Polo del Conocimiento

Corona Virus y su impacto social en el sistema educativo ecuatoriano

Corona Virus and its social impact in the ecuadorian educational system

Corona Vírus e seu impacto social no sistema educacional equatoriano

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Resumen

El estudio "El Coronavirus y su impacto social en el sistema educativo ecuatoriano" se realizó con el propósito de recopilar y analizar información sobre los factores de impacto social derivados de la Pandemia de Coronavirus en el sistema educativo ecuatoriano. Para el desarrollo del estudio se utilizaron los métodos cualitativo y cuantitativo. Los instrumentos utilizados fueron los siguientes: una entrevista aplicada a los principales profesores de EFL, y un formulario de encuesta aplicado a los estudiantes. La opinión de los alumnos y el marco teórico se utilizaron para destacar los principales hallazgos. Los resultados reflejaron algunas deficiencias estructurales y políticas en el Sistema Educativo Ecuatoriano, pero al mismo tiempo, se evidenció que los docentes y los estudiantes están muy dispuestos a poner lo mejor de sí para superar las adversidades pandémicas.
Palabras Clave: Coronavirus; Impacto social; Sistema educativo ecuatoriano.

Abstract

The study "Coronavirus and its social impact in the Ecuadorian educational system" was conducted with the purpose to gather and analyse information regarding the social impact factors resulting from the Coronavirus Pandemic in the Ecuadorian educational system. For the development of the study the qualitative and quantitative methods were used. The instruments used were as follows: an interview applied to the main EFL teachers, and a survey form applied to the students. The opinion of the students and the theoretical framework were used to highlight the principal findings. The results reflected some structural and political shortcoming in the Ecuadorian Educational System but at the same time, it was evidenced that teachers and students are very eager to put their best to overcome the pandemic adversities.
Keywords: Coronavirus; Social impact; Ecuadorian educational system.

Resumo

O estudo "O coronavírus e seu impacto social no sistema educacional equatoriano" foi realizado com o objetivo de coletar e analisar informações sobre os fatores de impacto social derivados da pandemia de coronavírus no sistema educacional equatoriano. Foram utilizados métodos qualitativos e quantitativos para o desenvolvimento do estudo. Os instrumentos utilizados foram os seguintes: uma entrevista aplicada aos principais professores de EFL e um formulário de

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pesquisa aplicado aos alunos. A opinião dos alunos e o referencial teórico foram utilizados para destacar os principais achados. Os resultados refletiram algumas deficiências estruturais e políticas no sistema educacional equatoriano, mas, ao mesmo tempo, ficou evidente que professores e alunos estão muito dispostos a fazer o melhor para superar as adversidades da pandemia.

Palavras-chave: Coronavírus; Impacto social; sistema educacional equatoriano.

Introducción

The Coronavirus pandemic, has drastically changed the social dynamics of people around the world. This pandemic has made people reflect on their roles within the family and the society, we can assure that after Coronavirus the world will never be the same. The social confinement helped to strengthen family relationships and to value and love our relatives while they are alive. This crisis helped to improve our health care habits and develop strategies to protect ourselves, our families and communities. These would be considered the positive aspects of Coronavirus, but we cannot diminish its negative impact, in the whole Ecuadorian educational system, where it was evidenced lots of weaknesses and anomalies that affected to students in all Ecuadorian regions, most of them who do not have access to technology and technological devices in their houses. In this scenario teachers have reinvented their methodology upon trendy informatics technologies and resources to help their students.

This research includes the theoretical basis regarding coronavirus, the Ecuadorian educational system, technologies for virtual education, and factors inherent to the English teaching and learning process.

It is important to highlight that teachers have worked too hard to rethink, redesign and revolute their teaching methodologies. The educational process due to the pandemic was forced to adopt a virtual modality.

This study pretends to be the starting point to understand the social impact of the pandemic in the Ecuadorian educational system and to take actions and make changes. This study will be beneficial for Ecuadorian teachers, authorities, educational researchers, and students to get them to know how the system forcedly changed due to a microscopic enemy that not only forced teachers to revolute their teaching skills, but obligated people to live a new normality.

Methodology

Methodological framework

Type of Research

This work is a descriptive research, aimed at providing information on the social impact caused by the current covid 19 pandemics. The data obtained are the product of research on the Internet, bibliography and surveys through the web.

Descriptive research

According to descriptive research, "it includes the description, registration, analysis and interpretation of the current nature, and the composition or process of phenomena. The approach is made on dominant conclusions or on a group of people, group or things, driving or operating in the present"(Tamayo & Tamayo)

Literature review

Coronavirus 2 or sars-cov-2

Mankind has faced multiple pandemics throughout history. Nowadays, the world is suffering a new pandemic caused by the novel coronavirus 2 (SARS-CoV-2), it belongs to the family of "Coronaviruses", known for being able to cause illness in animals and humans. Regarding humans, coronaviruses can cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) Chinese National Health Mission (2020).

The novel SARS-CoV-2 was firstly identified in Wuhan, China at the end of 2019. Several independent research groups declared that SARS-CoV-2 belongs to β-coronavirus, with highly identical genome to bat coronavirus (96.2%); therefore, they point bats as the natural host of the virus Guo, et al. (2020). For its upsetting worldwide spread, the World Health Organization (WHO) identified SARS-CoV-2 as a public health emergency of international concern on January the 30th, 2020, but in March 2020, it was declared as a global pandemic Di Gennaro, et al. (2020).

The transmission of SARS-CoV-2 is reported to occur from person to person through small droplets expelled out when an infected person coughs or exhales. Further, when the droplets land on objects and surfaces, they can remain themselves active for a few hours or up to several days; people can get infected by touching the objects or surfaces where the virus has landed and manipulate their eyes, nose or mouth Chinese National Health Mission (2020). Up to May 2nd, 2020, more than

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three million (3'267.184) confirmed cases in 212 countries were identified, from which 26.336 are located in Ecuador World Health Organization WHO (2020).

The ecuadorian educational system

The current Ecuadorian educational system is under the framework of the National Constitution of 2008, in which the intercultural, plurinational, and multiethnic nature of the Ecuadorian citizenship is recognized. Further, from this constitution the Right of Nature is stablished as mandatory consequently all the education levels in the country are framed within the principles of Good Living, which is a philosophical and political worldview of Kichwa indigenous peoples of the Andean Region, where human beings are interconnected with our planet Earth and the whole cosmos Ruano, J., (2019); and, it adopts approaches for Ecuador's education transformation: a focus on student [centred] learning; and a focus on teacher quality Schneider, B., Estarellas, P., & Bruns, B. (2019).

The constitution of 2008 and various education acts such as the Ley Orgánica de Eduación Intercultural (LOEI, 2011) and Ley Orgánica de Educación Superior (LOES, 2010) provide the legal framework for the Ecuadorian education system. The Ministerio de Educación (MINEDUC) is the organism responsible for primary and secondary education, the Consejo de Educación Superior (CES) is the organism responsible for higher education policy, but the implementation of these policy lies on the Secretaría de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT). The organism responsible for quality assurance in higher education is the Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior (CEAACES) Ministerio de Cultura y Patrimonio (2018).

The main language of education in Ecuador is Spanish, but there exist institutions in which the means of communication and for teaching and learning is Kichwa. Education in Ecuador is compulsory for all pupils in primary and secondary education, it is also mandatory for pupils to learn a foreign language, usually English (Nuffic, 2016). This language considered to be of great importance.

Modern technology, strategies, techniques, materials (current trends)

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The SARS-CoV-2 pandemic has dramatically changed the nature and horizon of education, in the way that, a rethinking and reshaping of educational systems are required. Multiple world organizations; regional, state and local governments; the academy; and, different productive sectors have implemented strategies to help students continue studying. In this framework, technology has become the leading tool to guaranty this human right.

The UNESCO Associated Schools Network (ASPnet) and UNESCO IITE joined forces to offer online webinars to explore themes regarding Open Educational Practices, Open Educational Resources, and distance learning during COVID-19 pandemic. China developed two Global Online Learning Platform (Course International and XuetangX) to Support Learning during COVID-19 Pandemic UNESCO (2020). In the case of Ecuador, the Ministry of Education in coordination with some local universities launched the "Plan Educativo COVID-19"; a contingency plan aimed to support and facilitate teaching and learning processes guarantying students' physical, psychological and emotional integrity Ministerio de Educación (2020).

In this scenario, technology shifted from being just a content dissemination tool to convert itself in the means for making it possible to maintain teacher's and students' relationships, work on personalized strategies, and foster students' independence. According to Luo, J., Boland, R., & Chan, C. H. (2020). technology and web-based education facilitate collaboration in either real time or asynchronously, by the incorporation of rich multimedia and other visuals learning is more dynamic and attractive, and further appraisal activities became easier to manage.

Martin, L., & Tapp, D. (2019), argue that technological resources such as Zoom, Teams, and Skype let teachers and students maintain more varied and frequent interactions overcoming the temporo-spatial limitations of conventional education. Regarding to Microsoft Teams, the authors state that this is a unified communication and collaboration platform that integrates all chats, meetings, files and apps live in a single workspace, facilitating the interaction, collaboration and sharing of the participants.

Communicative competence

Basically, the communicative competence is the person's ability to express him/herself bearing in mind social, cultural and situations factors that demand the use of different codes. For a better and

thorough understanding, it results important to highlight some definitions accepted and used worldwide which along the history has been modified.

Hymes, D., (1972), states that the communicative competence is the ability to use grammatical competence in a variety of communicative situations. Canale, M. (1987) explicate communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. While, Savignon, S., (2018) defines it as the "ability to function in a truly communicative setting in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors".

The communicative competence as detailed in the Common European Framework for References is divided into three fundamental competences: (1) linguistic competence, (2) sociolinguistic competence and (3) pragmatic competence; while for Canale, M., (1983) the communicative competence involves four sub competences, explained as follows:

1. Grammatical competence that is knowledge of the language code which includes grammatical rules, vocabulary, pronunciation, spelling, et cetera.

2. Sociolinguistic competence that is the mastery of the sociocultural code of language use such as appropriate application of vocabulary, politeness and style in a given situation.

3. Discourse competence that is the ability to combine language structures into different types of cohesive texts, for instance political speech, poetry, et cetera.

4. Strategic competence that is the knowledge of verbal and non-verbal communication strategies to enhance the efficiency of communication and enable the learner in overcoming difficulties when communication breakdowns occur.

Being communicatively competent means being capable of expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquette routines. In these terms, a good social interaction depends on how communicative you are. Therefore, its development constitutes a target of great importance and interest for teachers and students in order to succeed in the sociocultural contexts in which they live-in Tarvin, L., (2015).

Motivation and its role in english teaching

The increasing demand of English teachers at different education stages from primary to tertiary is a constant matter to take into consideration, due to the new curriculum at each one of the institutions, which seek for new abilities and skills in a foreign language, trying to give their

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students competes to succeed in their professions. Additionally, English language has been set as an important tool in each one of the human areas. The teachers, the institutions and the curriculum has suffered modifications with the aim to satisfy the students and society needs, in order to provide a better experience in learning a new language Lamb, M. (2017).

Particularly one pedagogical aspect has been taken into account in all these curriculum modifications. The motivational aspect, which is considered as a social aspect, has a primary interest in and out the classroom environment. Motivation has an incredible preponderance in teaching a new language in all contexts of the educational system, but it reflects a special issue in formal secondary and tertiary education. All of them related with the decision making about the selection of materials, kind of assessment and the technology to be used Dornyei, Z. (2015).

For instance, learning a second language does not only represent to know the different skills and abilities, it goes far beyond this, and it is related with the engage to the culture learning engagement. In this sense, it is important to consider that motivation plays a fundamental role in this process. In other words, motivation is considered as the "fuel" students need to keep learning day by day Vibulphol, J. (2016).

Motivation itself is the way how success or failure of any activity can be measured. Moreover, motivation is the bridge to cross to the other side of knowledge and it allows a permanent focus target. This is the case when acquiring English language input, because students will be successful with the correct motivational strategies Branch, L. (2016).

According to Pourhosein Gilakjani, Leong, and Saburi (2012):

The success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. Generally, people refer to this psychological factor the impulse that generates the action as motivation. It is a motive force that arouses, incites, or stimulates action. Motivation is an important factor in specifying the readiness of learners to communicate.

Motivation could be divided in four types and factors that specifically affect students' competences. Consequently, the way in which the teacher manages, the materials, the methodology and techniques, level, age, and psychological needs of each one of the participants could mark the difference between success and failure.

Teaching experience acquired skill

According to König, J., Blömeke, S. & Kaiser, G. (2015) the pedagogical knowledge and teaching experience, is closely connected with some of the characteristics of teacher into the educational area. Additionally, the teachers´ skills can be understood under many different circumstances such as education grades, classroom situations, allotted time spent on teaching and the additional practice development.

Teaching experience is considered to be real as time passes by. Effectiveness is the goal pursuit by all teachers, under several different circumstances, situations and problems they have faced during the working life-time Kini, T., & Podolsky, A. (2016).

Clearly set, as teachers gain more experience, students learn and make their learning more significant. The environment is one of the principal areas where teachers gather knowledge and skills to support the students' learning and the school as a whole. However, not all unexperienced teachers can be considered as less effective than others, not only experienced teachers are more effective. Every teaching situation is particular and can be distinguished according to an analysis of the characteristics it displays, stated by Kini, T., & Podolsky, A. (2016).

Salmona, M., Partlo, M., Kaczynski, D., & Leonard, S. N. (2015), mentioned that there exist four dynamic scenarios of learning which are accommodative, diverging, assimilating, and convergent. Each one requires some necessary and specific techniques to apply with the learners. It is known that learners go from one stage to another as result of acquired learning experiences, but there is no information about how the transition from life experience into professional practice occurs.

On the other hand, learners start with an abstract conceptualization of knowledge and use an active experimentation of it, when they face unidentified situations. In addition, learners must find equilibrium between thought and action, based on what background knowledge they hold and the praxis of the same, suggested by Salmona, M., Partlo, M., Kaczynski, D., & Leonard, S. N. (2015). To sum up, it can be necessary to implement some strategies to help teachers in order to increase their teaching experience and to have a high-quality mentoring for beginners, and to seek for opportunities to share with other experienced teachers.

Technological platforms for teaching

The use of technology in education can transform the teaching learning process, and make it a meaningful, motivating and interesting experience for learners. The accurate usage of this tool may drastically alter the quality in education suggested by Kumar, S., Daniel, B.K. (2016). Consequently, many institutions invest every year in applying new platforms and technology to provide their students with the best tools, with the aim to improve their knowledge and satisfy their interests and needs related with the educational programs. In other words, the fast development of learning technologies and platforms, have the advantage of provide lots of benefits for the students, for example; they can search information, evaluate and assess, interact, communicate and solve different kind of learning problems Kumar, S., Daniel, B.K (2016).

E-learning is a tool that can be entirely carried out online where technology is the principal actor in the learning process. Lessons online can be synchronous, which means that the information is shared live by the teacher or asynchronous, which means that the information is already set in a platform without the presence of the instructor. According to Gros, B., & García-Peñalvo, F. J. (2016), e-learning has become a significant approach to learning in public or private institutions, from elementary to university levels, such in formal and informal education. The evolution has transformed the teacher-centered (traditionalism) to student-centered system, where the student is the responsible of their own learning, the time they spend and the effort they set.

According to Poitras, E., Doleck, T., Huang, L., Li, S., & Lajoie, S. (2017) the use of technology transforms difficult topics for students in easy, interesting, meaningful and valuable content to be learned.

Some clear examples of these technological platforms, are those which have been created with the aim of providing autonomy and independence to the students, offering the administration of time, encouraging them to learn and collaborate using synchronous or asynchronous lessons and sharing information with others. Other than that, with this new model of learning the apprentices tend to create responsibility by their own.

To mention some of the tools that we can find as platforms we have: Edmodo: Educational tool, which use social network to create collaborative groups and provide educational materials. Socrative: allows teachers create exercises and games. Thinglink: permits teacher create music, sounds, text and photos. TED-Ed: create educational lessons in collaboration with others. Quizlet/Quizlet live: allows to create and share learning material. ClassDojo: community building, classroom communication platform. ÉduClipper: share and explore different kind of learning

materials. Google Classroom: community learning tool for learning. Moodle: permits to recreate a classroom environment and share learning activities. Teams: is a robust software to share chats, audio, video meetings, file storage. Zoom: video conferencing tool to meet online, permits to record sessions and collaborate on projects.

Links between experience and teaching

The educative modern life implies many challenges for teachers. One of the goals to achieve are those related with life-long learning. The quality of education implies amounts of professional activities which try to find changing social and cultural conditions.   Universities   have enormous responsibilities in training qualified educators. The theory and the practice must be considered immensely. Personal and professional experiences have to be reflected by each one of the former institutions and the provided curriculums Rauduvaita, A., Lasauskiene, J., & Barkauskaite, M. (2015).

Practice is the first step to be developed during teaching training at formative institutions and universities. Attitudes, responsibilities, obligations are shaped during this period. The purpose of teaching practice is to support the future teachers with the necessary competences and skills Rauduvaita, A., Lasauskiene, J., & Barkauskaite, M. (2015).

Additionally, the beliefs and practices of teachers have a great impact in the learning process. This is a mutual relationship between them, because they are not just the cause of the process, but they are the result of the teaching practices as mentioned by Caleon, I., Tan, Y., & Cho, Y., (2018).

According to Hattie (2012) "high-quality teachers can positively affect student achievement". This means that teachers are able to develop and improve almost any scientific knowledge or topic they are assigned to into the curriculum.

Consequently, with the passing of time, the pedagogical content knowledge has been used by the teachers as an inventive process where they can give new points of view and create techniques and even analogies to explain complex concepts, with the aim to develop an integrative process in teaching suggested by Chan, K., Yung, B., (2018).

According to Bailey, R., & Mentz, E. (2015), teaching learning strategies are developed in order to provide students with necessary tools to increase critical thinking in classes, considered as one of the most important skills in learning cycle.

To sum up, teaching practices have a strong relationship with learning experiences and their pedagogical roles in students at all levels of learning. Teaching practices are considered an important factor in helping and recreating contextual situations which promotes the construction of knowledge in students.

Conclusions

- Teaching has evolved to a complex and recurrent process with inter and transdisciplinary characteristics within a dialogic and reflective framework that leads teachers and students to develop skills on decision making, critical thinking, assertive communication, self-regulation, and autonomy.

- Both students and teachers are very conscious of the health and social problem we are living due to the pandemic, and egger to put their best for continuing with the process, implementing different techniques in order to get a better students' development in learning English.

- It can be concluded that very important issues like: religion, culture, contextual particularities for an integral learning are being omitted, due to the lack of interaction and time.

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