EAP Teachers' In-Classroom Practices During and After the Pandemic at Universidad del Valle in Colombia

Mayra Alejandra Tegue Angulo

Supervisor

Liana Torres Casierra, PhD

Universidad del Valle

Escuela de Ciencias del Lenguaje

Departamento de Lenguas y Culturas Extranjeras

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés y Francés

2026

Acknowledgements

This thesis represents the culmination of an academic and personal journey that would not have been possible without the support of many people and God's guidance.

Before I knew what I wanted to be, He already had a purpose for me.

I'll be forever thankful to God for placing me in the perfect places to experience and discover my passion. Moreover, I am deeply grateful to my family for their unconditional love, their faith in me, and for constantly reminding me that education is also an act of love and service. I am grateful to my parents, who provided me with sufficient guidance and a clear path to follow, as well as the freedom and trust necessary to make my own choices.

Throughout every step, God has been holding me.

Even when I felt I could not continue, I knew I was not alone. I thank God for strengthening me in difficult times and for reminding me that every purpose under His will has a higher meaning. I would also like to thank the Universidad del Valle and the Foreign Languages Degree Program for providing me with the academic tools and human resources necessary for my education. In addition, I am grateful for the opportunity to have had the classmates and teachers that I had. These people, with their dedication, commitment, and support, contributed to my growth as a future educator. Likewise, I express my appreciation to my supervisor for her constant guidance, which shaped this process with patience and wisdom.

After this process, I understand that everything was valuable.

I am thankful not only for the favorable moments but also for the challenging ones, as both shaped me and my journey. To every person who helped me along the way, I hope to repay them for what they have done. I want them to feel proud and to know that this achievement is theirs as well.

All of them led me here, and for that, I am genuinely grateful.

Abstract

This study examines how EAP teachers from Universidad del Valle adapted their teaching practices during the pandemic and how these evolved after returning to face-to-face teaching. The objective was to document a group of teachers' pedagogical practices and digital competencies evident in class observations during and after the pandemic, and then contrast the teachers' self-perceptions with their observable practices. A qualitative, exploratory-descriptive approach was used, with data collected through classroom observations guided by the TPCK framework, a teacher survey, and semi-structured interviews. Results show that digital tools adopted during remote instruction, such as multimedia resources, interactive platforms, and asynchronous assessments, were selectively retained in post-pandemic classrooms. Teachers described themselves as more confident and strategic in their use of technology, though adoption patterns varied by experience and style. While overall reliance on technology decreased in face-to-face teaching, specific strategies and routines persisted, indicating an ongoing transformation of pedagogical practices and digital competence. Findings suggest that TPCK knowledge developed during remote teaching became a lasting component of EAP instruction.

Keywords: Digital competence**,** EAP, pedagogical practices, post-pandemic teaching, TPCK.

Resumen

Este estudio examinó cómo los docentes de inglés con fines académicos (EAP) de la Universidad del Valle adaptaron sus prácticas docentes durante la pandemia y cómo estas evolucionaron tras el regreso a la enseñanza presencial. El objetivo fue documentar las prácticas pedagógicas y las competencias digitales de un grupo de profesores, observadas en clase durante y después de la pandemia, y luego contrastar la autopercepción de los profesores con sus prácticas observables. Se utilizó un enfoque cualitativo, exploratorio y descriptivo, y los datos se recopilaron mediante observaciones en el aula guiadas por el marco TPCK, una encuesta a los profesores y entrevistas semiestructuradas. Los resultados muestran que las herramientas digitales adoptadas durante la enseñanza a distancia, como los recursos multimedia, las plataformas interactivas y las evaluaciones asincrónicas, se mantuvieron de forma selectiva en las aulas tras la pandemia. Los profesores se describieron a sí mismos como más seguros y estratégicos en el uso de la tecnología, aunque los patrones de adopción variaron según la experiencia y el estilo. Si bien la dependencia de la tecnología disminuyó en la enseñanza presencial, ciertas estrategias y rutinas persistieron, lo que indica una transformación continua de las prácticas pedagógicas y de la competencia digital. Los resultados sugieren que los conocimientos TPCK desarrollados durante la enseñanza a distancia se convirtieron en un componente duradero de la enseñanza del inglés con fines académicos.

Palabras clave: Competencia digital, EAP, prácticas pedagógicas, enseñanza pospandémica, TPCK.

Résumé

Cette étude a examiné comment les enseignants d'anglais sur les objectifs académiques (EAP) de l'Universidad del Valle ont adapté leurs pratiques pédagogiques pendant la pandémie et comment celles-ci ont évolué après le retour à l'enseignement présentiel. L'objectif était de documenter les pratiques pédagogiques et les compétences numériques d'un groupe d'enseignants, observées en classe pendant et après la pandémie, puis de comparer la perception qu'eux-mêmes ont d'eux-mêmes avec leurs pratiques observées. Une approche qualitative, exploratoire et descriptive a été utilisée, et les données ont été recueillies à partir d'observations en classe guidées par le cadre TPCK, d'une enquête auprès des enseignants et d'entretiens semi-structurés. Les résultats montrent que les outils numériques adoptés lors de l'enseignement à distance, tels que les ressources multimédias, les plateformes interactives et les évaluations asynchrones, ont été conservés de manière sélective dans les salles de classe après la pandémie. Les enseignants se sont décrits comme plus confiants et plus stratégiques dans leur utilisation de la technologie, bien que les modèles d'adoption aient varié selon leur expérience et leur style. Si la dépendance générale à la technologie a diminué dans l'enseignement en présentiel, certaines stratégies et routines ont persisté, ce qui indique une transformation continue des pratiques pédagogiques et des compétences numériques. Les résultats suggèrent que les connaissances TPCK acquises lors de l'enseignement à distance sont devenues une composante durable de l'enseignement de l'anglais à des fins académiques.

Mots-clés: Compétences numériques, EAP, pratiques pédagogiques, enseignement post-pandémique, TPCK.

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1. Introduction[1]

1.1 EAP in Colombia

English for Academic Purposes (EAP) focuses on building the language skills that students and professionals need to succeed in academic settings where English is used for instruction or communication. In Colombia, teaching English has become increasingly important in recent decades due to globalization and the need to connect with international academic and scientific communities. The Ministry of National Education (MEN) has launched programs to enhance effective communication in English, as it is important for accessing scientific information, pursuing academic mobility, and consolidating research. Nevertheless, as Benavides (2021) recounts, recent reports indicate that the level of English in higher education in Colombia is low according to the Common European Framework of Reference for Languages (CEFR) and poses a challenge for Colombians' competitiveness at the academic or professional level.

The COVID-19 pandemic presented new challenges for education worldwide. The mandatory preventive social isolation due to COVID-19 had a direct impact on the educational sector, as classrooms were empty and teachers moved from physical to digital spaces (Quiñones, 2022). Teaching EAP at Universidad del Valle was not an exception, and teachers were forced to adjust pedagogical practices in virtual environments, using digital resources to support language learning at the university level. The sudden shift redrawn the landscape of teaching and learning models, leading educators to acquire new digital skills and reformulate their pedagogical approaches in various ways to engage students effectively and improve academic communication.

[1] In this research project, artificial intelligence was used as a support tool for planning the writing of specific sections and reviewing writing errors. The most used tool was Grammarly to identify typos and improve the clarity of the text

1.2 Context

This research was conducted at Universidad del Valle, one of Colombia's most prominent public universities. The institution is known for its academic rigor, public mission, and research tradition in various fields, including language education. Within its Faculty of Humanities, the School of Language Sciences plays a central role in promoting interdisciplinary approaches to the study and teaching of language, linguistics, and discourse in both national and international contexts.

This project was carried out in the context of the Programa Multilingüismo, which provides academic writing (EAP) support to university faculty and postgraduate students. Its ultimate goal is to enhance participants' oral levels of their academic English proficiency, as well as help them present research in educational contexts, including conferences, seminars, and published articles. The purpose of the courses is to develop precision, accuracy, and appropriateness in the use of academic English.

Programa Multilingüismo is part of a broad project funded by the Academic Vice-chancellor's office. The project covers undergraduate, postgraduate, faculty, and community English courses administered by different teams belonging to the School of Language Sciences.

During the pandemic, this program, like many others, was forced to migrate to fully virtual instruction. As institutions returned to face-to-face teaching, EAP courses resumed in physical classrooms, creating a unique opportunity to examine how teaching practices and digital competencies evolved across both modalities. The setting provides a rich context for exploring the effects of this transition on pedagogical decision-making and the integration of technology in post-pandemic instruction in higher education.

1.3 Statement of the Problem

It is concerning that, despite the importance and relevance of this topic in education today, there is a lack of detailed research on the impact of COVID-19 on the teaching practices

of EAP teachers in Colombian education, particularly at the tertiary level. Thus, the gap identified in previous research lies in the predominance of approaches focused on teachers' subjective perceptions of their transition to remote teaching; however, there is a significant lack of empirical data from on-site observations. Therefore, the lack of detailed analysis of the specific moment in the remote classroom constitutes a gap in the comprehensive understanding of educational processes, thereby limiting the ability to draw solid, applicable conclusions in the pedagogical field. This research gap poses a significant challenge, as it limits our understanding of best practices and effective approaches teachers can implement in this national post-pandemic context.

This study addresses this gap by exploring the evolution of EAP teachers' practices at Universidad del Valle, focusing on their pedagogical approaches and digital competencies during the pandemic (2020 and 2021) and after the pandemic (2024). Therefore, through classroom observations and teachers' reflections, this research documents adjustments to instructional strategies, characterizes technological integration in both virtual and physical classrooms, and contrasts self-perceived teaching practices with observable behaviors. Finally, in terms of methodology, the study adopts a qualitative, exploratory-descriptive approach, analyzing recorded virtual classes and on-site observations to provide a comprehensive overview of the transition.

By addressing this research gap, the study contributes to the field of applied linguistics and language education by offering insights into how EAP instruction in higher education has been reshaped in response to the pandemic.

1.4 Research Questions

1.4.1 Main Research Question.

How was the transition of pedagogical practices and digital competencies from the pandemic to post-pandemic presentiality experienced by EAP teachers in the Programa Multilingüismo at Universidad del Valle?

1.4.2 Specific Research Questions.

- What pedagogical strategies were employed by university EAP teachers during virtual teaching due to COVID-19 and face-to-face teaching afterwards?
- What digital competencies do the reporting teachers demonstrate in virtual and face-to-face classrooms?
- To what extent do the selected teachers' self-perceptions of their pedagogical practices and digital competencies align with their observable practices in virtual and face-to-face teaching, both during and after the pandemic?

1.5 Significance and Contribution of the Study

This research contributes to identifying the most effective strategies used by EAP teachers at Universidad del Valle by revealing which methods and approaches are most successful in this context and what changes and improvements in educational practice can be implemented. This discussion contributes to raising the quality of teaching and ensuring more meaningful and effective learning for students.

First, by approaching this topic from a teaching perspective and experience, the research provides a space for in-depth pedagogical reflection on the transition to virtual or remote teaching, which will influence education and foreign language teaching after the pandemic. This process includes exploring the adaptations and measures taken during the

coronavirus pandemic emergency and their effectiveness. A critical analysis of these experiences enables a more complete understanding of the challenges and opportunities that arose, as well as the successful pedagogical practices used to address emergencies in teaching. This pedagogical reflection will contribute to the development of more informed, contextually grounded knowledge in the fields of foreign language teaching and EAP.

Secondly, the research will provide valuable suggestions for the training of foreign language teachers in similar programs in Colombia and, potentially, in other educational contexts worldwide. The findings and recommendations from this study aim to inform and enrich teacher training programs by providing specific, evidence-based guidelines for the most effective and adaptable teaching strategies in response to crises or abrupt changes in the educational modality. This will drive continuous improvement in teacher preparation, thereby strengthening the quality of foreign language education.

Finally, the research also provides practical suggestions for EAP teachers in case a similar emergency occurs again or if they face abrupt changes in the educational modality in the future. These suggestions were developed through reflection and dialogue with the study participants, who contributed their valuable voices and experiences to the recommendations. In this way, the research benefits the academic community and EAP teachers alike by providing concrete, practical guidance for addressing crises and adapting to new teaching environments.

1.6 Research Objectives

1.6.1 Main Objective.

To explore the transition of pedagogical practices and digital competencies during the pandemic to the post-pandemic presentiality of Programa Multilinguismo EAP teachers at Universidad del Valle.

1.6.2 Specific Objectives.

- To document the pedagogical practices of a group of EAP teachers during and after the virtualization of courses due to COVID-19.
- To characterize the digital competencies in the virtual and face-to-face classroom of the reporting teachers.
- To contrast the self-perception of the selected teachers' pedagogical practices and digital competencies with their observable practices during and after the pandemic.

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2. Literature Review

The COVID-19 pandemic brought sudden and significant changes to higher education worldwide. It created both unique challenges and surprising opportunities in English for Academic Purposes (EAP). As universities quickly moved to remote learning, educators, students, parents, and administrators had to adjust to completely new circumstances (Kohnke & Zou, 2021; Popa et al., 2020). In this situation, the EAP classroom became a place to try out new teaching methods, experiment with technology, and work through emotional aspects.

A large body of research has emerged to explore the teaching, technological, and emotional effects of remote instruction, especially in English as a Foreign Language (EFL) and English as a Second Language (ESL). These studies have documented the various strategies teachers used to maintain language education during the pandemic (Hurtado, 2022; Fernández-Batanero et al., 2022). However, most of the focus has been on the emergency phase of online education. Many studies highlight perceived pros and cons rather than examining long-term changes in teaching practices (Prieto, 2020).

More specifically, while researchers have examined teacher perceptions and qualitative accounts, there is a clear gap in the literature in relation to the long-term effects of digital practices used during the pandemic. Few studies have explored whether these practices are still in use after returning to in-person instruction or how they have changed in EFL/ESL settings. Moreover, empirical research based on *in-situ* classroom observations remains scarce. Yet, only a limited number of studies (e.g., Li & Sun, 2023; Lo, 2023) have begun to explore how the digital competences, platforms, and strategies developed under pressure are currently informing teaching practices in hybrid or face-to-face settings.

Therefore, this chapter aims to synthesize recent studies on online instruction during the pandemic and on the professional development of educators of English as a foreign language (EFL) and as a second language (ESL). This review pays particular attention to the

benefits and challenges of online education, teachers' perceptions of remote teaching, the pedagogical integration of technology, the development of language skills, and the evolution of teachers' competencies within the framework of the technological, pedagogical, and content knowledge (TPCK) model.

2.1 Empirical Research

2.1.1 Advantages and challenges of online teaching during the pandemic.

Regarding the advantages of teaching English during the pandemic, Li and Sun (2023) reported the positive aspects that ESL teachers from public schools in British Columbia identified in their remote teaching experience during the COVID-19 pandemic. The research aimed to collect and categorize teachers' experiences of supporting their students in the virtual and/or blended learning modality during the pandemic. The data were gathered through semi-structured Zoom interviews during the pandemic and subsequently organized into thematic categories. Li and Sun (2023) described how Teachers began to explore online platforms more actively and intentionally for educational purposes, whereas previously they had only been used for information exchange. The researchers claimed that these practices gave rise to new, slightly more informal designs and forms of teaching in which students were more active participants. The research also stated that these practices and benefits continued to prevail even after the return to face-to-face teaching.

These findings offer important insights into the lasting impact of digital resources on language teaching.. While the study focused on K-12 ESL education, further research is needed to determine whether similar patterns are present in higher education contexts, particularly in EAP. The present study builds on this discussion by analyzing how EAP instructors at Universidad del Valle integrated and maintained digital resources in post-pandemic face-to-face teaching.

Similarly, during emergency remote learning in Hong Kong due to COVID-19, Lo (2023) conducted a study to explore the perceived benefits and drawbacks of online EFL instruction at the university level. This research used thematic analysis of interviews with six ESL teachers at a Hong Kong university. It looked into their views on virtual classroom instruction during the emergency remote learning (ERL) period prompted by the COVID-19 pandemic. Lo (2023) examined teachers' perspectives on the advantages, challenges, and personal and professional impacts of teaching remotely during the pandemic. Regarding the benefits, this research identified positive aspects of online learning for both students and teachers. Students gained greater accessibility, thanks to the platform's flexibility and shorter commute times. This potentially led to improved attendance rates.

Additionally, five out of the six participating teachers observed increased student motivation within the online learning setting. For the participant teachers, online learning translated into convenience through reduced lesson planning time. They also found pre-recorded lectures beneficial for student review and future reuse. This study underscored key aspects of digital learning that extend beyond emergency contexts, particularly in terms of flexibility and resource optimization. While these findings provided relevant insights into EFL instruction in Hong Kong, further research is needed to determine whether similar advantages were sustained in different educational and institutional settings. By examining how EAP instructors at Universidad del Valle navigated the transition back to in-person instruction, the present study contributes to understanding how online teaching practices influenced post-pandemic pedagogical decision-making in higher education.

Ravindran et al. (2022) analyzed the impact of social media during the pandemic on the oral skills of university students learning English as a foreign language (EFL). The research states that social media was a success for EFL teaching during the pandemic. However, the

authors emphasized that teachers need to receive adequate training on its pedagogical use and that students learn to use it for educational purposes.

Al-Jarf (2021) demonstrated how university professors in Saudi Arabia employed tools such as Twitter and Vocaroo to facilitate asynchronous speech practice during the pandemic. These activities were considered innovative and attractive. Similarly, Jeong (2018) showed that multimedia-assisted language learning motivated students of English as a foreign language and helped them to develop their communicative competence and presentation skills through authentic materials.

Despite the advantages mentioned above, the rapid shift to online learning revealed essential challenges. Salas-Pilco et al. (2022), in a systematic review focusing on Latin America, noted that many institutions were not prepared for fully online education and had difficulty ensuring students' participation in the cognitive, behavioral, and affective domains. Hartshorn and McMurry (2020), investigating the situation in the United States, conducted research to understand the effect of the COVID-19 pandemic on university students and their ESL teachers. The results of this study showed that the pandemic had a negative effect on participants, increasing their stress levels. This variety of new stressors led to a decline in the priority given to teaching and learning.

Prieto (2020), drawing on a case study in Bogotá, offered reflections and insights from a novice English teacher's perspective on remote teaching practices implemented during the COVID-19 pandemic in a public school in Colombia. The article acknowledged the significant impact of this situation on the educational environment, with teachers, students, and parents adjusting to the new dynamic of homeschooling. Using a qualitative, interpretive approach, the study focused on the challenges faced by a novice teacher in Bogotá. The teacher kept a diary of their experiences that served as a valuable tool for data collection and analysis. The challenges faced by teachers in the situation described above indicate that these are much more

complex than what government policies suggest. They reported that novice teachers encountered multiple obstacles, including limited access to resources, emotional strain, and a steep learning curve with digital tools. They concluded that innovative learning methodologies and strategies are needed to address the significant gaps currently in place.

The study underscored the systemic challenges public education faced during the pandemic, particularly in resource-limited settings. While the findings reflected the difficulties encountered by a novice teacher, they also highlighted broader structural issues that affected the effectiveness of remote teaching. The present research expands on these discussions by exploring how a group of EAP instructors experienced and addressed similar challenges, particularly in terms of digital adaptation, pedagogical decision-making, and the sustainability of technology-integrated teaching practices post-pandemic.

Lo (2023) also identified several challenges associated with online EFL instruction, particularly regarding interactivity and technological limitations. All participating teachers reported difficulties in fostering engagement, as the online format restricted opportunities for natural communication. This limitation was especially evident in speaking and listening exercises, with 3 out of 6 teachers noting that it hindered the communicative approach, which is essential for language acquisition. One instructor resorted to a more traditional grammar-translation method in response to these constraints. In contrast, others expressed concerns about the reduced ability to assess students' proficiency informally due to limited student-to-student interaction.

Technological proficiency among teachers also emerged as a challenge. While one participant explicitly linked this difficulty to age, even younger educators acknowledged feeling less technologically skilled than their students, often relying on them for initial assistance. Additionally, all teachers reported experiencing technological disruptions,

including software crashes, internet outages, and device malfunctions, which negatively affected lesson continuity and created an unstable learning environment.

Nevertheless, not all limitations were physical or due to technological malfunctions. A significant study that highlighted another side of the challenges instructors faced during the COVID-19 pandemic is Izquierdo et al. (2021). With this research, the authors aimed to explore the preparedness of 104 university-level foreign language teachers in Mexico for technology-mediated teaching and assessed the levels of burnout felt during the shift from face-to-face to online teaching.

Izquierdo et al. (2021) found that while instructors generally had kept access to computers and the internet, they were missing formal training in technology-assisted language instruction. As a result, they had to locate and implement digital tools to deliver their lessons independently. This lack of structured support placed additional cognitive and emotional demands on educators, especially as they adapted to unfamiliar digital platforms. Participants also reported high levels of exhaustion, linked to increased workloads and the mental strain of integrating technology into their teaching. The emotional toll included symptoms of burnout such as depersonalization and diminished professional accomplishment. Despite these challenges, some instructors acknowledged that technology use helped sustain students' interest and achieve instructional goals, suggesting a nuanced interplay between digital adaptation and job satisfaction. Finally, they concluded that without adequate training and institutional infrastructure, the transition to online instruction can result in significant psychological stress and pedagogical limitations for educators.

These findings highlighted key obstacles that affected the effectiveness of remote EFL instruction, particularly in fostering communicative competence and ensuring a smooth learning experience. The extent to which these challenges persisted or were mitigated in post-pandemic language instruction remains an area of interest. The present study builds on these

insights by examining how EAP instructors at Universidad del Valle navigated similar difficulties and whether the transition back to in-person teaching addressed or reinforced these limitations.

2.1.2 Teachers' perceptions of online teaching during the pandemic.

A large number of studies have focused on how teachers perceived and adapted to online instruction. Lo (2023) explored the perspectives of a group of ESL teachers in Hong Kong on teaching in virtual classrooms during the pandemic. The research investigated their views on the challenges, advantages, personal and professional side-effects of distance teaching during the pandemic. Teachers reported increased awareness regarding their pedagogical adaptability.

A large-scale study by Popa et al. in 2020 collected experiences from teachers and students to understand teaching and learning methods during COVID-19. The researcher surveyed and interviewed 427 participants in Europe and Asia. The research highlights several key points regarding teachers' experiences with online education during the COVID-19 crisis. Teachers, like students, reported many aspects of online education as non-functional and expressed negative attitudes, primarily due to the novelty and required adaptability. Some professors were reluctant to seek help for fear of damaging their image, even though they recognized the need for stronger digital competencies. This reluctance is consistent with findings that even early-career teachers often lack high-level digital skills. The authors concluded that teacher training needs significant enhancement, focusing on digital skills and effective online teaching strategies, emphasizing adaptability and openness among educators.

Butarbutar and Leba (2023) explored EFL teachers' perceptions of teaching virtually during the pandemic. The research was conducted in a rural area of Indonesia and involved a small group of teachers who were already comfortable with digital tools. The researchers

interviewed five teachers using a qualitative approach to comprehend their pedagogical experiences during the pandemic. Interestingly, the teachers revealed that teaching speaking skills directly involves four key areas: teaching methods, tools chosen, learning objectives, and ultimately, student achievement. The research results showed that teachers' beliefs about teaching, learning, and technology can be an essential influence in effectively integrating technology in classes. The authors emphasized that teachers' perspectives on education are essential to the appropriation of their pedagogical practices. The research concluded that teachers' personal opinions can shape their mindset and, in turn, influence their educational pursuits.

Vargas et al. (2024) analyzed teachers' digital competence in Colombian public education during the COVID-19 pandemic. Using a questionnaire administered to 102 teachers in Cali, the research explored their attitudes, practices, and formative processes regarding technology in teaching. Before the pandemic, teachers were frequent users of digital tools, especially social networks, but lacked specific training in integrating them into the classroom. The lack of initial preparation generated feelings of uncertainty and concern, though over time, teachers adapted through self-training, given limited institutional training, and restricted access to technological resources.

The study revealed that teachers developed informational competencies in selecting and using digital resources, as well as communication skills for interacting with students and families in virtual environments. However, the frequent use of technology did not guarantee its practical pedagogical application, underscoring the need for systematic training and teacher mentoring in developing digital competencies. These findings offer a perspective on teachers' adaptation to virtual teaching under adverse conditions, highlighting the importance of structured training to optimize the pedagogical use of technology.

2.1.3 Pedagogical use of technology in English courses.

Technology is not merely a medium for communication but also a space for pedagogical innovation. Zhang and Fang (2022) analyzed how university EFL teachers integrated technological, pedagogical, and content knowledge in flipped classroom settings. Their findings emphasize the weight of teacher efficacy and departmental support in successful technology integration.

In the context of EAP instruction, Kohnke and Zou (2021) emphasized the need for sustainable digital pedagogies informed by teachers' actual experiences and perceptions. Other studies, such as those by Ravindran et al. (2022) and Zhang and Yu (2025), explored the pedagogical use of social media and digital multimodal composing, respectively, demonstrating how technology can foster both engagement and the development of linguistic skills. Hurtado (2022) proposed a structured teacher-training strategy for the effective implementation of blended learning (B-learning) in English courses, while Jeong (2018) validated the use of authentic multimedia as a source of motivation and skill enhancement.

The research conducted by Cano (2022) in Montería aimed to redefine the pedagogical model in response to the COVID-19 containment measures by incorporating technological pedagogy contributions to enhance the virtual and remote teaching-learning process at the school El Recuerdo. The study adopted a holistic approach and was classified as non-experimental and projective. The target population consisted of 1,368 individuals, including students from preschool to upper secondary levels and the teachers responsible for these groups at the school. From this population, a representative sample of 235 students and 26 teachers was selected. Data collection was conducted through surveys, for which three structured questionnaires were designed and administered digitally using the Google Forms platform. Instruments focused on students' and teachers' digital platform skills and learning style preferences. The results revealed that most of the students (67.7%) had some level of

proficiency with technological tools, while a notable proportion (32.3%) had limited or no experience with these platforms. Most teachers reported moderate to high levels of ICT skill proficiency. The study underscored the importance of preparing both students and teachers to effectively use technological tools based on identified learning styles and educational needs. These insights highlighted the role of technology in adapting pedagogical models to virtual environments, particularly in school settings. However, further research is required to determine how these strategies translate to higher education and whether digital tools continue to be effectively integrated post-pandemic.

Al-Jarf (2021) analyzed the implementation of oral production activities in virtual environments by university teachers in the Languages and Translation departments in Saudi Arabia during the COVID-19 pandemic. His study highlighted various pedagogical strategies, including online oral presentations, guided discussions, problem-solving tasks, podcast production by students, and integrated listening comprehension and oral expression activities. Additionally, various audio recording tools and interactive platforms were employed to facilitate student engagement and language production in the virtual learning environment.

The research results revealed that these online speaking activities were effective in maintaining and enhancing students' oral communication skills, demonstrating that digital tools can support interactive and communicative approaches to language learning even in remote settings. By integrating diverse digital resources, instructors fostered student participation and structured speaking practice. These insights underscored the potential of technology to support language acquisition beyond emergency remote teaching.

2.2 Theoretical Framework

2.2.1 Pedagogical practice.

In the context of this research, the understanding of pedagogical practice is fundamental to analyzing changes and continuities in teaching strategies after the pandemic. The study, therefore, adheres to a definition of pedagogical practice as the integration of theory and practice by the educator. These perspectives allow us to analyze how the participating teachers have adjusted their pedagogical strategies in response to the challenges of transitioning from virtual to face-to-face teaching, taking into account both the application of theoretical guidelines and reflection on their own practice.

From a broad perspective, Escobar (2007) stated that pedagogical practice is a process that involves various elements that enable the application of theories, regulations, and educational guidelines to achieve academic objectives. According to this author, the teacher's role should be oriented toward responding to students' needs, thereby ensuring meaningful learning in line with the current demands of the educational environment.

Moreover, Jarpa et al. (2017) emphasized that pedagogical practice involves a continuous process of reflection in which the classroom becomes a space for analysis, experimentation, and development of didactic strategies. In this approach, the teacher articulates knowledge from multiple disciplines, thereby fostering a comprehensive view of teaching and its impact on learning. This perspective emphasizes the importance of adapting and continually revising methodologies, enabling the evolution of teaching practice in response to emerging educational challenges.

Strengthening teachers' digital competence emerged as a critical issue in several studies. For instance, Fernández Batanero et al. (2022) and Vargas Franco et al. (2024) highlighted a gap between teachers' regular use of technology and their ability to integrate it into their teaching, underscoring the need for systematic and sustained digital training programs. For

their part, Gümüş and Kukul (2023) developed a scale of digital competencies that incorporates ethical dimensions, thus expanding previously established conceptual frameworks.

Lázaro-Cantabrana et al. (2019) developed an assessment tool (COMDID-C) to objectively measure pre-service teachers' digital competence, emphasizing that comprehensive evaluation mechanisms are essential for future teacher preparation. Collectively, these studies argue that digital competence is not merely technical but deeply connected to pedagogical and institutional dynamics.

2.2.2 Teacher's digital competences.

While technology's presence in education spans decades, the contemporary understanding of digital competence in teaching is a relatively recent development. Its origins date back to the early 21st century, coinciding with society's rapid digital transformation, which impacted all spheres, including education. To discuss digital competence, it is fundamental to mention the concept of "Information and Communication Technologies" (ICT). Although the exact year cannot be pinpointed, the concept of ICT as a unified field was solidified in the 1980s.

Academic researchers began to use it to encompass a broader range of technologies, including communication devices such as the radio and television. However, the initial stage started around 2000, when the primary concern was the digital literacy of teachers, i.e., their ability to use basic technological tools. Being a field in constant development, the need was then to train teachers in the practices of digital technology. To close the gap, it was deemed necessary for teachers to obtain new skills and knowledge to use the tools of the new century and keep pace with technological evolution.

The American author Marc Prensky (2001) coined the terms digital natives and digital immigrants to describe the generational gap between students and teachers in relation to the

use of technology. This approach is based on a significant divide within the student population, resulting from the rapid expansion of digital technologies in the last decades of the 20th century, a phenomenon that the author calls a “singularity.” Based on this premise, Prensky establishes a division between individuals according to the degree of contact they had with the digital environment during their educational process.

The concept of “digital natives” is used to describe the current generation of students more accurately. This group corresponds to the first cohorts that have grown up immersed in digital technologies, as they have been exposed from an early age, and on a daily basis, to devices such as computers, video games, digital music players, and cell phones. For this reason, they are considered “native speakers” of the digital language specific to these environments. A central idea derived from this perspective is that such constant exposure has shaped ways of thinking and processing information that are substantially different from those of previous generations.

In sharp contrast, the term Digital Immigrants refers to a generation who were not born into the digital world but later became interested in and adopted many aspects of the new technology. According to Prensky, the defining characteristic of this group, and the importance of the distinction, is that although they adapt to the digital environment, they inevitably retain, to some degree, their "accent" (referring to a metaphorical "foot in the past"). This “accent” characteristic of digital immigrants is evident in practices that refer to their socialization prior to the digital environment. Among the most common manifestations are consulting the Internet as a second option for obtaining information instead of doing so immediately; regularly resorting to program user manuals instead of assuming their intuitive nature; or retaining the need to print a document in order to review and edit it.

The need to integrate ICT into teaching is driven by a broader societal need, in which educators play a crucial role. The disruption caused by the COVID-19 pandemic has made

digitizing higher education and faculty training a top priority. Digital competence, once viewed as simply the use of technological tools, has become an essential element of teaching at all levels (Núñez-Canal et al., 2022).

Teachers' digital competencies (TDC) play a key role in the effective and efficient use of technology in and out of the classroom. The need to organize and systematize both the training and assessment of TDC arises directly from the competence's structural nature. Lázaro-Cantabrana et al. (2019) argued that TDC is an inherently complex and multidimensional construct, which makes it difficult to measure effectively. The authors present this complexity as the origin of the need for standardization.

TDC is not a single skill, but rather a set of different dimensions and components (Lázaro-Cantabrana et al., 2019). Therefore, this complexity is the driving force behind the creation of a standard that ensures consistent training and objective, reliable assessment based on validated indicators.

Fořtová et al. (2021) examined the strengthening of digital skills in teacher trainees during the COVID-19 pandemic, providing valuable insight into how teacher training students perceived the incorporation of technologies into online teaching practices. They conducted a study with 63 master's level EFL student-teachers at Masaryk University, and the study analyzed 120 lesson reflections using qualitative coding methods. Initially, many participants evaluated their lessons based on the functionality of the technological tools and frequently compared them with traditional face-to-face instruction. However, over time, their reflections revealed a shift in perception, in which digital tools were no longer seen as obstacles but as normalized and essential elements of instructional design.

The primary aim of the study was to address the underexplored perspectives of student-teachers, in contrast to the predominant literature focusing on institutional challenges or teacher educator experiences. By centering the reflections of future educators, the study provides

insight into the processes by which novice teachers construct technological knowledge and develop an emerging sense of TPK as they adapt to virtual teaching environments.

Fořtová et al. (2021) argued for the recognition of online teaching as an integral, rather than supplementary, element of teacher education. This reframing is particularly relevant to current discussions about digital competence in language teaching, as it underscores the need for sustained, practical engagement with educational technologies during initial teacher training. Such findings inform broader conversations about teacher readiness in technology-mediated contexts and directly resonate with the aims of the present study, which examines the evolving digital practices of in-service EAP instructors during and after the pandemic.

2.2.3 Technological, pedagogical, and content knowledge model.

The conceptual framework of Technological Pedagogical Content Knowledge (TPCK) was formulated by Punya Mishra and Matthew J. Koehler in 2006 as the result of a five-year research program focused on professional development for teachers in both basic and higher education. Their proposal expands on the notion of "pedagogical content knowledge" (PCK) defined by Lee Shulman, with the aim of explicitly incorporating the challenges and possibilities associated with integrating technology into teaching practice.

The model seeks to describe the essential, complex, dynamic, and situated characteristics of the knowledge that teachers need to use technologies in a pedagogically relevant way. From this perspective, the reflective integration of technological resources involves a type of specialized knowledge called Technological Pedagogical Content Knowledge (TPCK). This is based on the interaction between three fundamental domains of learning environments: content (C), pedagogy (P), and technology (T). The first detailed formulation of the model was derived from a study in which the authors analyzed the evolution of the work and decisions of a teacher and her design team.

The development and application of the TPCK framework have led to contributions across theoretical, pedagogical, and methodological dimensions:

- Theoretical and conceptual impact: The writers contend that a theoretically grounded framework of the relationship between technology and teaching could revolutionize how teacher education, teacher training, and professional development for educators are understood and practiced. It may also greatly influence the types of research inquiries investigated.
- Pedagogical guidance: The framework guided the development of a pedagogical approach called "learning technology by design," which the authors used to foster TPCK development in professional development settings.
- Analytical tool for research: TPCK has been used as an analytical framework to guide research, data collection, and analysis of their pedagogical approach. Quantitative and qualitative analyses based on this framework showed that participants stopped viewing technology, pedagogy, and content as isolated dimensions, moving toward a more transactional and mutually dependent understanding. This change reflected greater sensitivity to the complexities involved in technology integration.
- Measurement development: Based on the framework, a survey was developed to assess the evolution of TPCK in the students and teachers involved. The results obtained through this instrument showed considerable progress in the development of TPCK among the participants.

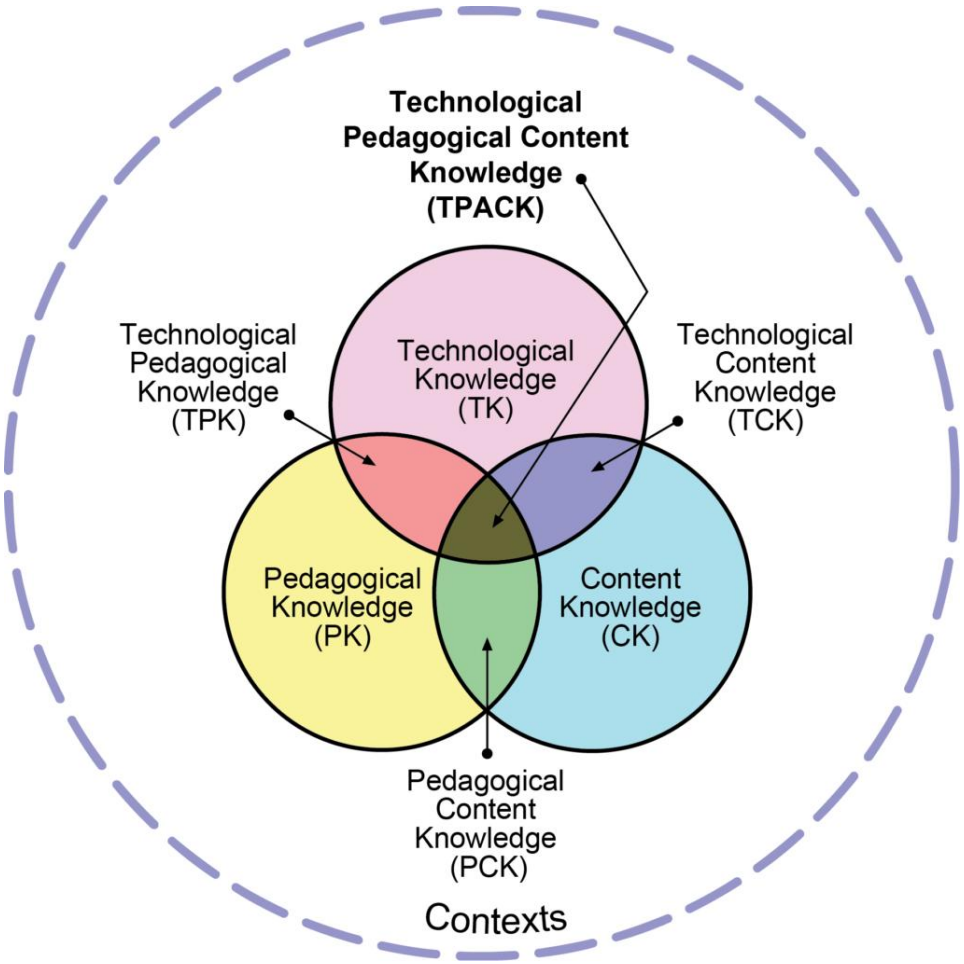
Mishra and Koehler (2006) highlighted the dynamic and complex interaction between the core bases of knowledge: content, pedagogy, and technology, which gives rise to seven interrelated domains of knowledge:

- Content knowledge (CK): Refers to the teacher's mastery of the subject they teach, including the facts, theories, procedures, and fundamental concepts that structure a given field of study.
- Pedagogical knowledge (PK): Refers to a solid understanding of the processes, methods, and approaches related to teaching and learning. It encompasses clarity about educational values and goals, as well as competencies related to classroom management, lesson planning and development, and student performance assessment.
- Technology Knowledge (TK): Relates to understanding and effectively using a range of technologies, from traditional tools such as books and blackboards to modern digital resources such as the Internet and multimedia. It encompasses the skills needed to operate various technological systems and software, as well as the ability to adapt to and learn new technologies.
- Pedagogical Content Knowledge (PCK): Refers to pedagogical understanding that is specific to the teaching of particular content. It includes knowing which instructional strategies best fit specific topics and how to organize content for effective learning. This type of knowledge also involves awareness of students' prior understanding, potential learning difficulties, and relevant epistemological perspectives.
- Technological Content Knowledge (TCK): Denotes an understanding of how technology and subject matter interact and influence one another. Teachers must recognize how technology can transform disciplinary knowledge and how different technological tools enable or constrain how content can be represented and explored.

- Technological Pedagogical Knowledge (TPK): Refers to the understanding of how technology can be integrated into teaching and learning practices, and how such integration can reshape pedagogy. It includes the ability to select appropriate technological tools for specific tasks, use their affordances effectively, and apply sound pedagogical strategies to enhance learning through technology.
- Technological Pedagogical Content Knowledge (TPCK/TPACK): Represents an integrative form of knowledge that unites technology, pedagogy, and content. It serves as the foundation for effective technology-enhanced teaching by requiring teachers to understand how technological tools can represent concepts, support appropriate pedagogical techniques, facilitate the learning of complex ideas, and address students' prior knowledge and epistemological beliefs.

Figure 1.

Technological, pedagogical, and content knowledge model. (Reproduced by permission of the publisher, © 2012 by tpack.org)



Developing TPCK involves acquiring a detailed understanding of the complex links between technology, content, and pedagogy, and employing that knowledge to design relevant and contextualized strategies and representations (Mishra and Koehler, 2006, p. 1029).

In this sense, teacher educators must expand their knowledge beyond content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK) to also integrate technological knowledge (TK), technological pedagogical knowledge (TPK), and technological content knowledge (TCK), all of which are necessary for the training and professional practice of teachers at different educational levels. As technology evolves rapidly,

this demands continuous adaptation in teacher education at individual, organizational, and institutional levels (Fransson & Holmberg, 2012).

The emergence of Artificial Intelligence (AI) has led to a conceptual expansion of the TPCK framework, prompting the educational community to explore how this new technology reshapes teachers' professional knowledge. Recent studies have focused on adapting the model to include the competencies educators need to use AI effectively and ethically in classroom settings. A significant advancement in this field is the framework proposed by Torres (2025) at the University of Cundinamarca, Colombia. Torres presented an extended model, TPACK-AI (or CTPC-IA in Spanish), that aims to assess and develop teachers' specific abilities to integrate AI tools into pedagogy and content. Knowledge-level studies were conducted to determine teachers' Technological Pedagogical Content Knowledge with an emphasis on Artificial Intelligence (TPCK-AI). For instance, research involving university professors in Sports Sciences in Colombia revealed that although their levels of CK and PK are high, there remain notable limitations in integrating AI-based technologies. The main barrier identified was the lack of training for incorporating AI into teaching methodologies.

2.2.4 English for academic purposes

English for Specific Purposes (ESP) has constituted a dynamic and influential branch of English language teaching (EFL/ESL) since its emergence in the 1960s. English for Academic Purposes (EAP) actually dominated the field of ESP for much of its early stage, accounting for most of the materials, course descriptions, and research produced at that time (Dudley-Evans & St John, 1998).

Similar to ESP courses, EAP courses differ from General English (GE) courses in that they focus on students' needs based on the tasks and activities for which they will use English, while also considering their proficiency levels and prior learning experiences. The central premise of ESP starts with a basic question: why does this student need to learn a foreign

language? The answer places the notion of necessity at the heart of the approach. As Dudley-Evans and St John (1998) point out, ESP is mainly oriented towards needs analysis, the detailed study of relevant genres and types of texts, and preparing learners to communicate in an effective manner in their academic or professional field.

The authors place EAP on a continuum of language teaching that ranges from General to Specific. Even in English for General Academic Purposes (EGAP) courses, the content should reflect the discipline's underlying methodology, such as the problem-solving approach of academic studies.

This field is influenced by three key developments: the growing interdisciplinarity of subjects, the role of English as an academic lingua franca, and the use of digital media and corpus resources, ensuring that EAP remains a dynamic and constantly evolving field.

The implementation of English for Academic Purposes (EAP) courses in Colombian higher education institutions is directly driven by the need for internationalization and the growing demand for knowledge production in English. In this context, EAP is no longer just a skill for undergraduate students but a crucial tool for researchers, professors, and graduate students. In Colombia, the curriculum design of EAP programs is inevitably based on needs analysis, an essential methodology in ESP.

A case study conducted at a Colombian university (Universidad de los Andes) on the curriculum design of an English program for doctoral students underscores the importance of this approach. The research, aimed at this stakeholder group, focused on describing their contexts and interests and on collecting data for future program development (Janssen et al., 2012). The findings show that graduate students have a marked need for academic English training that prioritizes skills such as writing and publishing academic texts, as well as preparing proposals to obtain funding.

The reality of Colombian higher education institutions has led to experimentation with pedagogical models that maximize relevance and active student participation. Researchers have proposed integrated approaches that combine topic-based and task-based instruction within EAP. This model argues that if students are actively engaged in meaningful tasks related to relevant academic topics, they will be exposed to the real language necessary to develop their communicative competence (Grajales et al., 2008).

A key benefit of these task-based and global topic approaches is that they strengthen students' awareness of reality and critical thinking skills by applying different linguistic strategies to a particular task. In addition, this approach encourages interdisciplinary work, which is a key development in the global field of EAP (Grajales et al., 2008). Finally, the integration of online support (e-learning) with face-to-face instruction, as suggested in this approach, promotes autonomous learning, an essential skill for success in the university context (Grajales et al., 2008).

In summary, EAP programs in Colombia are characterized by rigorous needs assessment (especially at the postgraduate level) and the implementation of active, contextualized methodologies that prepare learners for scientific communication and academic production.

3. Research Methodology

3.1 Research Approach and Design

This study was conducted under the interpretive paradigm (Guba, 1990), which emphasizes understanding the meanings individuals construct in their specific social contexts. Within this paradigm, the research adopted a qualitative approach, defined by Creswell and Creswell (2018) as "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem." Qualitative research entails the direct engagement of researchers with participants in natural settings, enabling a deep, contextually rich understanding of the phenomena under study. Aligned with this perspective, the study employed an exploratory-descriptive design to examine underexplored contexts by analyzing experiences, practices, and emerging patterns, particularly when limited literature is available on the specific population or setting. This methodological orientation supported the in-depth examination of EAP teachers' pedagogical practices and digital competencies during the COVID-19 pandemic (2020-2021) and in 2024.

3.2 Research Site and Participants

3.2.1 Research site.

Universidad del Valle is one of the most recognized public universities in Colombia, known for its academic excellence and research contributions. Its Meléndez campus houses various *schools*, including the School of Language Sciences (SLC), which offers programs dedicated to the study and teaching of languages, applied linguistics, and bilingual education.

The central site of this research is the English for Academic Purposes (EAP) Courses for faculty and postgraduate students at Universidad del Valle. These courses are part of the Programa Multilingüismo, which is part of the SLC. The main objective of these courses is to strengthen the oral academic skills of teaching staff and postgraduate students to facilitate the

dissemination of their research and professional work at educational events. This is a recurrent need, as many of them can read and write at some level in English but have significant difficulties with oral comprehension and production. The program has been funded by the Academic Vice-Chancellor's office since 2017 and offers 6-7 courses per semester, ranging from Level A1 to B2.

The study was carried out in 2024 through class observations at two different moments of interest: a post-facto site, observing video-recorded EAP classes during the pandemic, and a second moment after the pandemic, through observations of face-to-face EAP classes.

Video recordings were accessible after gaining the teachers' viewing permission of their own video recorded classes during the pandemic, whilst on-site observations of the same teachers' classes were carried out in the first semester of 2024.

3.2.2 Informants.

The main goal of this study is to provide an account of the transition in pedagogical practices and digital competencies during the pandemic to post-pandemic presentiality among Programa Multilingüismo EAP teachers at Universidad del Valle. Thus, the primary informants for this purpose are teachers who delivered courses during and after the pandemic in Programa Multilinguismo. At the start of the study, four teachers had remained in the program since the pandemic, but only video recordings were available for two of them. Therefore, post-facto and on-site observations were conducted during the courses of these two teachers.

To triangulate the information gathered with the class observations and further document the pedagogical practices and digital competencies of teachers in Programa Multilinguismo, a group of 5 teachers was surveyed. The two teachers observed were also interviewed at the end of the fieldwork to provide a space for reflection on their own perceptions of how technological use during the pandemic has permeated their teaching

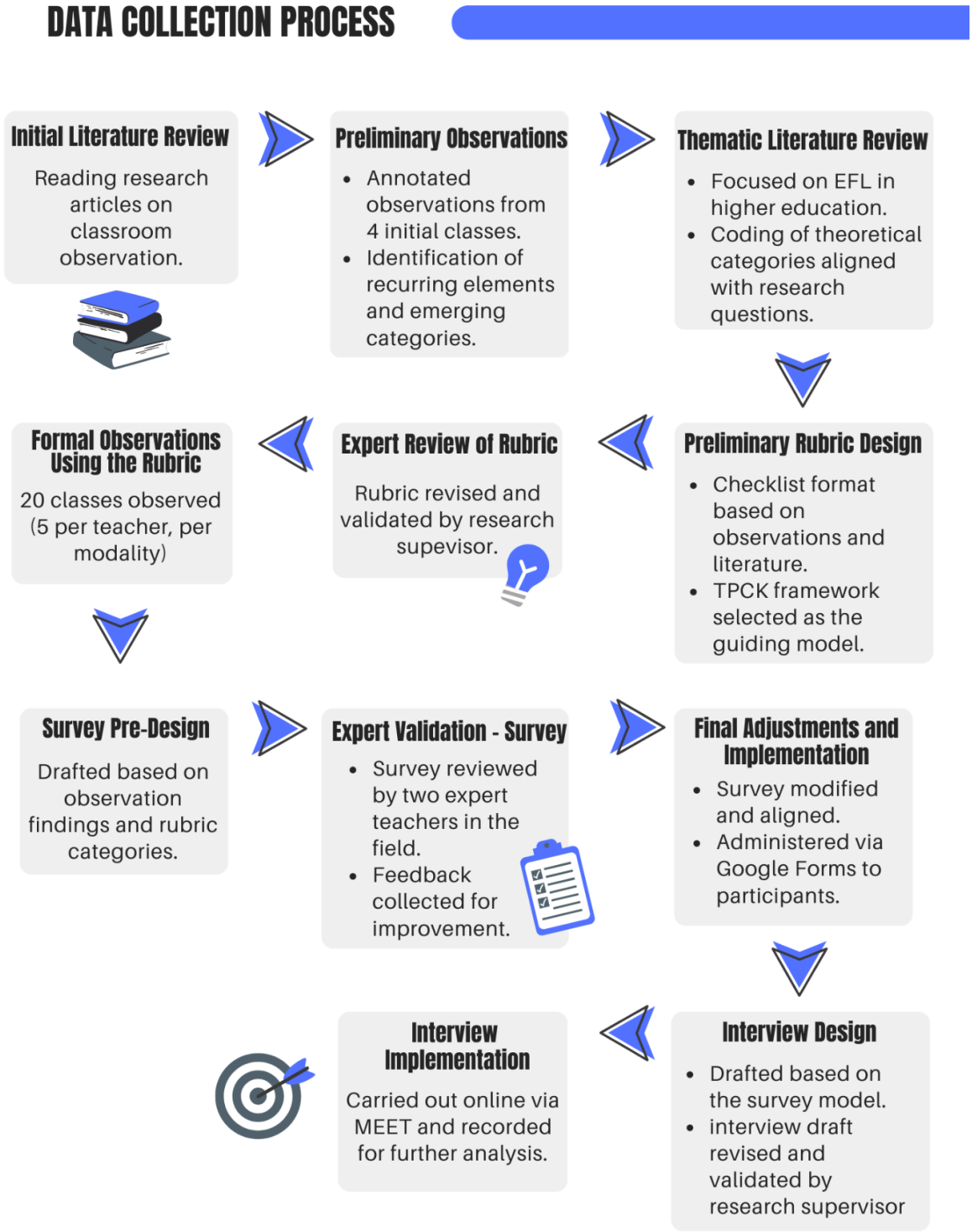
practices to date, and later to compare these perceptions with the elements evidenced through their class observations.

3.3 Data Collection Methods

The data collection process in this study was designed in multiple structured phases to ensure a thorough and rigorous understanding of EAP teachers' pedagogical practices and digital competencies during and after the COVID-19 pandemic. A summary of all steps involved is presented in Figure 2. Two complementary methods were employed: classroom observation and a survey instrument, both informed by the TPCK theoretical framework (Mishra & Koehler, 2006) and aligned with the research questions.

Figure 2.

Flow diagram of the data collection process.



The initial phase of data collection involved a review of scholarly literature on classroom observation in the context of foreign language education, with particular attention to higher education and EFL instruction. This preliminary step informed the researcher's understanding of observational approaches and analytical perspectives.

Following this, exploratory classroom observations were conducted to lay the foundation for the subsequent design of data-collection tools. These included annotated observations of two recorded virtual classes delivered during the pandemic and two face-to-face classes conducted in the first academic semester of 2024, one from each participating teacher and modality. These early observations enabled the identification of recurrent pedagogical elements and the formulation of preliminary analytical categories.

Subsequently, additional literature was reviewed to refine the emerging categories and contextualize them within established research on EFL teaching in higher education. The TPCK theoretical lens provided the structure for categorizing teachers' knowledge into Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK), as well as their intersections.

Drawing from the categories identified both inductively through observations and deductively from the literature, an observation rubric was pre-designed. This rubric used a checklist format to systematically collect relevant data, indicating the presence or absence of specific teacher actions and strategies observed during class sessions. It also included a section for open comments, enabling the researcher to annotate context-specific remarks. The instrument was then reviewed and revised by the thesis supervisor to ensure alignment with the study's aims and methodological rigor.

The observation rubric was structured around the four core dimensions of the TPCK framework. Each dimension included observable indicators designed to operationalize abstract constructs into concrete classroom behaviors.

For instance, the TK dimension aimed to capture not only the presence of technological tools, but also the teacher's functional command over them (e.g., agility in handling equipment, ability to solve technical issues). The PK dimension focused on instructional strategies, classroom management, feedback practices, and student engagement techniques. The CK criteria sought evidence of disciplinary mastery and contextualization of EAP content. Finally, the TPK dimension was designed to identify instances where technology was integrated to enhance learning, such as the use of digital tools for personalization or skill-specific language practice.

Once the rubric was finalized, participant selection was guided by practical and contextual considerations. Two teachers were chosen based on the availability of both archived virtual class recordings (from recordings kept during the pandemic) and active in-person courses taught during the 2024-1 academic term. Data collection proceeded with the formal observation of ten virtual classes (five per teacher) and ten face-to-face classes (five per teacher), all observed using the rubric. Each session lasted approximately 2 hours, resulting in a total of 20 observed, video-recorded classes and nearly 40 hours of direct classroom observation.

Parallel to the observations, a second data collection instrument, a survey, was developed to gather participants' self-reported perceptions of their pedagogical practices and digital competencies across both periods. The survey design was directly informed by the categories used in the observation rubric and structured within the TPCK framework.

The survey was structured into five main sections: demographic and professional background, technological practices, pedagogical practices, content-related practices, and integrated technological-pedagogical practices, including reflections on post-pandemic changes. Each section was designed to elicit both frequency-based data (e.g., Likert-scale

responses) and descriptive examples, allowing for a more nuanced understanding of teachers' self-perceptions.

Questions related to technological knowledge aimed to identify both the range of tools used and teachers' perceived proficiency levels. Pedagogical questions sought to explore instructional strategies, classroom interaction patterns, and feedback practices. Content-related items addressed contextualization and material adaptation. Finally, TPK-oriented questions examined whether and how teachers used digital tools to personalize instruction, support language skills development, and maintain practices adopted during the pandemic.

The preliminary survey was reviewed by the research advisor, who provided feedback and suggested modifications to improve clarity and relevance. Subsequently, the revised version was submitted to two external experts in language pedagogy and educational technology, whose feedback further strengthened the instrument's validity.

Final modifications were made based on the experts' input and the study's objectives. The survey was then administered via Google Forms to the broader group of EAP instructors affiliated with the Programa Multilingüismo at Universidad del Valle. The surveys were sent to the email addresses of 16 instructors. Participation in the survey was voluntary, and ultimately, five instructors responded. One of the two teachers whose classes were observed did not respond to the survey.

With a defined model for the general survey, the interview was designed accordingly.

The interview followed a semi-structured format organized around the same TPCK dimensions used in the survey and observation rubric. Questions were intentionally grouped into Technological Knowledge, Pedagogical Knowledge, Content Knowledge, and integrated practices, allowing participants to reflect comparatively on their experiences during and after the pandemic.

Unlike the survey, which collected broader self-reported tendencies, the interview sought to elicit narrative accounts, concrete examples, and reflective explanations. Particular emphasis was placed on exploring perceived transformations, challenges encountered in technological integration, and the extent to which virtual teaching practices permeated post-pandemic face-to-face instruction.

This structure enabled deeper insight into teachers' reasoning processes and supported the triangulation between observed classroom behaviors and self-reported beliefs. The interview format was reviewed and validated by the research supervisor. Once corrected and approved, the interviews were conducted individually via videoconference with the two teachers and recorded with the participants' prior consent. The recordings were then used for data analysis.

This multi-step, reiterative data collection process ensured methodological triangulation and coherence between observed behaviors and self-perceived practices, enabling a comprehensive analysis of teachers' pedagogical adaptations and technological engagement across instructional modalities.

3.4 Validity and Reliability

It is essential to highlight the importance of ensuring validity and reliability in research, as both aspects are essential to guaranteeing the credibility and consistency of findings. Validity refers to the degree to which a study accurately measures or evaluates what it sets out to measure or evaluate (Creswell and Creswell, 2018).

Reliability, on the other hand, refers to the consistency and stability of the results, that is, the possibility of obtaining similar conclusions when replicating the study under comparable conditions. To ensure the validity and reliability of this qualitative exploratory study, the following procedures were implemented: First, a protocol was established, and the steps

undertaken were thoroughly documented to maintain consistency and rigor throughout the research process. This ensured that all methodological decisions were clearly recorded, facilitating transparency and replicability.

The triangulation of data sources was a key element in achieving methodological rigor. Data were collected through classroom observations in a rubric, both virtual and face-to-face, and supplemented with a survey and an interview instrument. This combination of methods allowed for cross-verification of findings and provided a more comprehensive understanding of EAP teachers' pedagogical practices and digital competencies. To enhance content validity, the observation rubric was developed based on a thorough review of the literature and initial classroom observations.

Reliability was addressed through systematic data collection and consistent observation procedures. All observed sessions followed the same rubric and were conducted by the same researcher, ensuring uniform criteria and interpretation. Observations were conducted across two modalities (virtual and face-to-face) and two instructors, with five sessions per teacher in each modality, providing a solid basis for comparative analysis. Both instruments, the rubric and survey, underwent expert validation and revision before administration. The feedback provided was revised and incorporated to improve the clarity and relevance of the items. This process strengthened the reliability of the study and alignment with the research's objectives.

3.5 Ethical Considerations

Ethical considerations in qualitative research encompass the principles and guidelines that ensure the ethical treatment of participants and the integrity of the research process. Ethical considerations are crucial for establishing trustworthiness and credibility in qualitative research. They involve respecting participants' autonomy and rights, protecting their privacy and confidentiality, and obtaining informed consent.

To achieve this, the study was first socialized to the Programa Multilignuismo teachers so they could decide whether to participate, and then after gaining informed consent access was granted to their video recording archives and later to their face-to-face classes. To protect teachers' identities, pseudonyms were used, thereby eliminating any fear of exposure and allowing them to share their experiences, perceptions, and opinions freely. This research refrained from collecting private or intimate information that could compromise the anonymity and/or confidentiality of its participants.

4. Data Analysis

In this chapter, the research questions are addressed explicitly in light of the data collected and the triangulated analysis conducted to determine the extent to which EAP teachers in Programa Multilinguismo have transitioned their digital competencies from their pandemic teaching to their face-to-face teaching practice. The chapter presents first an overview of the survey responses as part of the context of the study and profile of the teachers involved; then, the pedagogical practices of the selected group of EAP teachers during and after the virtualization of courses due to COVID-19 are documented; next, a characterization of the digital competencies in the virtual and face-to-face classroom of the reporting teachers is presented. And finally, a comparison of teachers' self-perceptions of pedagogical practices and digital competencies with their observable practices during and after the pandemic is discussed.

4.1 Teachers' Self-Perceived TPCK Dimensions in Post-Pandemic EAP Contexts

4.1.1 Teachers profile and professional background.

The survey was administered via Google Forms and shared by email with 16 members of the Programa Multilingüismo. It aimed to examine the use of technology in the program's teaching practices. Participation was voluntary, and five responses were obtained. From the two teachers whose classes were observed and later interviewed, only one responded to this survey.

Teachers were men and women aged 25 to 60, holding academic degrees ranging from undergraduate to master's levels. Their experience within the program ranged from less than 6 months to over 8 years (since its inception), complemented by general teaching experience across various modalities and at least 3 years of EFL teaching.

This profile suggests a heterogeneous group in terms of experience and academic preparation, which is relevant when interpreting variations in technological and pedagogical self-perceptions.

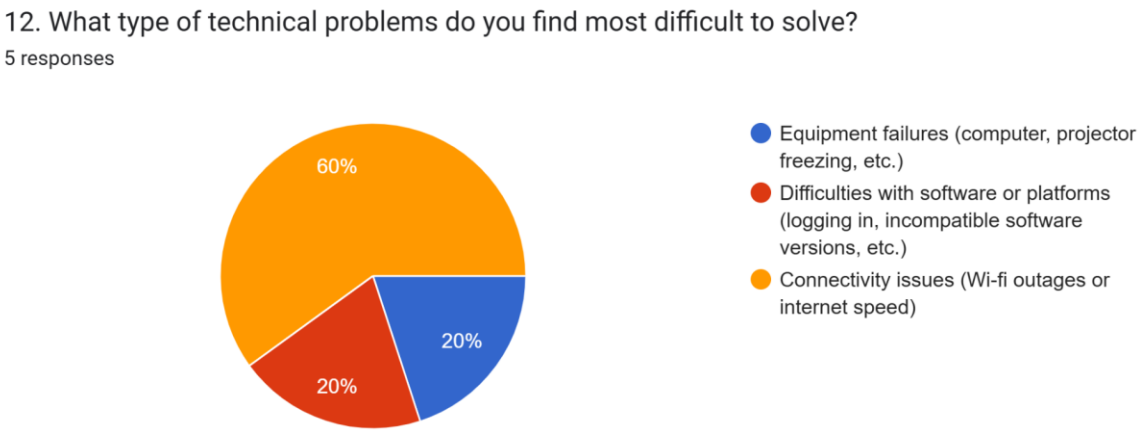
4.1.2 Reported technological use in teaching (TK).

Regarding the use of technological resources in face-to-face classes, all five teachers reported that they always use equipment such as computers, projectors, and speakers. The most commonly mentioned learning management systems were Google Classroom, Moodle, and Blackboard, with three out of five teachers using more than one platform. For second language acquisition (SLA) applications, four participants reported using them, while one did not. The same distribution was observed for platforms designed to foster classroom participation.

Teachers also reported technical difficulties. Connectivity issues were the most frequently selected problem (3 participants), followed by equipment failures and software difficulties (1 participant each) as it is shown in the figure below.

Figure 3.

Pie chart on responses to question 12: What type of technical problems do What do you find most difficult to solve?



These results indicate a sustained integration of digital tools in the face-to-face modality, suggesting that technological knowledge acquired during the pandemic continues to inform classroom practices.

4.1.3 Self-perceived digital competence (TK and TPK).

Self-perceived digital literacy in LMS, SLA applications, and participatory websites ranged from moderate to very high, with only one low rating, specifically for SLA apps. For conventional digital tools (Word, Excel, email, YouTube), most participants rated themselves as having high proficiency; for more advanced tools, levels were mostly high or moderate, with fewer "very high" ratings. Literacy in the use of AI tools for teaching was generally rated as moderate or high.

When asked about their overall proficiency with technological tools, most respondents indicated high levels and reported comfort with delivering virtual classes. This self-perception reflects strong Technological Knowledge, and to some extent Technological Pedagogical Knowledge, particularly in relation to selecting tools for instructional purposes. However, self-perception requires triangulation with observed practices, which is addressed in later sections of this chapter.

4.1.4 Reported Pedagogical practices and approaches (PK and CK).

In their teaching practice, all respondents stated they always share class objectives. The most frequently cited pedagogical approaches were communicative, task-based, project-based, and student-centered. Strategies to encourage participation included debates, guided discussions, games, and interactive tools. Real-world or academic connections were fostered through everyday examples, current topics, and professional references. Materials were adapted to different proficiency levels by simplifying vocabulary, adding visual aids, and adjusting activity complexity.

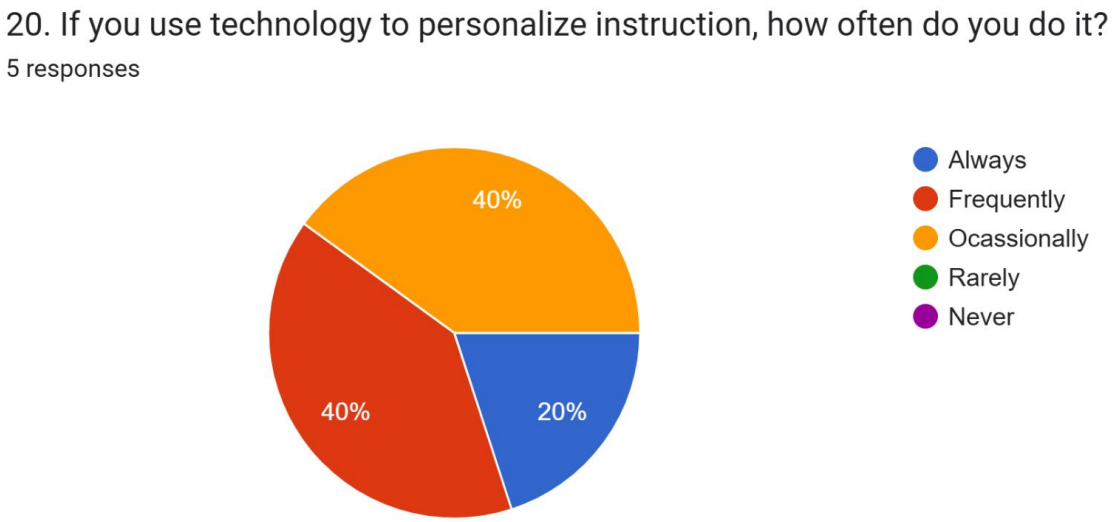
4.1.5 Perceived Post-pandemic pedagogical and technological transition (TPK).

Following the shift to online teaching during the pandemic, several teachers reported diversifying and updating content, incorporating more digital resources, and adopting flexible strategies. As stated in figure 4, when participants were asked about how often they use

technology for personalized instruction, they described its usage as frequent or moderate. That usage favored tools that enabled individual tracking. LMS, interactive platforms, and collaborative applications were cited as the most effective tools for English teaching.

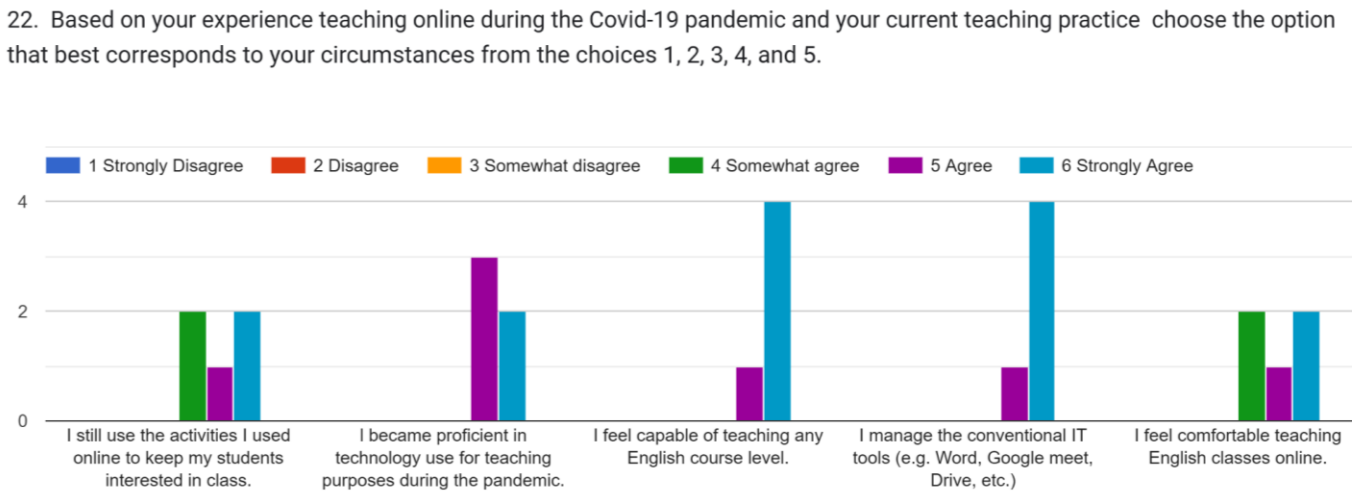
Figure 4.

Pie chart on the responses to question 20: Use of technology to personalize instruction



Finally, when reflecting on post-pandemic changes, teachers agreed they now feel more confident, competent, and strategic in integrating technology into their practice as illustrated in figure 5. These findings suggest not only the retention of technological tools after the return to face-to-face teaching, but also a perceived transformation in teachers'TPK, particularly in relation to personalization and strategic integration.

Figure 5. *Bar graphic on responses to question 22: Teachers' self-perceived proficiency with technological tools*



Overall, the survey data suggest a high level of technological self-confidence, sustained digital integration in face-to-face classes, and alignment with communicative and student-centered pedagogies. However, the limited number of responses and the reliance on self-reporting justify the need for triangulation with classroom observations and interviews.

4.2 Observed Practices During and After the Virtualization of Classes

During the pandemic, the selected group of EAP teachers shifted from traditional in-person instruction to fully online formats. This transition required adopting various digital tools and re-evaluating teaching strategies to maintain student engagement and learning outcomes. However, after the health emergency and the end of the COVID-19 confinement, the classes underwent another transition, as teachers had to return to face-to-face classes. The observations focused on two teachers, referred to as teacher A and teacher B, who utilized a range of technological tools and strategies to facilitate language learning in their classes. It is worth recalling that, in this research, all the virtual classes observed are equivalent to those that took

place during the pandemic in 2020 and 2021. In the case of the virtual classes observed during the confinement, both teacher A and teacher B had a B1-level course assignment. Nevertheless, in the face-to-face classroom observations conducted in 2024, teacher B was assigned to an A1-level course, while teacher A was again assigned to a B1-level course. It is essential to emphasize students' proficiency levels, as this is directly related to the pedagogical strategies, adaptations, and types of material the teacher can effectively include in the classroom.

Teacher A described teaching in the Programa Multilingüismo as an enriching experience, highlighting the students' motivation, maturity, and the variety of research fields they represented. She had joined the program just before the pandemic, beginning her teaching virtually and later transitioning to hybrid and face-to-face formats. She taught levels A1, A2, and B1.

Regarding technological tools, she initially explored several platforms such as Jamboard, Google Slides, Quizziz, and Google Forms. Over time, she shifted to more practical, accessible platforms like Canva, which she found easier to manage for both herself and her students. While she encountered some challenges, such as limited student familiarity with Microsoft Teams and storage issues with institutional accounts, she managed them by patiently guiding students and using additional tools, such as WhatsApp groups, to maintain communication.

Teacher A indicated that her teaching strategies did not change significantly when she returned to face-to-face classes, as she had started the program virtually. The main differences were logistical, such as printing quizzes instead of using online forms. As she expressed in the interview:

> "Taking into consideration that I started in the program during the pandemic, I didn't adjust anything for the online teaching. I started virtual, so the «adapting» was when we got to go to the campus. I don't feel like I had to change my pedagogical strategies

a lot, so I use pretty much the same activities than I used virtually. Now the break-out rooms were in the same room so they only had to change seats and work in groups. Maybe something that changed is that I print the quizzes and bring them to the classroom instead of sending them online. Really the big difference for me is that in face-to-face classes I have to wear shoes!"

She highlighted activities such as asking students to share personal updates as particularly effective for engagement and creating safe classroom environments. She also emphasized adapting content to students' personal and academic interests, using group work and peer evaluation both online and in person.

"A winning pedagogical strategy with these students, during and after the pandemic, has been to dedicate the first part of the class to ask: *What's new since the last class?* Making them share something that they felt, experienced or learned recently. Having each student to share their experiences class to class, no matter if they were simple or extraordinary. During the pandemic it worked pretty good, first because they were speaking more and practicing oral skills, second because it helped us create emotional bonding through the screens (...) . This strategy makes the classroom a safe space, where they can just be, share, make mistakes without fear, they even have the confidence to correct each other."

" I always ask them to tell me about their lives, their personal and academic stuff, and having that information allows me to adapt the content of the classes to make it interesting and relevant for them. Like that, they have the chance to share their interest using, for example, the grammar topic we are learning about."

She highlighted challenges in students' use of technology and emphasized the importance of selecting tools that are practical and comfortable for both teachers and learners. She believed that technology use should not be imposed but instead adapted to each teacher's style. For her, the transition from online to face-to-face teaching felt smooth, and she expressed enjoyment of teaching in both modalities.

> "The use of the technology shouldn't be imposed. But it is a fact that it doesn't matter how much we resist, we have to use it. But teachers should search and discover first what they are comfortable with (tech tools) because it will make the teaching easier. I have explored many tools but now I use the same platforms over and over because those are the ones that work for me and make everything easier, for me and my students."

Teacher B had been teaching in the program for seven years, mainly with postgraduate students and university professors. She had taught across all levels but focused primarily on B1. She valued her students' academic backgrounds, which enabled advanced discussions and comprehension tasks.

Before the pandemic, Teacher B relied mainly on traditional methods and used limited technology. As she mentioned:

> "I didn't use these (digital) tools before the pandemic at all. I was a "marker and board" teacher. "

The pandemic led to significant changes, as she was extensively trained in digital tools that she later incorporated regularly into her classes. She frequently used Zoom, Nearpod, Kahoot, and Breaking News English for authentic materials. She also experimented with activities such as video recording assignments and interactive online quizzes.

In case of technical difficulties, she adapted by switching activities, often turning classes into conversation-based sessions when needed. Over time, she built confidence with technology, integrating online platforms even in face-to-face settings for quizzes and practice

activities. She highlighted the communicative approach as her primary pedagogical strategy, placing strong emphasis on oral production. Breakout rooms and group work were central to her management of participation and engagement.

> "If I have technical problems during a class I would switch the activity. I like to prepare different activities and have options so the class can continue if anything happens. I have back-up activities and I don't stick to only one (...) If I have a powercut or the internet is not working I would continue the class from my cellphone. But as the resources are limited and I can't share my screen what I do is to turn the class into a conversation club."

> "The pedagogical strategy that has been the most effective for me in the face-to-face setting is definitely the communicative approach. I work with different strategies but always focused on the oral production."

Teacher B noted that her teaching content had not changed significantly, but her strategies had diversified. She integrated real-world materials, current news, and digital tasks such as "influencer" roleplays to maintain interest. She acknowledged limitations in her use of technology for providing feedback, but used Google Classroom to organize and personalize instruction. She considered the training she received during the pandemic crucial and recommended ongoing training for teachers, especially in new areas such as artificial intelligence.

Overall, Teacher B viewed the transition from online to face-to-face teaching positively, appreciating the strategies and confidence she had gained from the virtual teaching experience, which she continued to apply in her practice.

> " Until now I still use some of those platforms and websites I was taught. Not every group is the same and now I can choose which activities could work better depending on their preferences. (...) For me the transition from online teaching during the

pandemic to face-to-face teaching afterwards was good. I came back with a lot of new strategies, activities ideas and knowledge on technology to keep implementing. I enjoyed using them and got more confident incorporating technology into my teaching practices. I also noticed that students like it and they interact more. I cannot imagine going back to three hours with just the marker and the board. ”

4.2.1 Pedagogical practices during the pandemic: moving to online teaching.

The virtual classes observed followed a structured approach, with teachers explicitly presenting learning objectives at the beginning of each session. These objectives were generally introduced through slides or shared documents and were reiterated throughout the class. In addition, connections to previous sessions were made through direct questions and reminders, which facilitated the progressive construction of knowledge and reinforced the continuity of learning. This practice aligns with pedagogical knowledge (PK), as it implies effective planning and organization of content to ensure its accessibility and comprehension by students.

Concerning teaching strategies, audiovisual sources, such as YouTube videos and ESL Video, were used to introduce new topics and enhance listening comprehension. Among the most prominent strategies were:

- Collaborative platforms: Teachers used Jamboard to encourage interaction by posing questions about the class topic, allowing students to share their doubts and comments.
- Breakout Rooms: Teacher A emphasized the use of this tool to promote peer interaction and facilitate oral practice and communication in English.
- Interactive exercises: Activities such as concept-matching and fill-in-the-blank exercises allowed students to engage with vocabulary and grammar dynamically.

- Use of digital worksheets: Teachers guided students through interactive worksheets on platforms such as Liveworksheets, which reinforced the relationship between technology and assessment.
- Role-play activities: Focused pair interactions (e.g., job interviews). These activities facilitated the practical application of the content and were supported by introductory videos on relevant vocabulary.
- Note-taking methods: Teacher B introduced a note-taking method using instructional videos, encouraging students to reflect and think critically.

The teachers also demonstrated their pedagogical knowledge and lesson content by preparing activities to promote student interaction and participation. Among the practices were guided discussions, in which teachers posed open-ended questions on the lesson theme or current situations, thereby stimulating dialogue and reflection. At every moment, the teachers used graphic elements to support the content and explanations, thereby maintaining attention and improving comprehension. The students' active participation provided opportunities for teachers to correct and clarify, which enhanced the group's commitment to learning.

The sessions were structured with specific times for each activity. However, occasional technical problems, especially in listening comprehension activities and interactive platforms, required adjustments in the planning. The teachers demonstrated adaptability by resolving these issues in real time and adjusting the pace to the group's needs.

As for in-class evaluation, teachers always provided feedback, although in different ways. Especially during oral production, teachers corrected errors in real time, either verbally or through the chat, and these corrections usually concerned pronunciation and vocabulary. Although the corrections were on the spot, they were rarely made by interrupting the student's production. In cases of common, repetitive errors, the teachers provided a space at the end of

the activities to correct, clarify doubts, and provide feedback. The structure of these courses also included progressive and final evaluations, with teachers providing guidance to record and track student progress.

4.2.2 Pedagogical practices after the pandemic: going back to the classroom.

In the post-pandemic period, face-to-face classes resumed, and pedagogical practices were readjusted to the physical classroom context. The face-to-face classes observed demonstrated structured planning, with teachers presenting the session objectives at the beginning of each class. This approach addresses the need to guide the learning process and facilitate transitions between activities. Teacher A, for instance, introduced the topics through a guided discussion with prior questions to activate prior knowledge and generate inferences. Teacher B, on the other hand, used a review of previous content before introducing new topics. These strategies reflect sound Pedagogical Knowledge (PK) by effectively organizing instruction and contextualizing learning. The lack of immediate access to technology at certain times necessitated the use of alternative teaching strategies without affecting the achievement of learning objectives.

From the perspective of CK and PK, both teachers implemented diversified strategies for face-to-face classroom teaching. Some of the strategies identified included:

- Use of visuals: Teacher A used projected images and printed flashcards to reinforce vocabulary and grammatical structure comprehension.
- Oral interaction and pair work: Teacher B designed simulation activities, such as interviews and reports, to promote the use of language in authentic situations.
- Integration of writing and speaking: It was observed that both teachers integrated written and oral production by asking students to transform written responses into oral ones or vice versa.

In the classroom, student participation was mediated by interaction strategies that favored English communication. These strategies included question-and-answer dynamics, role-plays, and performances. Both teachers used direct and structured questions to encourage spontaneous language use. Teacher B implemented simulation activities, such as role-playing a live reporter, to contextualize language use in real situations.

The teachers' PK was also evident in how they provided feedback and evaluated students' progress. Both teachers corrected their students' errors on the spot, especially in pronunciation and grammatical structure. The formative assessment conducted included listening tests and guided completion exercises to verify understanding of the content. Both teachers balanced oral assessment with written activities, allowing students to demonstrate their learning comprehensively.

4.3 Pedagogical Changes in the Classroom Due to the Pandemic

Comparing virtual and face-to-face classes enabled the identification of key pedagogical shifts that emerged in response to the COVID-19 pandemic and continued to influence teaching practices upon the return to in-person instruction. The teachers did not explicitly verbalize these changes during the sessions, but they became apparent through the analysis of their classroom practices and adaptations.

In the virtual classes conducted during the pandemic, pedagogical planning was closely tied to technological mediation. Teachers relied heavily on digital platforms and tools to organize, deliver, and assess instruction. Lessons were often highly structured, with clearly stated objectives and step-by-step activities mediated through applications such as Google Slides and Zoom (e.g., breakout rooms, chat) and online worksheets. The presence of these tools shaped the pacing of activities and the nature of classroom interaction, which was more

fragmented and required the teacher to orchestrate to maintain engagement and participation carefully.

Upon returning to the face-to-face classroom, a shift was observed in the mode of interaction and the delivery of instruction. Teachers appeared to regain greater spontaneity in managing classroom discourse, with more fluid oral exchanges and increased immediacy in student-teacher interaction. The reliance on digital tools decreased, and there was a noticeable reorientation toward physical resources and embodied teaching practices such as board writing, the use of printed materials, and non-verbal communication strategies.

Nonetheless, some residual pedagogical features from the virtual period remained present in the classroom. For instance, both teachers continued to open sessions by stating learning objectives and employed structured sequences of activities, reflecting a pedagogical organization characteristic of online instruction. The use of multimedia materials, though less frequent, also suggested continuity in the integration of digital content to support comprehension. Furthermore, the emphasis on clear instructions, guided practice, and immediate formative feedback, observed in both modalities, points to the consolidation of teaching routines developed or reinforced during the period of virtual instruction.

These reflections, grounded in classroom observation, suggest that the pandemic acted as a catalyst for pedagogical transformation. While teachers returned to more traditional in-person formats, specific instructional patterns from remote teaching persisted. The mix of strategies, combining pre-pandemic classroom practices with elements developed during online teaching, shows a continued process of change and professional growth in response to the pandemic's challenges.

4.4 Characterization of the digital competencies in the virtual and face-to-face EAP classroom

4.4.1 Digital competencies in the virtual classroom.

As mentioned above, the transition to virtual platforms was immediate and mandatory to continue classes. It is evident that, under the circumstances, the participants used technology in their teaching. Therefore, this section analyzed the digital competence of the participating teachers and their integration with classroom pedagogy. Technological Pedagogical Knowledge enabled teachers to adapt materials and strategies to the virtual environment through grammar and vocabulary learning applications, the conversion of traditional activities to digital formats, and the implementation of platforms with automatic correction to optimize evaluation. An effective integration of technology in teaching was also evidenced in the use of multimedia materials to reinforce comprehension. The evaluation processes also demonstrated this competence in the teachers as they used platforms that provided immediate grading. Among the tasks assigned to the students, the interactive online exercises allowed them to practice language skills autonomously and receive automated feedback.

While these adaptations facilitated learning, some students reported difficulties with specific platforms or connectivity issues, underscoring the need for additional support or better alternatives. Although they were proficient with the platforms, there were technical difficulties, such as problems sharing class recordings, difficulties for students to access materials and group rooms, and failures in interactive platforms that required immediate solutions. Teachers demonstrated varying levels of digital fluency in these situations.

In most of the difficulties encountered in teacher A's classes, the teacher was able to resolve the issue quickly or, in some cases, find an alternative that allowed the class to continue and meet the set objectives. Teacher A demonstrated agility handling of technological equipment and internet navigation by continuously proposing different platforms in her classes.

For instance, she usually implemented different tools to share class information, and also used interactive platforms to balance group and individual activities in class.

On the other hand, the difficulties encountered in teacher B's classes were mostly resolved with the students' support, since the teacher asked for their help. She showed a preference for traditional platforms and applications in virtual classes. In the observed classes, this was reflected in a tendency towards individual in-class activities. However, teacher B also demonstrated significant use of digital and audiovisual resources, keeping her classes up-to-date.

However, when students needed help with online work and managing class platforms (Zoom and Classroom), the teachers always provided timely, relevant support. In many cases, teachers demonstrated adaptability and fostered a collaborative spirit by asking students for help solving technical problems. In all cases, the technical issues encountered were resolved during the sessions and did not completely disrupt their continuity. A solution was always provided for matters related to digital technology.

4.4.2 Digital competencies in the face-to-face classroom after the pandemic.

Digital tool usage declined significantly once classes returned to campus. However, teachers still integrated some digital resources, although in a complementary manner. The following are relevant technological applications observed:

- Projectors and audiovisual material: both teachers used projectors to show images, slides, and audio related to the content.
- Platforms for listening practices: Teacher A resorted to TED Talks videos for exposure to authentic material.
- Distribution of material via WhatsApp: Teacher B sent audios and supplementary materials via this platform to reinforce learning outside the classroom, allowing students to prepare and anticipate class activities.

The teachers' level of Technological Pedagogical Knowledge was reflected in how they integrated technology to support instruction. In some cases, teacher B needed students' support to resolve malfunctions in the projector or audio equipment. In the absence of technological resources in certain places during classes that rely on digital technology, alternative strategies were implemented, such as writing on the board or providing detailed oral explanations.

Although the use of technology was limited, TPK was evident in the use of multimedia materials to reinforce language skills and in the use of digital platforms for delayed assessment. In particular, multimedia resources included audio and video for listening comprehension practices. For evaluation processes, some activities were shared on digital platforms to be solved outside the classroom. This shift illustrates an adaptive application of digital tools, shaped by context and resource availability.

The following table presents a comparative summary of the pedagogical practices and digital competencies observed during the virtual classes imposed by the COVID-19 lockdown, and in the subsequent return to face-to-face classroom. This matrix has been constructed based on the qualitative findings of the study and organizes the information in two main dimensions to facilitate the identification of relevant continuities and transformations between the two periods. Its design responds to the need to condense recurring patterns (e.g., organizational routines or the use of multimedia materials) and contrast them with the most notable changes (such as the transition from central technological mediation to a more supplementary role or the return to physical resources and embodied strategies).

Table 1. *Summary table: Contrasting pedagogical practices and digital competencies.*

	During the pandemic (Virtual classes)	**After the pandemic (Face-to-face classroom)**
Pedagogical Practices	➤Well-Organized Planning: Lessons frequently had a well-organized format, featuring clearly defined goals and sequential activities, facilitated by digital tools. ➤Digital Collaborative Approaches: Utilization of collaborative platforms and Breakout Rooms to enhance interaction and speaking practice in English. ➤Utilization of Audiovisual Materials (YouTube, ESL Video) to present new subjects and improve listening skills.	➤Continuation of Organized Routines: Remaining educational characteristics, like starting sessions by outlining learning goals and using structured activity patterns, persisted. ➤ Enhanced Spontaneity and Immediacy in overseeing classroom discussions and in interactions between students and teachers. ➤ Shift in Physical Resources: A Distinct shift towards physical resources and embodied teaching methods like writing on the board, utilizing printed resources, and employing non-verbal communication. ➤ Focus on Verbal Skills and Interaction: Promoting spoken communication via simulation exercises, role-playing, and collaborative pair/group tasks (key methods in the educators' approaches)
Digital Competencies	➤ Core Technological Mediation: The implementation of platforms, LMSs, and audiovisual resources was fundamental to organizing lessons, promoting interaction, and evaluating learning. ➤ TPK for Adaptation and Assessment: Educators' application of Technological Pedagogical Knowledge to modify resources, transform conventional tasks into digital formats, and utilize automated correction systems to enhance assessment. ➤ Collaborative Problem Solving: Educators showcased flexibility by addressing technical issues instantly, occasionally depending on student assistance, while maintaining the flow of the session	➤Supplementary and Purposeful Application: The use of digital tools markedly decreased, transitioning to a more intentional and supportive function. ➤Multimedia Integration for Reinforcement: Ongoing use of multimedia, including TED Talks videos or audio resources, to expose learners to authentic content and strengthen language abilities. ➤Strategic Utilization of Asynchronous Tools: Instant messaging platforms (WhatsApp) were kept for sharing additional resources and facilitating communication beyond class hours. ➤Ongoing Digital Formative Assessment: Certain formative assessments continued to be administered through digital platforms, enabling asynchronous involvement and automated responses

4.4.3 Evidence of the transitioning of digital competencies from the pandemic to the post-pandemic classroom.

The observations and self-reported data indicate a selective transfer and adaptation of technological tools and skills into the post-pandemic classroom. This transfer highlights the evolution of Technological Pedagogical Knowledge (TPK) among the participating teachers, as digital tools became integrated into face-to-face instruction in a more intentional and supplementary fashion.

During the pandemic, platforms such as Jamboard, Zoom breakout rooms, Liveworksheets, and audiovisual materials like YouTube videos played a central role in structuring lessons, facilitating interaction, and assessing learning. In the return to the physical classroom, these tools were no longer essential for class continuity but were retained in adapted forms, revealing a lasting transformation in teaching practices. For example, while collaborative digital platforms were no longer the primary medium for peer interaction, teachers continued to draw upon multimedia resources for comprehension tasks. TED Talks and audio materials were used to provide students with authentic language input, especially during listening comprehension activities.

One significant adaptation was the use of mobile applications and instant messaging platforms, particularly WhatsApp, to maintain communication outside class hours and distribute supplementary materials. This practice reflects the continuation of strategies initially adopted during remote teaching, where asynchronous tools helped bridge connectivity issues and supported learner autonomy. The strategic use of these tools post-pandemic demonstrates not only the retention of technological fluency but also a nuanced understanding of how they can complement, rather than substitute for, face-to-face pedagogy.

Another observable manifestation of digital competence transfer lies in the teachers' approach to planning and assessment. Although most classroom activities reverted to

traditional formats (e.g., paper-based worksheets and in-person tasks), some formative assessments continued to be conducted on digital platforms, enabling asynchronous participation and automated feedback. These practices indicate that teachers did not discard their virtual-era technological routines but recontextualized them in light of the constraints and affordances of the in-person modality.

It is important to note, however, that the transition was not without challenges. Teachers reported occasional technological malfunctions in the physical classroom, such as difficulties operating video projectors or audio devices. In response, both teachers exhibited problem-solving behaviors similar to those employed in virtual classes. Teacher B, for example, relied on student assistance to resolve projector issues, echoing the collaborative troubleshooting dynamic developed during online instruction. This continuity further underscores the enduring nature of the technological skills acquired during the pandemic.

In brief, the transition of digital competencies from the pandemic to the post-pandemic period was not characterized solely by continuity or discontinuity, but by transformation and recontextualization. Teachers demonstrated the ability to selectively integrate technological tools that added value, especially by enhancing input exposure, extending classroom interaction, and diversifying modes of assessment. The evidence from class observations and teacher reflections suggests that TPK developed under pressure during remote teaching did not vanish but evolved into a more flexible and context-sensitive pedagogical asset in the post-pandemic face-to-face classroom.

4.5 Contrasting Teachers' Self-perceptions on Pedagogical Practices and Digital Competencies with their Observable Practices

Teacher A's self-perceptions highlighted a strong emphasis on communicative pedagogy, supported by technology when necessary but never as the central focus of her

practice. When referring to her experience during the pandemic, she described herself as resourceful in exploring a range of tools (Jamboard, Google Slides, Quizziz, Google Forms, and Genially), yet gradually privileging simpler, more accessible platforms. In the words of Teacher A:

> "I used to explore platforms and websites but I had to stop because of the limitations they had (e.g the amount of material one can create for free, the amount of students they allow to "enter" the material, the complexity of the platforms). Currently, I stayed with some basic platforms because I found out they were more accessible for my students and I didn't need to spend too much time explaining how to use them or how to solve the exercises. I prefer practical and simpler tools to avoid students getting lost in the usage. What is easy for me will be easy for them."

This self-assessment aligns with her view of digital competence as pragmatic: she perceived herself as confident in solving technical issues, though also aware of institutional limitations such as account storage and student unfamiliarity with Microsoft Teams. Regarding this, she said:

> "I don't have many technical problems during my classes. I do have certain problems, for example, most of them want me to use Meet for the classes because that's what they are familiar with, but I'm not. (...) I use Teams, and during the first classes is a shock for the students. They don't know how to use the app, but I do. This app is the main tool for my virtual classes, and I already master it. I prefer to explain to them how to use it and be the one giving the instructions in the beginning rather than being the one who has no clue."

After the pandemic, she stated that her pedagogical strategies remained essentially unchanged, with only logistical adjustments (e.g., printing quizzes rather than using Forms), reaffirming her belief that technology should adapt to pedagogy rather than redefine it. During

the interview Teacher A expressed: “We know we can’t avoid technology, so my recommendation is to 'find your style' so the classes are comfortable and flowable. Take your time to find out the best strategies and platforms for you and your students”.

Observable practices confirmed these self-perceptions. In her classroom, Teacher A consistently fostered student interaction, using personal updates, guided discussions, and group tasks to build safe, communicative environments. Technology supported these practices through visual scaffolding in slides and occasional online resources, but the focus remained on dialogue and collaboration. This reflects the TPCK framework in action, as her technological use was deliberately subordinated to pedagogical intent and content objectives. The consistency between her reported practices and what was observed suggests a stable professional identity: she leveraged digital competence as a facilitator of her communicative pedagogy, not as a driver of innovation in itself.

Teacher B self-identified as a teacher who initially relied on traditional methods, but who significantly expanded her digital repertoire during the pandemic. The teacher reported in the interview that her use of technological tools was minimal before the pandemic and that, therefore, the integration of digital resources in her classes was limited as well. Teacher B commented: “For example, if we were talking about global warming in a class, I would play a video in the classroom and lead a discussion after watching the video, but that was it for the use of technological tools”.

Teacher B also reported receiving basic training on digital platforms by the university once the confinement started. She mentioned:

> “During and because of the pandemic we teachers were trained by the University on technology and digital platforms. I was specially trained because I was the one who had the least tech skills. Now it is easier for me because the person that trained me was really good and patient.”

She described the training received during this period as transformative, enabling her to adopt tools such as Zoom, Nearpod, Kahoot, and Breaking News English. She perceived herself as having grown in digital confidence, though she acknowledged gaps in her ability to provide technology-mediated feedback and in advanced areas such as artificial intelligence. Pedagogically, she consistently framed her approach as communicative, with oral production as the central skill, enriched by authentic, current materials and interactive digital tasks. After the pandemic, she reported continuing to integrate these tools in face-to-face contexts, claiming greater confidence and strategic ability in managing classroom technology.

Observations supported much of this self-perception. Teacher B's classes centered on oral production, with pair and group work deliberately structured to encourage participation, confirming her communicative orientation. The integration of authentic texts and real-world issues reflected her stated reliance on materials like Breaking News English. Digital tools were used to support interactivity and assessment, although feedback practices remained more traditional, mirroring her self-acknowledged limitation. Through a TPCK lens, Teacher B's trajectory illustrates an expansion of her technological competence that, while initially driven by external necessity, became embedded in her pedagogical toolkit. The observed diversification of strategies validated her self-assessment of post-pandemic growth, even as some areas of digital competence, particularly feedback, lagged behind her other advancements.

The accounts of Teacher A and Teacher B revealed a high level of alignment between their self-perceptions and their observable practices, both during and after the pandemic. Teacher A consistently positioned her pedagogy as communicative and student-centered, and classroom observations confirmed the centrality of interaction, personal sharing, and group work. Her reported use of simple, accessible tools was evident in her practice, where

technology served to scaffold and support participation rather than as the primary driver of instruction.

Similarly, Teacher B's self-perceptions of having expanded her digital repertoire during the pandemic were corroborated by classroom evidence. Her teaching was intensely communicative, with structured group interaction and oral production as central goals. Observations reflected the use of authentic materials and digital resources in line with her stated preferences, while also confirming her self-acknowledged limitation in providing feedback through technology.

In both cases, the comparison showed that the teachers' technological choices were coherent with their pedagogical orientations. While Teacher A's practice illustrated a pedagogy-driven use of digital tools, Teacher B's practice illustrated a more diversified integration of technological resources into communicative teaching. These findings demonstrate consistency between self-perceptions and classroom practices across both participants.

5. Discussion and Conclusions

The main objective of this study was to explore the transition in pedagogical practices and digital competencies during the pandemic and in the post-pandemic period for Programa Multilinguismo EAP teachers at Universidad del Valle. Specifically, the research aims to document teachers' pedagogical practices during and after the virtualization of courses due to COVID-19, to characterize their digital competencies in both virtual and face-to-face classrooms, and to contrast teachers' self-perceptions and their practices with their observable classroom performance. By triangulating surveys, interviews, and classroom observations, the study generated a comprehensive understanding of how teachers navigated distance formations. The results showed that the transition was experienced simultaneously as a challenge and as an opportunity.

The results indicated that the pandemic served both as a disruption and a catalyst for pedagogical innovation. During the shift to online teaching, teachers incorporated a variety of digital tools (e.g., Google Classroom, Zoom, Nearpod, Kahoot, Canva) to maintain interaction and preserve communicative goals. After the pandemic, technology remained an integral part of teaching. However, it was reconfigured to support face-to-face contexts, often serving as a complement rather than a substitute for traditional practices.

The pedagogical practices observed reveal a significant qualitative shift in how EAP is delivered. The transition from "emergency remote teaching" to a "post-pandemic hybridity" has refined the communicative approach. Specifically, the integration of authentic multimedia (TED Talks, current news) and the strategic use of asynchronous communication (WhatsApp) have fostered a more immersive and autonomous learning environment for EAP students.

Survey results revealed that teachers entered the pandemic with varying levels of digital experience; however, all were forced to adapt quickly to virtual teaching. Tools such as Google Classroom, Moodle, and Blackboard became essential, while SLA applications and

participatory platforms were used more selectively. In general, teachers felt confident using conventional tools, although they were less familiar with advanced applications such as artificial intelligence. After returning to face-to-face classes, some tools were retained for their practicality (e.g., LMSs for sharing materials). Others, however, were discarded when they no longer suited the face-to-face dynamic (e.g., breakout rooms and/or grouping platforms, fully virtual assessments).

In terms of teaching practices, both observed teachers framed their teaching in a communicative and student-centered manner, as evidenced by their self-perceptions and classroom observations. While Teacher A emphasized continuity, reporting that her teaching practices remained stable across all modalities, Teacher B described and implemented diversification, expanding her repertoire through interactive tools and authentic materials. Interviews with Teachers A and B reinforced these findings by illustrating each of their individual trajectories. Teacher A, who began teaching during the pandemic, integrated digital tools naturally and emphasized simplicity and accessibility as guiding principles. Teacher B, who had limited digital competence before the pandemic, reported professional growth through institutional training and highlighted the permanence of some digital practices in her face-to-face teaching. In both cases, classroom observations confirmed a communicative and student-centered approach, in which technology was used to encourage interaction and participation rather than replace traditional pedagogy. These findings suggest that the pandemic influenced how technology was integrated into existing practices.

Regarding digital competencies, both self-perception and observations indicated a moderate to high level of proficiency. Teachers demonstrated confidence with conventional tools (Word, PowerPoint, email, and YouTube) and increasing proficiency with learning management systems and interactive applications (Quizziz, Genially, Nearpod, Kahoot, and Jamboard). However, limitations were identified in feedback processes and in the use of

emerging technologies such as artificial intelligence. This indicates that while the pandemic accelerated digital literacy, the depth of integration varied according to pedagogical priorities and teachers' comfort levels. Teacher A's selective and minimalist approach to technology reflected her pragmatic view of digital tools, while Teacher B's observable practices validated her self-perception of growth and diversification. Both cases underscore how pedagogical identity shaped technology adoption, a finding consistent with the principles of the TPCK framework.

The results of this study are consistent with existing literature on pandemic-driven transformations in the teaching of English as a foreign language (EFL/ESL) and English as an additional language (EAP), but also expand upon it. Similar to Li and Sun's (2023) research on English as a Second Language (ESL) teachers in British Columbia, the instructors in this study demonstrated that the pedagogical use of online platforms during the pandemic was not a temporary improvisation. Rather, these practices influenced their teaching after the pandemic, as participants continued to use digital tools such as learning management systems (LMS) and interactive applications even after returning to face-to-face teaching. This continuity supports the idea that emergency remote teaching facilitated long-term pedagogical experimentation (Kohnke and Zou, 2021), with observable traces persisting in physical classrooms. Similarly, in line with Lo's (2023) study in Hong Kong, participating teachers reported both advantages and limitations of online teaching. Advantages included flexibility, greater accessibility to resources, and increased student engagement, while challenges included connectivity issues and reduced interactivity, particularly in the development of oral skills. These parallels suggest that the pandemic created similar opportunities and obstacles in different EFL/EAP contexts, although the sustainability of these digital practices varied depending on institutional conditions.

Participants' self-perceptions also resonated with prior scholarship that highlighted teachers' awareness of their adaptability. As noted by Popa et al. (2020) and Vargas et al. (2024), teachers initially faced uncertainty and limited institutional training for technology-mediated instruction, yet many adapted through self-learning and reflection. Similarly, the present study revealed that although technical difficulties persisted, teachers described themselves as increasingly confident and strategic in integrating technology into their practice after the pandemic. From a theoretical perspective, the results underscore the relevance of the TPCK framework (Mishra & Koehler, 2006) for interpreting how teachers navigated the interplay between technological, pedagogical, and content knowledge. The observed practices indicated that participants did not treat technology as an isolated tool but rather as an element embedded in their pedagogical decision-making. This finding aligns with Zhang and Fang's (2022) argument that teacher efficacy and institutional support are central to effective technology integration, and it further reflects Escobar's (2007) and Jarpa et al.'s (2017) conceptualization of pedagogical practice as a reflective and adaptive process shaped by contextual challenges.

Furthermore, the study's findings converge with those of Fernández-Batanero et al. (2022) and Lázaro-Cantabrana et al. (2019), reaffirming that frequent use of technology does not automatically equate to pedagogically meaningful integration. Both self-perceptions and classroom observations revealed solid competence with basic tools but uneven implementation of more advanced or innovative applications. This suggests that while the pandemic accelerated digital adoption, sustained professional development remains essential to bridging the gap between technical proficiency and pedagogical application. Overall, the findings confirmed that the pandemic acted both as a disruption and as an opportunity for pedagogical innovation. Teachers not only adapted to new tools and modalities but also selectively incorporated elements of virtual teaching into their post-pandemic classrooms.

This study contributes to the growing body of research on TPCK and post-pandemic pedagogy by illustrating two distinct integration trajectories: one driven primarily by pedagogy (Teacher A) and the other by technological expansion (Teacher B). The findings highlight the importance of teacher agency and pedagogical identity in shaping the enactment of digital competencies. For teachers, the study underscores the importance of aligning technological tools with pedagogical aims, as both participants demonstrated that coherence between self-perception and practice enhanced instructional effectiveness. For institutions, the findings suggest that training programs should not only focus on technical skill development but also on supporting teachers in strategically integrating these tools into communicative and student-centered pedagogies. The limited adoption of technology for feedback processes highlights an area for professional growth, as does the emerging field of artificial intelligence in language teaching.

Future research could expand on these findings by incorporating a larger and more diverse sample of teachers, including those from different programs or institutions, to examine whether similar trajectories of pedagogical and technological integration emerge. Longitudinal studies could also trace how digital competencies and pedagogical practices evolve beyond the immediate post-pandemic years. Finally, future inquiries might explore the role of emerging technologies, such as artificial intelligence and adaptive learning platforms, in shaping EAP instruction, particularly concerning feedback and assessment practices.

The reflections derived from this study reveal broader implications for technology integration in EAP pedagogy. The findings emphasize that teachers' individual pathways strongly influence how technological transitions unfold. Teacher A's early immersion in digital instruction and Teacher B's gradual adaptation illustrate the role of prior experience and initial digital competence in shaping pedagogical evolution. These contrasting trajectories highlight

the need for professional development programs that take into account teachers' personal and contextual realities.

Moreover, the study underscores that effective technology integration relies on selective and pedagogically coherent adoption. Teachers retained tools that complemented their communicative goals and student needs, while discarding those that did not enhance learning. This selective approach reflects a shift from technology accumulation toward purposeful use. Institutional support also emerged as a determining factor: structured training, as experienced by Teacher B, fostered confidence and meaningful integration. As emerging tools such as artificial intelligence enter EAP contexts, institutions must ensure access, guidance, and pedagogically grounded implementation.

Finally, the reflections suggest that the pandemic left a lasting imprint on EAP instruction. Technology is now perceived as a permanent component of teachers' pedagogical repertoire rather than a temporary response to crisis. Post-pandemic teaching thus benefits from consolidating hybrid practices (such as using LMS for material distribution and interactive platforms for participation), while maintaining a communicative, student-centered focus. Professional development and institutional initiatives should prioritize the alignment between individual teaching styles, pedagogical aims, and emerging technologies, ensuring that the pandemic experience serves as a foundation for sustained pedagogical innovation.

6. Researcher Reflexivity and Implications

Part of the initial motivation for exploring the topic of this research was reflecting on my experiences as a foreign language undergraduate student during and after the pandemic. As a student, and even as a "native speaker" of the digital language, the shift to virtual learning was quite abrupt. Even though many of us considered ourselves skilled and agile in digital technology because we had grown up with it, we did not feel prepared to suddenly move to the virtual classroom. In addition, in my experience, I also recognized that feeling comfortable using technology had little to do with my level of knowledge about it. For example, the fact that I grew up with and was exposed to a digital device on a daily basis did not lessen my aversion to seeing myself reflected on the screen during a French class. In these personal reflections and in the development of this research, I was able to recognize that the integration of technology, in education and in life, cannot be evaluated from a single point of view. The human factor becomes vital in evaluating such practices. It is not just a matter of using a device, but how to use it, why, and what implications it has for the individual and their environment.

Along these same thoughts, and as a teacher in training, I began to wonder how my teachers experienced these changes. Naturally, the transition was not an option, nor was there time to fully prepare for it. All of my teachers were also facing a new scenario in their classrooms. Going through the same pandemic, and behind the same screen, each of them reflected different teaching methods, strategies, skills, and attitudes in their practice. And although digital technology was already an integral part of teaching prior to lockdown, from that moment on it became the natural medium through which to deliver it. Even when returning to "normality" after lockdown, it was worth asking myself the question: how, why, and with what implications are English teachers using technology in their practices?

The pedagogical transformations observed in this study point to significant advancements that go beyond the simple adoption of technology. A fundamental development is the strengthening of scaffolding through digital mediation; teachers have integrated technological resources to provide visual and multimodal supports that clarify complex academic content. In this way, technology has ceased to be a supplementary element and has become a structural resource that facilitates access to disciplinary discourse, allowing for a more intentional modeling of academic genres and task expectations within the program.

Likewise, there is a notable increase in methodological versatility. The disruption caused by the pandemic pushed instructors to move away from uniform approaches in favor of differentiated strategies that better respond to student needs. Practices such as using virtual breakout rooms for oral production have successfully transitioned to the face-to-face classroom, resulting in more dynamic and purposeful group work. This evolution suggests that the limitations of emergency remote teaching ultimately fostered an adaptive capacity that allows for the design of more flexible and student-centered learning experiences.

Equally important is the development of resilience and professional agency among educators. Teachers have moved from being passive users of imposed platforms to becoming deliberate curators of digital resources, where tool selection is guided by pedagogical reasoning rather than institutional mandates or technological novelty. This change reflects a more mature professional identity and a practical application of the TPCK framework, where technological decisions are grounded in specific learning objectives and disciplinary knowledge.

These findings carry critical implications for teacher education, both at the undergraduate level and in continuous professional development. It is necessary to reconceptualize digital competence beyond technical proficiency; training programs must shift from emphasizing "how to operate" a tool to focusing on "how to teach" with it effectively. Under the TPCK approach, this involves cultivating the ability to justify technological choices

in relation to pedagogical goals. Therefore, teacher education curricula should include explicit opportunities for future teachers to analyze, design, and evaluate technology-integrated lessons based on solid pedagogical reasoning.

Regarding future research, longitudinal studies are needed to determine if these transformations represent a lasting systemic change or if there is a tendency to return to traditional instruction models. Additionally, incorporating student perspectives is vital to understand how they perceive these adaptations and whether they truly meet their academic needs. Finally, it is necessary to investigate the potential of AI-driven adaptive learning platforms, especially for personalizing EAP teaching in large-scale programs. Collectively, these reflections highlight that the post-pandemic period has not been a simple return to previous practices, but a catalyst for reconfiguring pedagogical strategies and professional agency. If sustained and strategically supported, these advances will strengthen educational quality and teacher preparation in English for Academic Purposes contexts.

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Appendix A: Observation Rubric

	RUBRIC FOR CLASSROOM OBSERVATION			
	CRITERIA	**YES**	**NO**	**NOTES**
TK	**Technological Knowledge**			
	Use of technological resources such as computers, video projectors, and speakers.			
	Use of audiovisual/multimedia resources (videos, images, diagrams).			
	Use of basic applications and/or digital platforms (Zoom, Meet, Drive, YouTube, Classroom)			
	Use of lesser-known applications and/or digital platforms.			
	Creation and use of slides as classroom material on traditional platforms (PowerPoint, Google Presentations, Canva)			
	Creation and use of interactive slides for class on non-traditional platforms (Genially, Nearpod, Menti)			
	Demonstrates agility in the handling of technological equipment, internet navigation, and digital platforms.			
	Solves problems or technical failures that may occur during class (own or students).			
PK	**Pedagogical Knowledge**			
	Establishes and shares session objectives.			
	Uses a variety of pedagogical strategies, such as project-based instruction.			
	Uses a variety of pedagogical strategies such as differentiated instruction.			

	Encourages student participation through questioning.			
	Encourages student participation through discussion or interactive activities (presentations, debates, peer evaluation).			
	Provides immediate feedback and corrections.			
	Provides feedback and corrections at the end.			
	Properly manages time in the activities and transitions between them.			
	Balances individual activities and group work.			
CK	**Content Knowledge**			
	Connects the content of the class to the real or academic context.			
	Demonstrates mastery of the specific content of the class.			
	Implements study materials according to the level of the class.			
	Adapts and implements materials or activities relevant to the class topic.			
TPK	**Technological/Pedagogical Knowledge**			
	Use of language learning apps, grammar drill software, or online resources to practice language skills.			
	Use of technology to personalize instruction and provide feedback to students.			

Appendix B: Survey Model

Online Survey to Programa Multilingüismo Teaching Staff

Informed Consent

Dear lecturer,

We're inviting you to take a survey for my BA degree research. This survey is completely voluntary. There are no negative consequences if you don't want to take it. If you start the survey, you can always change your mind and stop at any time. You have received this invitation as you are or have been an EAP teacher at Programa Multilingüismo.

What is the purpose of this survey?

I want to describe the use of digital technologies amongst EAP teachers at Universidad del Valle.

How long will it take?

The survey may take 10-15 minutes to complete.

Confidentiality and Data Security

I'll collect the following identifying information for the research: your name and email address. However, none of the information you provide here will be identified or reported under your name or email. Only the main researcher (Mayra Tegüé) and her supervisor (Liana Torres) will have access to the data collected.

Any publication derived from this study will keep your personal details confidential and anonymous.

Please check below if you consent to take the survey.

- Would you like to take the survey?
    - Yes
    - No

General Information

1. Full name:
2. Age (please use numbers):
3. Sex
    - Male
    - Female
    - Prefer not to say

4. Select your highest education level (Mark only one.)
    - High school graduate or equivalent.
    - Trade/Technical/Vocational school.
    - Some college credit, but no degree.
    - Bachelor's degree.
    - Master's degree.
    - PhD or higher.
    - Prefer not to say.

5. Years of experience as an English language teacher: (Mark only one.)
    - less than 12 months
    - 1-5 years 6-10 years
    - over 10 years

6. Years of experience as an EAP teacher in Programa Multilingüismo (Mark only one.)

    - less than 6 months
    - 6 to 12 months
    - 1 to 2 years
    - 3 to 4 years
    - 5 to 7 years
    - 8 years or more

7. In what type of institutions or contexts have you taught? (Check all that apply.)

    - Primary school
    - Secondary school
    - University
    - Language
    - Institute
    - Private tutoring

Technology

8. How often do you use technological resources (computer, projector, speakers) in your classes?

    - Always
    - Frequently
    - Occasionally
    - Never

9. What digital platforms do you regularly use for teaching? (check all that apply)

- Zoom
- Meet
- Drive
- Youtube
- Classroom
- Other (specify):

10. How would you rate your proficiency level in using basic applications or digital tools and/or platforms (such as Zoom, Meet, Drive, YouTube, Classroom)?

- Very high
- High
- Moderate
- Low
- Very low

11. How would you rate your proficiency level in using non-traditional digital tools and/or platforms (such as Mentimeter, Nearpod, Genially, others)?

- Very high
- High
- Moderate
- Low
- Very low

12. What technical problems are teachers prompted to encounter while delivering a class?

13. What type of technical problems do you find most difficult to solve?

- Equipment failures (computer, projector freezing)
- Difficulties with software or platforms (logging in, incompatible software versions)
- Connectivity issues (Wi-fi outages or internet speed)

Pedagogy

14. How often do you share your set session objectives with your students?

- Always
- Frequently
- Occasionally
- Rarely
- Never

15. What pedagogical strategies do you use most often? (check all that apply)

- Task-based learning
- Project-based learning
- Collaborative learning
- Differentiated instruction
- Other (specify):

16. Please provide an example of such pedagogical strategies.

17. How do you encourage student participation in your classes? (check all that apply)

- Through questioning (asking the students directly)
- Through discussions (promoting peer or group discussion)
- Through interactive activities (presentations, debates, etc.)
- Other (specify):

Content

18. How do you connect class content to real or academic contexts? (check all that apply)

- Relating to current or everyday life cases.
- Integrating topics of interest to students.
- Using real-world examples.
- Tasks related to their profession.
- Other (specify):

19. How do you adapt the study material to different class levels? (check all that apply)

- Using the material without modifications
- Modifying existing materials
- Creating new materials
- Other (specify):

Technology & Pedagogy

20. What language learning applications do you use in your classes?

21. Do you use technology to personalize instruction and provide feedback to students?

- Yes
- No

22. Please give an example of how you use technology for feedback purposes.

23. What technology tools do you consider most effective for teaching EAP?

Technology use after the pandemic.

Based on your experience teaching online during the COVID-19 pandemic and your current teaching practice, answer the following:

24. Please choose the option that best corresponds to your actual circumstances from the choices 1, 2, 3, 4, and 5. (Mark only one option)

	1. Extremely Unlikely	**2. Unlikely**	**3. Uncertain**	**4. Likely**	**5. Highly Likely**
1. I still use many of the activities I used online to keep my students interested in class.					
2. I became highly proficient in technology use for teaching purposes during the pandemic.					
3. I feel capable of teaching any English course level.					
4. I manage quite well the basic IT tools (e.g., Word, Google Meet, Drive, etc.)					
5. I feel comfortable teaching English classes online.					
6. I feel capable of teaching English to any age group online.					

End of the survey

Appendix C: Interview Model

Interview to Programa Multilingüismo Teachers

(Greetings)
My name is Mayra Tegue, and I thank you for accepting this interview, which will provide some useful information about the use of technology in the courses of Programa Multilinguismo.

I remind you that all information you provide will be kept anonymous and won't interfere with your work relationship with Programa Multilinguismo, the program administrators, or Universidad del Valle.

I will ask your permission to audio record this session. The recording will be for my own reference only. Do you agree with this interview being audio-recorded?

Many thanks!

Introduction and Context
- Teacher A/B, could you briefly describe your experience teaching EAP in Programa Multilinguismo?
- How did you become a teacher there? How do you like the program? What levels have you taught?

Technological Knowledge

- What technology tools do you find most useful in your current teaching and why?
-Did you use the same technological tools in your classes before the pandemic?
- How do you handle technical problems during your classes? Is it different compared to how you handled technical issues during the pandemic?
- What changes have you noticed in the use of technology in your teaching from the beginning of the pandemic to the present?

Pedagogical Knowledge
- How did you adjust your pedagogical strategies during the pandemic for online teaching, and what changes have you maintained afterwards?
- What pedagogical strategies have been most effective for you in the face-to-face setting after the pandemic?
- How do you manage student engagement in the face-to-face classroom?

- How do you manage student engagement in the online environment?
-What specific elements do you think you incorporated in your face-to-face teaching strategies from the virtualized classroom?

Content Knowledge

- How do you adapt the content of your classes to be relevant to your students?
- What types of materials or activities have you found most useful in connecting content with students?
- How do you use technology to personalize instruction and provide feedback to your students?
- What challenges have you encountered when integrating technological tools into your teaching?
-Do you think the content of your classes today is different from what you used before the pandemic?

Final Reflections

- What aspects of your teaching practices have changed most significantly due to the virtualization of classes during the pandemic?
- What recommendations would you make for improving the use of technology in EAP teaching at Programa Multilingüismo?
- How would you describe your transition from online teaching during the pandemic to face-to-face teaching afterwards?

Many thanks for your time. I will let you know when the study is finished because I'd like to hear your opinions on my work.

Appendix D: Interview Transcriptions

Teacher A

Teacher, could you briefly describe your experience teaching EAP in Programa Multilingüismo?

It is an incredible experience, I love it because I love the students of this program. They are one of a kind. They are grown-ups and that's not usual for me, I usually work with teenagers and young adults (from 16 to 22). It's great because I feel they are into very important research programs from totally different areas from my own. And as they are really into those topics, they do their best to explain them and share that with me in English.

How did you become a teacher there? How do you like the program? What levels have you taught?

I entered this program because someone told the head teacher about me. It was just before the start of the pandemic, I remember I had the interview and the demo class at the campus. But when I was about to start my first course, it got canceled due to the pandemic. When I finally started that year, it was virtual, because of the strike, and personal experiences, it was a very interesting beginning. I continued in the program, and later I had the option to teach on campus, and then the "hybrid" modality. I have taught A1, A2, and B1 levels.

What technology tools do you find most useful in your current teaching and why?

The technological tools I find most useful in my classes are those that allow me to make presentations. I started using Genially, but now I use Canva because of the facility to share the material with my students. It is more accessible and more common. Taking into account how I prepare the material for the courses, I prefer to use Canva. When I started in 2020, I used Jamboard and Google Slides; it was one of my main tools because it was very friendly.

People from Univalle were already familiar with Google platforms, so it was easier. During the pandemic, I used Quizziz and G Forms to evaluate and practice listening and reading. I used to explore platforms and websites but I had to stop because of the limitations they had (e.g the amount of material one can create for free, the amount of students they allow to "enter" the material, the complexity of the platforms). Currently, I stayed with some "basic" platforms because I found they were more accessible for my students and I didn't need to spend too much time explaining how to use them or how to solve the exercises. I prefer practical and simpler tools to avoid students getting lost in the usage. What is easy for me will be easy for them.

Did you use the same technological tools in your classes before the pandemic?

I don't have many technical problems during my classes. I do have certain problems, for example most of them want me to use Meet for the classes because that's what they are familiar with, but I'm not. I don't know how to create break-out rooms in Meet, it is confusing when I share my screen and I don´t like it. I use Teams, and during the first classes is a shock for the students. I recommend them to download the app instead of using it in the browser and they don't like it. They don't know how to use the app, but I do. This app is the main tool for my virtual classes and I already master it. I prefer to explain to them how to use it and be the one giving the instructions in the beginning rather than being the one that has no clue. I am in charge of the class and if I can't deliver the activities then the class won't flow.

How do you handle technical problems during your classes? Is it different compared to how you handled technical issues during the pandemic?

Another situation I have is that I usually have students that are not very good with technology so I have to be their guide, and sometimes that is not enough and they still don't get how to use certain tools or platforms. Storage is also a problem, my students use their

institutional emails for many things. It happens that sometimes what I share doesn't fit, so with those activities I give them more time to finish. During the pandemic it happened that my internet was failing, in those cases I tried to share from my phone. It also helped that I created a Whatsapp group with each group so I could still communicate with the students and, if I couldn't return to the meeting, guide their independent work. EAP students really want to learn and I love that because I don't have problems with assigning homework and activities. Those are my dream classes. As they are really motivated, it's easier to deal with problems and to give instructions even from my phone because I know they will do what I say.

What changes have you noticed in the use of technology in your teaching from the beginning of the pandemic to the present?

When we are in the classroom, face to face, we do all the chatting there and that's it, we already know who each other is. We don't feel the need to make plans. Something that has happened in all of my virtual courses is that all of them want to gather and meet, although it rarely happens because we all are very busy people. That is a big difference between the physical and virtual classes. I feel like during the pandemic we were more committed to what it was to have a virtual class. Now I have students that during the class tell me that they are doing something else so they can't participate, during the pandemic we didn't have those situations. Back then with our cameras on we were in each others' houses/places. Now they have the "possibility" to be anywhere and do multiple things while they are connected in the meeting, so they aren't necessarily focused on the class.

How did you adjust your pedagogical strategies during the pandemic for online teaching, and what changes have you maintained afterwards?

Taking into consideration that I started in the program during the pandemic, I didn't "adjust"

anything for the online teaching. I started virtual, so the "adapting" was when we got to go to the campus. I don't feel like I had to change my pedagogical strategies a lot, so I use pretty much the same activities than I used virtually. Now the break-out rooms were in the same room so they only had to change seats and work in groups. Maybe something that changed is that I print the quizzes and bring them to the classroom instead of sending them online. Really the big difference for me is that in face-to-face classes I have to wear shoes!

What pedagogical strategies have been most effective for you in the face-to-face setting after the pandemic?

A winning pedagogical strategy with these students, during and after the pandemic, has been to dedicate the first part of the class to ask "what's new since the last class?" Making them share something that they felt, experienced or learned recently. Having each student to share their experiences class to class, no matter if they were simple or extraordinary. During the pandemic it worked pretty good, first because they were speaking more and practicing oral skills, second because it helped us create emotional bonding through the screens. With bigger groups it took a lot of time on the sessions and I at the beginning I was the one asking everyone. Then they started to involve and ask their classmates too, and it turned into a 20-people conversation with one leader telling a story and the others adding comments and relating to it. During the pandemic it was like a mandatory activity for me, now it is not that mandatory but I still do it and I feel it is still a great strategy. This strategy makes the classroom a safe space, where they can just be, share, make mistakes without fear, they even have the confidence to correct each other. Another strategy is asking them to "report" the instructions I just gave them in order to verify their understanding.

How do you manage student engagement in the face-to-face classroom?

I think the way I manage student engagement is the same in the virtual and the face-to-face

classroom. I usually create activities for the students to share and talk about their interests, their life and families. In the virtual classroom I would create a shared document where they can put some pictures to back their answers, in the physical classroom we would just talk and I would make them be more specific and add details.

How do you manage student engagement in the online environment?

I don't feel my classes change a lot from one space to another. A strategy that I got from the virtual classroom and I incorporated in the physical is the creation of little groups (break-out rooms) for them to practice more, speak with each other and have peer evaluation based on my instructions.

What specific elements do you think you incorporated in your face-to-face teaching strategies from the virtualized classroom?

I always ask them to tell me about their lives, their personal and academic stuff, and having that information allows me to adapt the content of the classes to make it interesting and relevant for them. Like that, they have the chance to share their interest using, for example, the grammar topic we are learning about.

How do you adapt the content of your classes to be relevant to your students?

Regarding the use of technology to personalize instruction and provide feedback, what I do is to write/put the instructions for the activities in the slides. They can easily get lost if I only say the instructions, so I put them on the screen and ask one student to read. Like that I can guard that they understand and also correct the pronunciation if necessary. If there are unknown words with complex meanings I also use the internet to look for pictures and support the explanation, specially with beginner levels.

What types of materials or activities have you found most useful in connecting content with students?

The challenges I have encountered when integrating technological tools into my teaching are, as I mentioned before, the availability of storage my students have to open and work the materials I share with them. Also I have had students who don't know how to manage technological tools, students who really struggle with technology even when I try to explain and guide them.

How do you use technology to personalize instruction and provide feedback to your students? What challenges have you encountered when integrating technological tools into your teaching?

During the pandemic, we were always talking about the fact of being locked down. Now the context we live in is different and the content of the classes are different too. The questions I ask are kind of the same but their answers have changed. But it is also true that the topic of the pandemic and the experiences back them come to the table sometimes. The time they were locked down impacted their lives and changed something so they end up mentioning the pandemic again. It is just now, when I listen to them talking about it, that I realize the pandemic was a really traumatic experience for many people because it wasn't for me.

What challenges have you encountered when integrating technological tools into your teaching?

(Answer already integrated above.)

Do you think the content of your classes today is different from what you used before the pandemic?

(Answer already integrated above.)

What aspects of your teaching practices have changed most significantly due to the virtualization of classes during the pandemic?

(Implicit in previous responses — consistent approach, adaptation through experience, no major disruptions.)

What recommendations would you make for improving the use of technology in EAP teaching at Programa Multilingüismo?

The use of the technology shouldn't be imposed. But it is a fact that it doesn't matter how much we resist, we have to use it. But teachers should search and discover first what they are comfortable with (tech tools) because it will make the teaching easier. I have explored many tools but now I use the same platforms over and over because those are the ones that work for me and make everything easier, for me and my students. I have a friend/colleague that is an expert with AI, uses it in their classes and their students love it. But it is what works and is comfortable for her. We know we can't avoid technology so my recommendation is to "find your style" so the classes are comfortable and flow. Take your time to find out the best strategies and platforms for you and your students.

How would you describe your transition from online teaching during the pandemic to face-to-face teaching afterwards?

Wearing and not wearing shoes! I think for me it is very similar and I don't feel I had to experience big changes or transitions. I love working in this program and I have enjoyed the experience in both modalities.

Teacher B

Teacher, could you briefly describe your experience teaching EAP in Programa Multilingüismo?

I have been teaching for the past 7 years at the Programa Multilingüismo. I teach mostly professors from Univalle and students who are in the postgraduate programs so they have higher academic standards. I have taught face-to-face classes and PAT (Presencialidad asistida por tecnología) and normally I get one group of each modality. I joined the program from its beginning.

How did you become a teacher there? How do you like the program? What levels have you taught?

First I was a teacher on a Universidad del Valle foundation, during that time they were looking for teachers to be part of the program, I got recommended and joined. Since then I have taught all the levels we offer: A1, A2 and B1, but I have worked mostly with B1. I really enjoy being part of the program.

What technology tools do you find most useful in your current teaching and why?

The platform I use the most is Zoom. I like it because we have a board, breakout rooms for discussions and roleplays so I find it very useful. I use Nearpod, I also use Kahoot but I've realized they prefer activities where they can speak more. A website I find really useful is Breakingnewsenglish.com, where they can listen to authentic material and news and also interactive activities related to the news. This website works great for them because it challenges them in their English proficiency but also requires them to know about current and more complex events around the world, have a higher academic knowledge. As monologues can be boring in class I used to work with a platform where they could record themselves and

upload the videos. I try to implement a variety of sources and activities to keep students interested.

Did you use the same technological tools in your classes before the pandemic?

I didn't use these tools before the pandemic at all. I was a "marker and board" teacher. We have focused a lot on global issues so, for example if we were talking about global warming in a class I would play a video in the classroom and lead a discussion after watching the video, but that was it for the use of technological tools. During and because of the pandemic we teachers were trained by the University on technology and digital platforms. I was specially trained because I was the one who had less tech skills. Now it is easier for me because the person that trained me was really good and patient.

How do you handle technical problems during your classes? Is it different compared to how you handled technical issues during the pandemic?

If I have technical problems during a class I would switch the activity. I like to prepare different activities and have options so the class can continue if anything happens. I have back-up activities and I don't stick to only one. The "worst" problem I encounter is having connectivity issues in the virtual classes. If I have a powercut or the internet is not working I would continue the class from my cellphone. But as the resources are limited and I can't share my screen what I do is to turn the class into a conversation club. With the higher-level groups it is better because they love talking, so I would guide a conversation about a current or trending topic. During the pandemic it was different. I still had my daughter, a young person, at home so whenever I had a technical issue I would call her out to help me.

What changes have you noticed in the use of technology in your teaching from the beginning of the pandemic to the present?

Most significant changes in technology use from the beginning of the pandemic to the

present: I now use virtual platforms for the practice activities even in the physical classroom instead of printing everything. It is very practical because those platforms also self-grade. I also started to make the quizzes online through virtual forms. Today technology allows me to have a broader amount of activities to work with my students. Students enjoy that because they don't like the paper and pen for everything.

How did you adjust your pedagogical strategies during the pandemic for online teaching, and what changes have you maintained afterwards?

Before the pandemic I had no idea about anything. I didn't know about these meeting platforms and I had to be trained for 2 months. Then I got these different websites and tools. During the first semester in the pandemic I started using the tools I got and I had someone else helping me but of course I still had problems with the use of technology. That semester was terrible for me because I was still learning, I felt lost and my students were also needing help. With time I got better and kept following the tips I received in that training. Until now I still use some of those platforms and websites I was taught. Not every group is the same and now I can choose which activities could work better depending on their preferences.

What pedagogical strategies have been most effective for you in the face-to-face setting after the pandemic?

The pedagogical strategy that has been the most effective for me in the face-to-face setting is definitely the communicative approach. I work with different strategies but always focused on the oral production. We also work on other skills but as they have a great academic background they have good comprehension skills, I even feel that while we read texts about complex topics they understand it better and faster than me. They also have advanced writing skills because of their research projects. We cover all the skills but I feel the one they need

and can improve the most is speaking. Whatever we do we always put it into spoken words, I consider that is my biggest strength with them.

How do you manage student engagement in the face-to-face classroom?

I use the breakout rooms to manage student engagement. By the third or fourth class I am already familiar with their skills in English so I try to pair them like this: a student that speaks more with a student who is still shy or speaks less. They have an assignment to work with that can be a roleplay, during that preparation time and peer work students get more confident and feel less scared to participate. By the end of the class everyone is speaking, expressing their ideas and participating actively. In the physical classroom, this strategy also works by creating smaller work groups.

How do you manage student engagement in the online environment?

(Implicitly addressed above — same strategy adapted through breakout rooms and conversations online.)

What specific elements do you think you incorporated in your face-to-face teaching strategies from the virtualized classroom?

I have incorporated a lot from the virtualized classroom to the face-to-face setting. I started to create group chats with my courses and I share the links, audios, videos and study material through the chat. I don't have to print a lot of things anymore, only specific materials. I still use some games I learned to implement in the virtual class. In the physical classroom they can also use their cellphones to participate in competitions and games, or answer questions based on the audio we just played. But no matter if we use digital platforms I always lead them to speak and share verbally. I also have incorporated activities that require them to use their technological skills, for example I recently asked them to "become an influencer" on the

specific areas they are already experts on. They had to play along their roles, recording and editing videos for social media.

How do you adapt the content of your classes to be relevant to your students?

As a teacher in the program I have to follow a program. But I still can ask them about their interests and preferences to incorporate them into the content of the program. Programa Multilingüismo has certain flexibility so I try to find a common ground and build the agenda with my students. These adaptations work great because whatever the final agenda turns out to be, students will have the metalanguage to manage it.

What types of materials or activities have you found most useful in connecting content with students?

Materials and activities based on real stuff and current topics are the best to connect content with students. We can work on news through many different activities, and the news I pick, I know they're familiar with. I always try to do this at the beginning of the session, and it works as an icebreaker; students get involved and interested in the content of the class. It creates a good basis to deepen in the topic and learn more.

How do you use technology to personalize instruction and provide feedback to your students?

I don't think I use technology that much to give feedback. I think it is something I have to develop. When I give feedback it is usually general but I would like to learn more about it. To personalize the instruction I use Google Classroom, where I share the materials in advance and they can prepare for the lesson and practice afterwards. Everything we do in class I put it on the platform so they know what they are expected to do, what is next, they can track their progress and if they missed a class they can get back on track.

What challenges have you encountered when integrating technological tools into your teaching?

The challenges I encounter are less every time, I think I have learned and improved a lot. The challenges now are those I actually can't do anything about like power cuts and internet issues. But still in those situations I now have my backups and solutions.

Do you think the content of your classes today is different from what you used before the pandemic?

The content of my classes today is not that different to what I used before the pandemic. The program is designed for students to deliver certain final products and that is not negotiable. When accomplishing those tasks, I also try to change and implement new things because sometimes I get the same students. B1 for example they do it twice, so in order to avoid them getting bored I play with the topics. But I still need to cover the program. The content hasn't changed but the strategies have.

What aspects of your teaching practices have changed most significantly due to the virtualization of classes during the pandemic?

Something that has significantly changed for me due to the virtualization of classes during the pandemic is the face-to-face class. Nowadays I've got to teach the same course in the two modalities. So when I plan my lessons I have to take into account the 2 settings because the classes should be the same. So, for example, if a student couldn't be in the face-to-face session they can connect to the virtual class and don't get behind.

What recommendations would you make for improving the use of technology in EAP teaching at Programa Multilingüismo?

The suggestion I can give to improve the use of technology in the program or EAP teaching is to keep training and updating teachers periodically in new technologies and tools. Back

then we were trained and it has been useful, but in these 5 years things have changed and new things have arrived. AI is one of them. I myself have tried to learn about AI and how to use it as a teaching and learning tool in my classes. But I feel like I only could learn a few things because I don't have a lot of tech skills, the course was through videos and I had no one to ask when I got lost. I do recognize those tools are great and impressive, but I would like to receive more training on the new tools we have nowadays.

How would you describe your transition from online teaching during the pandemic to face-to-face teaching afterwards?

For me the transition from online teaching during the pandemic to face-to-face teaching afterwards was good. I came back with a lot of new strategies, activities ideas and knowledge on technology to keep implementing. I enjoyed using them and got more confident incorporating technology into my teaching practices. I also noticed that students like it and they interact more. I cannot imagine going back to three hours with just the marker and the board.