as enriching and as something that contributed to his professional development.
I feel that today, if we have another emergency, like that, like I'm more ready. I'm more prepared, right? Like I have more knowledge now, more skills so I can, you know, offer my students better opportunities for the learning process. (Transcript 3, lines, 159-161)	The participants feels prepared to offer students opportunities for the learning process in case of another emergency
An interesting thing that I also discovered was like, the way of using technology because it's not just about having the implements, having the connection, but also to use, I	The participant discovered how to use technology wisely, so it could be meaningful for students

mean this world of ICT wisely………You know, these resources and the technical technological devices into the classroom so they can be meaningful for students. (Transcript 3, lines, 153-158)	
Um, I think that ICTs meant an opportunity, you know, to continue with the process, no matter the circumstances we might be living, experimenting or facing at that time. Um, so they were definitely the way we solved the way we continued keeping in touch with our students and the way we continued with the process, So, I would describe them as the opportunity, as the bridge. (Transcript 3, lines, 164-167)	For the participant, ICTs meant an opportunity/ a bridge to keep in touch with ss and to continue with the process
ICT was also a great chance for teachers to experiment like new things and bring you things into the classroom. That was something new, I mean new in the whole sense because we were not implementing any, I mean that much technology as before, although they were there, right? (Transcript 3, lines, 170-172)	ICTs provided teachers the opportunity to implement something new into the classroom.
ICT was basically that bridge and that opportunity that we had to keep our students like um, continue being immersed in the process and continue progressing or developing their skills or the competences so the process, you know, couldn't be disrupted. (Transcript 3, lines, 173-175)	ICTs worked as a bridge to keep students being involved in the process of education
I would also say that I felt happy that we that we could continue with the process of teaching and reaching our	The participant claimed that he felt happiness because of being able to continue with the

students and also get some relief in the professional part because we could make at the end a good work with students even though this virus and all these issues that we have and the problems that we have in the process, we could continue and reach with some adaptations, take all that were proposed for the year. (Transcript 3, lines, 187-191)	process of teaching despite the virus, issues and adaptations gotten through it.
So, discovering this type of resources and this type of materials, or the content and the tools that we have available, was something let's say that gave us some relief and some calm Because we had something available, and we were mastering and learning something new. (Transcript 3, lines, 192-195)	By discovering new resources, the participant obtained some relief and calmness as he was learning something new
It was a positive experience in general........ because imagine for example if we didn't have any type of resources and we couldn't go school as it was and we couldn't reach our students at that time. So, it was like abandoning everything but that was possible, thanks to ICTs and the media and devices and connection that we have available. (Transcript, lines, 196-200)	The participant indicated that the experience was positive thanks to ICTs and the availability of devices and connection - He provides the hypothetical example of not having those resources-
Another factor…….. that I experienced sometimes with stress in a very exasperating way, was sitting in front of the computer for long periods of time. I mean, on one hand I had to sit down to prepare everything, let's say, preparation of classes, of courses or Search for materials. That meant sitting down, let's say in my office or in the space that I had there ready to work and after that, then I	The participants reported having felt stress in a quite exasperating way because of the long-hours exposure to the computer

had to continue sitting in front of the screen and giving classes.	
Let's say that this search day by day of being able to include new things in the planning, finding a way to make the class a little more dynamic for the guys and bringing them other tools was a learning process. (Transcript 4, lines, 95-98)	The participant considered the continuous search of ways of including new things, finding a way to make the class more dynamic and bringing SS other tools as a learning process
As we did not have time (because everything was so abruptly that we did not have time to get trained and prepare for that) we had to go learning day by day. (Transcript 4, lines, 98-100)	The participant expressed that due to the fact that there was an abrupt transition and there was not previous training, their learning was given day by day
So let's say that we also learned….. every day from the experience, what was happening, from the failures we had during the process. (Transcript 4, lines, 117-119)	The participant indicated a every day learning from the experience and the failures during the process
Well, the adaptation issue, let's say it was moving from a face-to-face educational environment in which you interact with students to a remote environment. (Transcript 4, lines, 132-134)	Adaptation refers to the fact of moving from a face-to-face educational environment to a remote environment.
The adaptation process, I call it adaptation because it had many implications, I mean, I was very used to, for example here in my classes, I move a lot, I move my hands a lot, I make a lot of gestures, I like to play with the tone of the voice and make emphasis in some words. Then it was complicated because I even moved my legs, walk around the room, right? So at the beginning it was a bit complicated I felt like tied up I felt like tied up since when	The participant indicated that adaptation had implications in the way he behaved as some of the things he used to do in physical spaces were not possible in virtual meetings when trying to reach students.

we started the synchronous classes, I had the camera, ………and sometimes I wanted to get up from the chair to be able to reach the students…..There were times when I got up and they didn't hear me. (Transcript 4, lines, 134-142)	
I learned Because at the beginning, as I had many things available, I brought many activities to class and ………..and of course when I was going to give the class and it was an one-hour class,...........Of course I had many remaining activities, so I also learned, let's say that adaptation process of being able to measure time regarding to the class, let's say that it was also part of it. (Transcript 4, lines, 151-161)	The participant indicated having learned that time management was also part of the adaptation process.
The same process of physical adaptation of you being, let's say, active all morning with the students, interacting and moving to sit for long periods of time in front of the computer was also an adaptation process. (Transcript 4, lines, 167-169)	The adaptation process had a physical implication when transiting from a traditional environment to virtual spaces.
One of the things that we were worried about a lot was when the students went home and we had to continue with the process was, let's say, the way to make sure that they continued correctly, efficiently and meaningfully their formation process. (Transcript 4, lines, 197-200)	There was concern about the way of ensuring the continuity of students correct, efficient and meaningful learning process.
Let's say that when I tell you that it was predominant, it means that we tried to mediate everything through technological tools.	The participant claimed that the role of ICTs was predominant since everything was mediated through them.

Let's say that if you put it in terms of percentages, 80% of the academic process was always mediated by technological issues. It was not mediated by ICTs when we had special cases of students who did not have any device with a technological entity, but the rest, everything was mediated by ICTs, that is why it was predominant. (Transcript 4, lines, 276-280)	ICTs were predominant since a high percentage of the academic process was mediated by technological issues.
The process was enriching at a professional level, because let's say. I learned a lot, let's say, not only about the use of tools or the use of Apps or the use of resources, web or digital, but also at the level of curricular planning,…I describe my experience as a continuous process of enrichment, a process that contributed a lot to my professional development as well as the personal one. I learned to control that anxiety that I had. I learned to separate work schedules, …… I mean, in a very, very, very, very general way, several areas of my life, let's say that they were strengthened. Through the difficulties, one learns, and that greatly enriched my process. (Transcript 4, lines, 299-302, 306-308)	The participant described his experience as a continuous process of enrichment that allowed both professional and personal development.
New was knowing that there is much more on the web than a simple video to take to class, that there are tools that allow you to connect in real time with students, monitoring their participation. (Transcript 4, lines, 400-402)	One of the things that the participant meant by "new" was having a variety of tools that allow connection in real time with the students
New was discovering, for example, the socioeconomic reality of the guys at home that we did not know. The pandemic brought us very close to knowing the	Discovering socioeconomic realities and ss realities thanks to COVID -19 was another definition that the participant

environment of the students, very very intimate things about them that we did not know and that we completely ignored. (Transcript 4, lines, 397-400)	gave to the word "new".
New was the amount of knowledge and elements that I had in the process of implementing this new modality. (Transcript 4, lines, 406-407)	The participant explained that "new" referred to the knowledge and elements acquired when implementing virtual modality
New was that peak of emotions that I had not experienced before at home: worry, stress, anxiety, joy. Sometimes that sense of fulfillment on some occasions when everything was going well in the class. (Transcript 4, lines, 407-411)	The participant describes the word "new" as a peak of emotions -worry, stress, anxiety, joy, and a sense of fulfillment- never felt before at home
In general, I mean, everything that was different that we are not used to, that we did not know is what I describe or say that it is like new experiences. (transcript 4, lines, 412-414)	The participant described new experiences as different things/ things they were not used to or that they did not know
Let's say that technology is a wonderful tool, but you have to know how to use it. We were obviously forced to use all technological elements during the class but definitely, one has to be aware that not everything can be used or implemented, that not every video on YouTube, for example, is good for my students or is consistent with the context of my students, that you have to do adaptations of that material that you find on the web. (transcript 4, lines, 419-425)	The participant defined technology as a wonderful tool, as long as one knows how to use it a conscious way
Although this world of technology is vast and that you can	The participant claimed that despite the vastness of the world

find everything, you as a teacher also have to be aware that you have to make adaptations and you have to use the resources depending on the type of student you have. (transcript 4, lines, 426-429)	of technology, one of the teacher's roles is to make adaptations and use resources depending on the type of students.
Social networks are not bad as everyone believes. It depends rather on how you have to use it so that it can be used for the learning process. (transcript 4, lines, 429-432)	The conception of social networks depends on how people use them, particularly for the learning process.
When I mentioned the fact of using ICTs wisely I meant, how to take advantage in a conscious way, conscious in the sense that you cannot use everything as it is, but I have to make adaptations and contextualize it for my students. (transcript 4, lines, 432-435)	The participant clarified that using ICTs wisely meant taking advantage of them in a conscious way, making adaptations and contextualizing are examples of it
Beyond what I could have learned in terms of knowledge, resource management, in terms of curricular planning and adaptations, beyond that, I believe that the greatest learning that we got was like the ability to be able to quickly adapt to something new. (Transcript 4, lines, 448-451)	The participant indicated that the greatest learning he got, was being able to quickly adapt to something new
I think that as human beings, we after experiencing something, in our DNA,......I don't know, there is something left that if there is a second time, we are not going to feel so frustrated because we have already experienced it. I mean, the experience gives you the sense of being able to position yourself better in case of a certain situation. (Transcript 4, lines, 452-456)	The participant claimed that after having experienced something, one is going to be able to position oneself better in case of finding a similar situation.

I think that having experienced all these types of situations while pandemic- At my personality level- makes me a much more even-tempered person, much more focused, with many more skills not only professional and cognitive but also emotional, which would help me face another type of situation. ((Transcript 4, lines, 474-477)	The participant expressed that having these experiences while pandemic contributed to his personal, professional, cognitive, and emotional side
So let's say that being prepared it is like being better adapted, as if all this pandemic thing allowed you to prepare for future situations, it's like when you, for example, when your body develops the type of antibodies the type of elements to be able to face something similar or different from what happened. (Transcript 4, lines, 477-484)	The participant explains that he feels prepared in the sense of being better adapted because of the pandemic This adaptation is compared with the antibodies the body develops to face something similar or different.
I describe las ICTs as a bridge because actually, it was how I was able to reach my students, it was what allowed me……………. to continue with the process. It was the fundamental bridge for us to reach our students, It was the bridge we used To develop resources, It was the bridge we used to develop institutional processes. (Transcript 4, lines, 490-496)	The participant described ICTs as a bridge since it allowed the continuity of the, the reach of the students, development of resources and institutional processes.
If I had to sum up the experience, I would say that it was positive. Let's say that without the ICTs, we definitely would not have been able to continue reaching our students and the academic process would have been interrupted. (Transcript 4, lines, 507-509)	The participant expressed he had a positive experience, since without ICTs it had not been possible to continue with the educational process.
This experience during the pandemic goes from being	The experience during COVID went from being traumatic to

traumatic to being positive because of what we said about the enrichment process of what we learn, from being able to have continued learning that year or those two years that we were confined in the pandemic. Everyone started to calm down. Let's say, health conditions improved….. That generates, let's say, a bit of tranquility in the population and everyone gets used to what was abrupt at first, they get used to day to day. (Transcript 4, lines, 556-562)	being positive because of the enriching process and the continuity of the education process
Getting prepared in the process, right, like at once as we were teaching, like getting to solve everything was another challenge.	Preparation for remote education was a challenge
We also had like some challenges……..in this process of you know this new modality and of course training and be ready for implementation of technology and the preparation for these were some of them.	The participant reported having experienced some challenges concerning course training, technological implementation and lack of preparation
In the case of teachers, we had kind of the same issues such as organizing all the environment, designing all the	Teachers struggle with platform designing and preparation

environment, posting the activities, setting up everything in the platform was really challenging.	
So, let's say being prepared is like being better adapted, as if having lived this the pandemic allowed me to prepare for future situations.	The participant compared his preparedness to face future health emergencies with a better adaptation conceived by the pandemic

Formulated meanings	Cluster of themes	Emergent themes
➔ The health emergency and unexpected challenges caused stress. ➔ The participants reported having felt stress in a quite exasperating way because of the long-hours exposure to the computer	➔ Feeling of stress	Experience of multiple feelings and a change of perception
➔ Participant reported having been frustrated as a consequence of connections' issues	➔ Feeling of frustration	
➔ The experience during COVID went from being traumatic to being positive because of the enriching process and the continuity of the education process	➔ Transition of feelings: From traumatic to positive	

➔ The participant clarified having felt sadness and worrying when witnessing students' houses, problems and limitations while receiving classes.

➔ There was concern about the way of ensuring the continuity of students correct, efficient and meaningful learning process.

➔ The participant claimed that he felt happiness because of being able to continue with the process of teaching despite the virus, issues and adaptations gotten through it.

➔ The participant indicated that the experience was positive and valuable despite having devoted much time.

➔ The participant indicated that the experience was positive thanks to ICTs and the availability of devices and connection
- He provides the

➔ Feeling of sadness and worrying

➔ Feeling of happiness

A positive experience

-

hypothetical example of not having those resources- ➔ The participant expressed he had a positive experience, since without ICTs it had not been possible to continue with the educational process.		
➔ COVID- 19 led to limitations related to communication between T and Ss because of an absence of direct channels. ➔ Lack of preparation was another limitation to face the new modality ➔ The participant expressed that SS socioeconomic status led to a lack of resources, working as a limitation when trying to keep in touch with the students. ➔ The reported reported having experienced some challenges concerning course training, technological implementation and lack of preparation ➔ Teachers struggle with platform designing and preparation	- Communication, and lack of preparation and resources were part of limitations ➔ Challenges concerning course training, technological implementation and lack of preparation	Facing roadblocks

➜ Technology had a positive impact on students' motivation by using interactive resources and platforms ➜ Self-explanatory workshops were implemented as a way of motivating students ➜ The participant indicated that dynamic activities were implemented in order for students to continue having desire to work and learn	➜ Technology had a positive impact on students' motivation ➜ Implementation of technological resources as way of motivation	
➜ The participant claimed that the role of ICTs was predominant since everything was mediated through them. ➜ Participant stated that there was a predominance of ICTs' role due to the use of social networks to perform every activity and continue	➜ The predominance of ICTs	A bridge on the way

the process with the students

➔ The experience was interesting and ICTs were predominant, despite the idea of not having been prepared for the pandemic and being forced by it.

➔ ICTs were predominant since a high percentage of the academic process was mediated by technological issues.

➔ The participant claimed that with the pandemic he discovered and came to the realization of missing a huge world of unknown resources and strategies when using ICTs

➔ Awareness of missing a world of unknown technological resources and strategies

➔ For the participant, ICTs meant an opportunity/ a bridge to keep in touch with ss and to continue with the process

➔ ICTs worked as a bridge to keep students being involved in the process of education

➔ The participant described ICTs as a bridge since it allowed

➔ The significance of ICTs in the sense of working as a bridge

the continuity of the, the reach of the students, development of resources and institutional processes.		
➔ The participant described his experience as enriching and as something that contributed to his professional development. ➔ The participant described his experience as a continuous process of enrichment that allowed both professional and	➔ An enriching experience that contributed to professional and personal development	A sense of enrichment

personal development.		
➔ ICTs provided teachers the opportunity to implement something new into the classroom. ➔ By discovering new resources, the participant obtained some relief and calmness as he was learning something new ➔ One of the things that the participant meant by "new" was having a variety of tools that allow connection in real time with the students ➔ Discovering socioeconomic realities and ss realities thanks to COVID -19 was another definition that the participant gave to the word "new". ➔ The participant explained that "new" referred to the knowledge and elements acquired when implementing virtual modality ➔ The participant describe the word "new" as a peak of emotions -worry, stress, anxiety, joy,	- ICTs as an opportunity to implement something new - Discovering new resources produced relief and calmness ➔ New meant discovering resources, socioeconomic realities, new digital literacy, new experiences and new peak of emotions	The newness of unexpectedness

and a sense of fulfillment- never felt before at home		
➔ The participant described new experiences as different things/ things they were not used to or that they did not know		
➔ The participant discovered how to use technology wisely, so it could be meaningful for students	➔ Discovery of effective use of technology	
➔ The participant defined technology as a wonderful tool, as long as one knows how to use it a conscious way		
➔ The conception of social networks depends on how people use them, particularly for the learning process.	➔ The conception of ICTs regarding their use	
➔ The participant clarified that using ICTs wisely meant taking advantage of them in a conscious way, making adaptations and contextualizing are examples of it	The wiseness use of ICTs implies adaptation, contextualization and convenience	

➜ Adaptation refers to the fact of moving from a face-to-face educational environment to a remote environment.	➜ The meaning of adaptation	Learning on the road
➜ The participant indicated that adaptation had implications in the way he behaved as some of the things he used to do in physical spaces were not possible in virtual meetings when trying to reach students. ➜ The adaptation process had a physical implication when transiting from a traditional environment to virtual spaces.	The implications of adaptation	
➜ The participant indicated having learned that time management was also part of the adaptation process. ➜ The participant indicated that the greatest learning he got, was being able to quickly adapt to	➜ Time management being part of the adaptation process ➜ Learning rapid adaptation	

something new		
➔ The participant claimed that despite the vastness of the world of technology, one of the teacher's roles is to make adaptations and use resources depending on the type of students.	➔ The role of the teacher regarding the use and adaptation of technology	
➔ The participant expressed that due to the fact that there was an abrupt transition and there was not previous training, their learning was given day by day ➔ The participant indicated a every day learning from the experience and the failures during the process ➔ The participant considered the continuous search of ways of including new things, finding a way to make the class more dynamic and bringing SS other tools as a learning process	➔ A ongoing learning process	
➔ The participant	➔ The lived experience	A sense of preparedness for the future

claimed that after having experienced something, one is going to be able to position oneself better in case of finding a similar situation.	as way of bettered repositioning	
➔ The participant expressed that having these experiences while pandemic contributed to his personal, professional, cognitive, and emotional side	➔ Contribution of pandemic experiences	
➔ The participant explains that he feels prepared in the sense of being better adapted because of the pandemic ➔ This adaptation is compared with the antibodies the body develops to face something similar or different.	➔ Being prepared in the sense of adaptation	
➔ The participants feels prepared to offer students opportunities for the learning process in case of another emergency	➔ Being prepared to offer students opportunities in case of another emergency	