

Impact of Online Education on Academic Performance of Beginners Spanish Students at the University of Guyana during the COVID-19 Pandemic

Mr. Juan Carlos Romero Diaz¹

Abstract

This article compares the academic results obtained by the students of the course SPA1003 (Beginners Spanish) of the University of Guyana during the face-to-face modality and after the migration to emergency remote education in mid-2020 as a consequence of the COVID-19 pandemic. This study proposes an approach to evaluating the effectiveness of online learning of Spanish at the University of Guyana. The document analysis was the method used to collect information on the results of the evaluations carried out by the students. Descriptive statistics, specifically the percentage analysis, the arithmetic mean, and the standard deviation allowed the processing of the numerical data. The comparison was made between the two semesters of 2019-2020 (the first semester was taught face-to-face and the second semester was delivered online), the first semester of 2019-2020 (face-to-face) and the first semester of 2020-2021 (online), as well as the two semesters of 2020-2021 (both online). After comparing the grades of the students of the above-mentioned course before and after the migration to emergency remote education, it was found that the students of the remote mode obtained higher grades than those taught face-to-face.

Keywords: *academic performance, beginners spanish, COVID-19, distance education, emergency remote education, online education*


Introduction

The Faculty of Education and Humanities at the University of Guyana announced on 31 July 2020 that courses for the new semester would be lectured online. Guyana, a country with just 700,000 inhabitants, registered 12 new positive cases of COVID-19 that same day; on 22 September, less than two months later, the Caribbean nation had reached a peak of 133 new cases. Gradually, emergency remote education spread to the other faculties of the university.

In 2015, Dr. Kerwin A. Livingstone wrote an article advocating the introduction of e-learning at the University of Guyana. In that article, the academician stated that “the results [of his investigation] show that teaching faculty is generally prepared to upgrade their teaching methods and embrace e-learning as a viable alternative” (Livingstone, 2015, p. 87). He also recommended that “e-learning practices be integrated into the pedagogical practices of the University’s teaching faculty” (Livingstone, 2015, p. 87). The intellectual also proposed “to find out the instructional delivery mode preference of teaching faculty” (Livingstone, 2015, p. 99) as a possible area for future research.

Five years after Dr. Livingstone’s article was written, the University of Guyana was required to adopt

¹Lecturer I, University of Guyana, Turkeyen Campus, Greater Georgetown, Guyana, South America, juan.romero@uog.edu.gy



emergency remote education in less than two months. Lecturers and students were not adequately prepared and many of them did not have the necessary technological resources to face these challenges. However, the transition had to be made or the teaching-learning process at the university would have halted.

The first steps towards fully online migration at the University of Guyana were taken in the second semester of the 2019-2020 academic year when it was decided to suspend face-to-face classes to protect employees and students from the pandemic (University of Guyana, 2020b). On February 25, 2020, it had been announced that the semester break would be brought forward to March 2, 2020, the day on which the regional and general elections would take place in the country (University of Guyana, 2020a). However, classrooms did not reopen on March 10, 2020, as would have been expected. On the contrary, on March 16, 2020, it was announced that classes would continue online until March 30 (University of Guyana, 2020b). Despite several subsequent notices with tentative dates to return to face-to-face classes, until the day this article was written (November 19, 2021), the University of Guyana has continued to operate remotely.

Due to the aforementioned circumstances, the SPA1003 course (Beginners Spanish), like the others at the University of Guyana, was remotely completed in the 2019-2020 academic year. For the first set of remote classes, the information was sent to the students by WhatsApp, while the lectures were prepared in video format. When the six video presentations were ready, they were used by the students to prepare for the last progressive test.

The following academic year (2020-2021), the Course Outline was adapted for emergency remote education, a detailed Schedule was prepared, and a YouTube channel was created to post the video classes. For the development of oral expression and listening comprehension, live tutorials were held in Zoom; to communicate with the students, post the guiding documents of the course, links to the videos, quizzes, tests, etc., Moodle was used; grades were submitted into SRMS (Student Records Management System).

A theoretical reference that supports emergency remote education is presented below. A conceptual difference is also established among distance education, online education, and emergency remote education.

According to Anthony Giddens, *education* is “a social institution, which enables and promotes the acquisition of skills, knowledge and the broadening of personal horizons,” (Giddens, 2009, p. 834). However, the school is not the institution with the complete responsibility of educating our children and teenagers. It is here that a distinction must be made between *education* and *schooling*, the latter being defined as “the formal process through which certain types of knowledge and skills are delivered, normally via a predesigned curriculum in specialized settings: schools” (Giddens, 2009, p. 834).

A few years ago, teachers, administrators, and parents were discouraged about the future of the school as a useful, vital, transformative institution. Such opinions about school have been heard (or written) extensively. Observe this example: “It (the school) is a gigantic market for textbook manufacturers, building contractors and graduate schools of education” (Goodman, 1971, p. 20). The following

quotation by Margaret Mead is a classic example of Americans' lack of trust in their school system in the 1970s: "My grandmother wanted me to get an education, so she kept me out of school" (Rich, 1975, p. 27). More recently, many people still distrust the effectiveness of the school: "At the risk of sounding like just another rebellious student, I'm going to make a rather bold claim: school is pointless. Yes, actually pointless. I'm sure you've already heard that education is 'breeding conformists', or 'killing our children's creativity'; these are the usual complaints. Yes, they're valid complaints, but they only scratch the surface when it comes to how redundant (and even counterproductive) our education system is" (Samson, 2017). However, today everyone looks hopefully towards the future of education.


The COVID-19 pandemic, with all the sad human and material losses, brought with it social distancing and isolation. Few institutions underwent such abrupt changes as the school in this process of forced adoption to the "new normal". The classrooms were transformed into virtual spaces, with teachers and students miles away, or sometimes a few feet apart, but each in the closed space of their home. There are three key concepts related to the current teaching-learning modality: distance education, online education, and emergency remote education. As Csachova and Jureckova (2020) indicate, "the definitions are not strict, they allowed different interpretations".

Distance education originates from correspondence courses, where students communicated with the school via post mail. Holmberg (2005) explains that one of the earliest attempts of distance education was advertised in 1728 in the *Boston Gazette* for Caleb Philipps, who sought students who wanted to learn shorthand through weekly mailed lessons. Csachova and Jureckova (2020) give a tautological, but crystal clear definition of distance education which states that "it is a form of education in which the teacher and the learner do not have to be in the same place, but communicate together 'at a distance'". The same authors developed the previous idea by expressing that distance education presently consists of "a multimedia form of guided education, in which teachers or consultants are permanently or mostly separated from their students during education," (Csachova and Jureckova, 2020).

The multimedia resources used in distance education can be grouped into two categories: those that do not need any internet connection, such as e-books, computer programs, telephone, radio, and television broadcasts, and a second group that involves the use of the internet, such as email, instant messaging technology, learning management systems, videotelephony, etc. From this division arises the concept of *online education*, the most current form of distance education, and as it goes without saying, part of the latter. "Online education is a flexible instructional delivery system that encompasses any kind of learning that takes place via the Internet," (Jones, n.d.). According to Ko and Rossen (2017): "Teaching online means conducting a course partially or entirely through the internet— either on the Web or by way of mobile apps that allow one to manipulate the online course elements". It is necessary to clarify that, although the terms "learning" and "teaching" imply different approaches to the same process, in this article they will be used interchangeably for reasons of simplification. However, the word "education" is preferred because it is more general and encompasses both teaching and learning.

Closely related to the two previous concepts is that of emergency remote education, which emerged in early 2020 as a result of the COVID-19 pandemic. Although the word "online" has been used since the





University of Guyana temporarily suspended face-to-face classes as a result of the COVID-19 pandemic, the most appropriate term for the current teaching-learning modality is *emergency remote education*. In short periods and in most cases without the human preparation or the necessary technological resources, it was necessary to move the courses that had been being taught face-to-face to a “remote” classroom. Thus, emergency remote education can be defined as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances,” (Hodges et al., 2020).

A report prepared for the U.S. Department of Education indicates that: “Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction,” (Means et al., p. xiv, 2010). Similarly, this raises the question of whether students who learn Spanish remotely at the University of Guyana perform better than those who received face-to-face instruction. This article constitutes an approach to the answer to this question.

In an article published in the local newspaper “Guyana Chronicle”, a young journalist expresses her feelings about the new form of remote teaching-

“We are all missing and craving for something that we took for granted once in our lives. In the midst of a pandemic, social interactions are perhaps the most craved. Many of us never understood the importance of those interactions until now. Many of us never understood the impact and effects a face-to-face conversation can have. The very same can be said for schools and classroom settings. I miss it. I miss being able to pack my bags, get ready for classes, head out my door and enter an environment of people who crave success and education. I gained energy and motivation from my committed peers. I gained inspiration from my lecturers/teachers. I gained the need to progress every time I walked into the gate and glanced the ‘University of Guyana’ sign.” (Foster, 2020)

However, and despite all the criticisms made of online education, and especially emergency remote education, after comparing the academic results obtained by the students of the course SPA1003 (Beginners Spanish) of the University of Guyana during the face-to-face modality and after the migration to emergency remote education in mid-2020 as a consequence of the COVID-19 pandemic, it was found through document analysis and percentage calculation that the students of the remote mode obtained higher grades than those taught face-to-face.

The standard deviation proved that the tests taken by the students before and after the migration to the remote mode had approximately the same level of complexity. However, this research requires further studies to determine if the students of the course SPA1003 of the University of Guyana obtained higher marks in the exams carried out remotely because they have acquired the required knowledge and skills or because this modality is more permissive in terms of evaluation.

Methods

Methods of information processing

In this research, document analysis was used to compare the academic results of the students of the SPA1003 course at the University of Guyana during the face-to-face modality and emergency remote education. Percentage calculation, the standard deviation, and the coefficient of variation (relative

standard deviation) were used to process the numerical information obtained during the study and determine the basic variability within the different classes.

Teaching materials for the course SPA1003 of the University of Guyana

The University of Guyana began working remotely at the same time SPA1003 students were supposed to take the third progressive test. While decisions were being made on how to end the academic year, it was decided to start sending the content via WhatsApp to the students of this course. At the same time, the Schedule was readjusted and six video presentations were prepared that summarized the ten face-to-face classes that students should have received if they had continued classes traditionally. These six video presentations covered chapters five (four videos) and six (two videos). As the students had not taken the third progressive test, this last exam would cover the contents of the third and fourth tests (chapters two, three, four, five, and six). A written session was held (the paper was emailed and the students returned it the same way), and an oral session (the students received the instructions to make two recordings on WhatsApp and returned them the same way).

Several guiding documents were prepared for the SPA1003 course in the academic year 2020-2021. All those materials could be retrieved by students on Moodle. The aforementioned documents are:

- ◆ the Course Outline, which describes the main content, organization, and expected outcomes of the entire course;
- ◆ the Schedule or Scheme of Work (See **Annexure**), which indicates the date, mode of delivery, and content of every class;
- ◆ the textbook *Dos mundos* (Terrell et al., 2010a) in PDF format, which includes vocabulary and grammar, reading passages, activities, summary tables, and other useful information for the student

Lectures of the SPA1003 course of the University of Guyana in video format

The lectures were held in the format of video presentations that were posted on a YouTube channel. The realization of the videos includes their planning, the search for the necessary materials (other videos, audios, images, texts, etc.), the recording, editing, and delivery (this includes posting them on YouTube and the distribution of the link to the students and the rest of the lecturers of the course). Each video includes an introduction, the presentation of vocabulary, activities to practice the new vocabulary, explanation of grammar, exercises to fix the new structures, music videos related to the topics covered in that class, and finally the *Tarea* (homework).

For each video, a script is not created, in the strict sense of the word, but in each lesson plan were marked the parts that would be videotaped, those that require voice-over recording, the places that require additional video or images, subtitles, or other visual or sound aids. A PowerPoint presentation is prepared for each video. The slides are saved as images to be used during the editing process. This PowerPoint presentation includes pictures, tables, summaries, diagrams, activities, and other elements that will make learning more enjoyable and dynamic.



In each one of the units of the course, the culture of a country or region of the Spanish-speaking world is presented. As an introduction to the geographic area, a brief overview of the country or region is presented in the first video presentation of each unit. To do this, an educated English speaker, preferably Guyanese, records the voiceover, while the information is supported by images. In the same first video presentation of each unit, a native speaker of the geographic area presented offers information about her country.

Tutorials of the course SPA1003 of the University of Guyana on Zoom

The tutorials are delivered in the form of live sessions on the Zoom platform. The goal of these classes is the development of oral expression and listening comprehension. Here, written expression and reading comprehension are also encouraged, but without a doubt, these sessions focus on oral interaction. Questions are presented throughout the class and are answered, ideally, by as many students as possible, although the reality is slightly different.

These tutorials begin with a brief presentation of the vocabulary studied after the last session on Zoom. Short questions are often asked for students to practice the pronunciation of new words and expressions. This is followed by at least two activities, almost always taken from the textbook (Terrell et al., 2010a) or the workbook (Terrell et al., 2010b), to practice what they have learned. Then the grammar learned in the previous classes is recalled, which is practiced with exercises from the book and the workbook. Grammar is often exercised with fill-in activities or multiple-choice questions from the *Dos mundos* website¹.

The tutorials have a section to explain and practice the main sounds and sounds combinations of the foreign language. Vowels and consonants are introduced first, emphasizing the similarities and differences with English. Then the vowels, some particularly difficult consonants, as well as syllable stress and breath groups are studied in more detail.

Table 2.1: Pronunciation topics studied during the course

| UNITS | PRONUNCIATION |
|--------------|---------------------------------|
| 1 | Preliminary pronunciation rules |
| 2 | Vowels |
| 3 | LL, Ñ, CH |
| 4 | R, RR |
| 5 | Stressing the correct syllable |
| 6 | The silent H; B, V |
| 7 | J, G, Y |
| 8 | P, T, C, QU; Breath groups |
| 9 | G, GU; S, Z, CE, CI |

Source: Prepared by the author based on research data.

¹http://higher.ed.mheducation.com/sites/0073385212/student_view0/index.html

An important part of these tutorials is oral practice. Open dialogues and interviews are used as a warm-up to encourage interaction among students and get them to practice speaking and listening. The *diálogos abiertos* (open dialogues) are activities that are included in the textbook *Dos mundos*. They are brief samples of communicative functions that students must complete with information extracted from their reality. In an ideal scenario, students should work in pairs, so everybody would have the opportunity to act out both roles. The *entrevistas* (interviews) are sets of questions with suggestions for their answers. The lecturer can offer possible model answers at the beginning of the activity.

At the end of each tutorial, cultural topics of the country or region studied in the unit are discussed. Students are asked to read the information chart for the corresponding country, which is included in the textbook *Dos mundos*. After that, surveys on Zoom are carried out to verify the knowledge acquired.

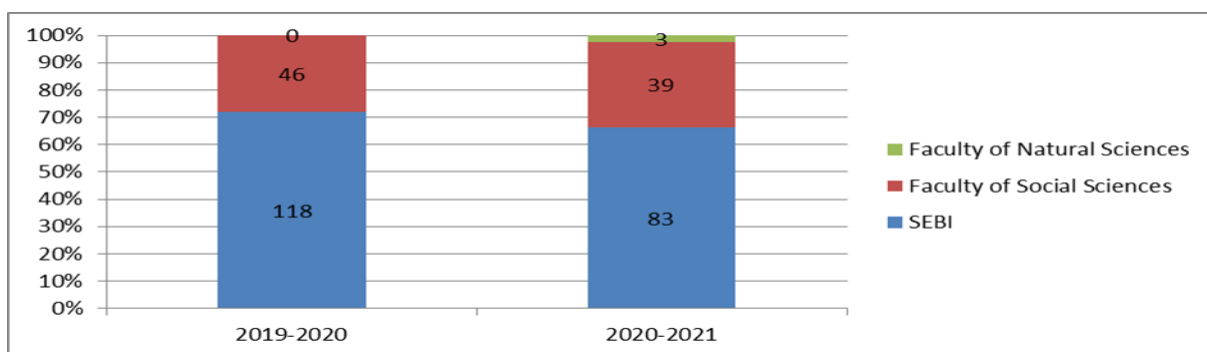
Table 2.2 : Culture topics studied during the course

| UNITS | CULTURE TOPICS |
|-------|---|
| 1 | Mexican culture and traditions |
| 2 | Hispanics and the Spanish language in the USA |
| 3 | Panama and Costa Rica: A bridge between two oceans |
| 4 | Cuba, Dominican Republic, and Puerto Rico: The Spanish-Speaking Antilles: Music and Dance |
| 5 | The wealth of Colombia |
| 6 | Venezuela: The Fascinating World of Simón Bolívar |
| 7 | Chile and Argentina: The Complex Political Life of Latin America |
| 8 | Equatorial Guinea: The Spanish Language in Africa |
| 9 | Spain: The Mother Country |

Source: Prepared by the author based on research data.

Population and sample

The sample consisted of 174 students from the 2019-2020 academic year (groups 1, 4, 5, and 6) and 119 from 2020-2021 (groups 3, 4, 5, and 6). They are all Guyanese learning the Spanish language as part of the requirements of their study program. This sample was chosen because these groups have the same lecturer, which allows controlling confounding or extraneous variables. Of the portion of the sample for the academic year 2019-2020, 118 students (72%) belonged to SEBI (School of Entrepreneurship and Business Innovation), while the remaining 46 (28%) came from the Faculty of Social Sciences. The composition of the 2020-2021 part of the sample was slightly different, incorporating 3 students from the Faculty of Natural Sciences (2.4%). The predominance of SEBI students was maintained, with 83 (66.4%) and 39 (31.2%) from the Faculty of Social Sciences.



Source: Prepared by the author based on research data.

Figure 2.1 : Composition of the student sample.

Results

Submission of the grades of the course SPA1003 of the University of Guyana in the SRMS platform

The four progressive tests have two parts: the written, with a weight of 50%, and the oral, which awards the other 50%. The written part is prepared on the Moodle platform; for the oral part, the students are interviewed in Zoom. The results of the written and oral test are added up to get the score in that specific progressive test. Those marks are uploaded to the SRMS platform, submitted to the Head of Department, and subsequently approved by the latter, the Dean, and the Assistant Registrar (Examinations). Once a marksheet is approved by all those persons, those grades will be reflected in the students' academic profiles.

Grades of the students of the SPA1003 course before and after implementing emergency remote education

This article compares the students' grades in the first semester of the 2019-2020 and 2020-2021 academic years, the first and second semesters of the 2019-2020 academic year, and the semesters I and II of the 2020-2021 academic year. The tabulation of those results is shown below.

Table 2.3 : Grades of the students of the SPA1003 course in semesters I and II of the 2019-2020 academic year

| Grade | Test 1 | Test 2 | Semester I | Test 3 | Test 4 | Semester II | Academic Year |
|-------|--------|--------|------------|--------|--------|-------------|---------------|
| A | 63.4% | 47.6% | 57.9% | 62.2% | — | 62.2% | 59.8% |
| B | 19.5% | 33.5% | 26.2% | 23.8% | — | 23.8% | 26.8% |
| C | 13.4% | 12.8% | 12.2% | 12.2% | — | 12.2% | 10.4% |
| D | 1.8% | 4.9% | 1.8% | 0.6% | — | 0.6% | 3.0% |
| F | 1.8% | 1.2% | 1.8% | 1.2% | — | 1.2% | 0% |

Source: Prepared by the author based on research data.

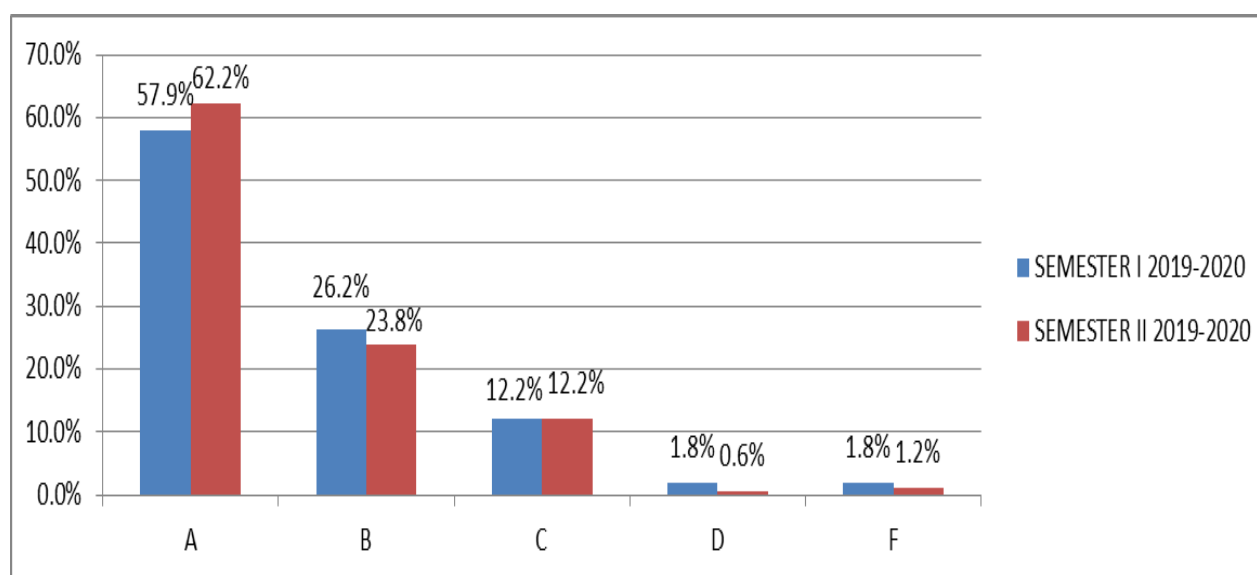
Note: In the 2019-2020 academic year, the students of the SPA1003 course only took three progressive exams, instead of the four that are required for that course. This decision was part of the measures taken at the Department of Language and Cultural Studies of the University of Guyana to migrate from the face-to-face mode to the remote one.

Table 2.4 : Grades of the students of the SPA1003 course in the semester I of the 2020-2021 academic year

| Grade | Test 1 | Test 2 | Semester I | Test 3 | Test 4 | Semester II | Academic Year |
|----------|--------|--------|------------|--------|--------|-------------|---------------|
| A | 73.6% | 76.8% | 76.0% | 46.4% | 73.6% | 45.6% | 66.4% |
| B | 21.6% | 16.0% | 16.0% | 22.4% | 21.6% | 37.6% | 24.0% |
| C | 1.6% | 4.0% | 4.8% | 22.4% | 1.6% | 11.2% | 8.8% |
| D | 0.8% | 3.2% | 3.2% | 4.8% | 0.8% | 4.8% | 0.8% |
| F | 2.4% | 0% | 0% | 4.0% | 2.4% | 0.8% | 0% |

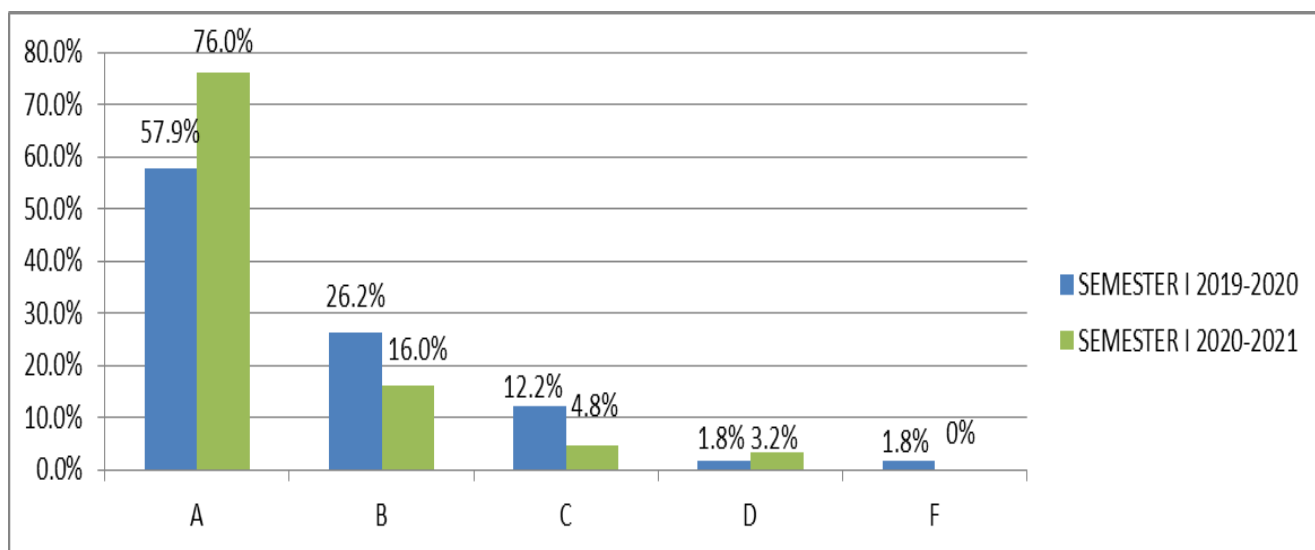
Source: Prepared by the author based on research data.

For a better understanding of the information offered in Tables 2.4 and 2.5, Figure 2.2 compares the results obtained by the students of the SPA1003 course in semesters I and II of the 2019-2020 academic year when the classes were taught face-to-face and remotely respectively. To obtain contrast between the grades obtained face-to-face and those obtained when the emergency remote education was relatively settled already, Figure 2.3 compares the results of the students of the SPA1003 course in semester I of the 2019-2020 and 2020-2021 courses. Finally, Figure 2.4 compares the results of the students in the first and second semesters of the 2020-2021 academic year (both delivered remotely).



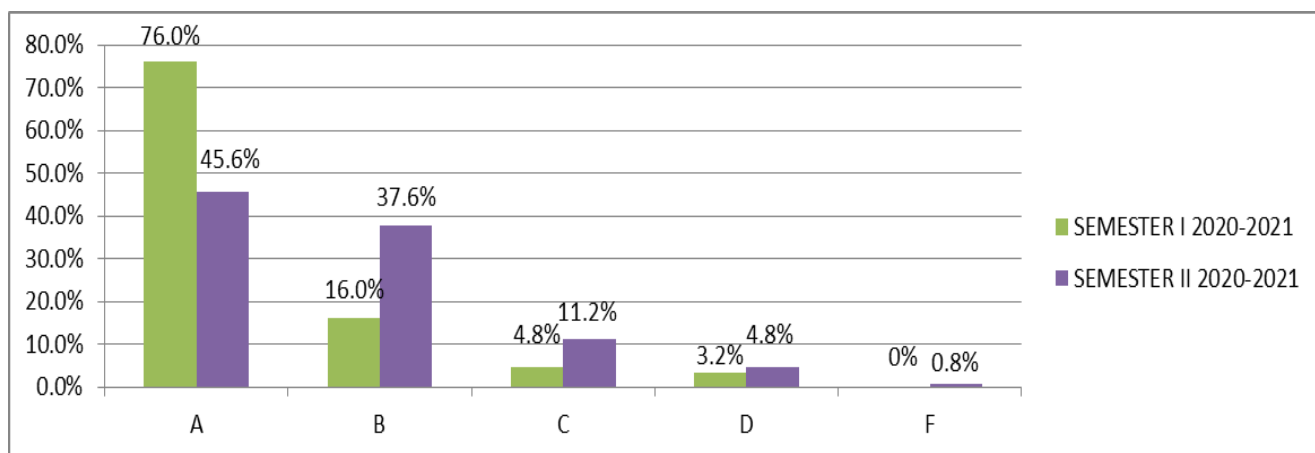
Source: Prepared by the author based on research data.

Figure 2.2 : Comparison of students' grades in semesters I and II of the 2019-2020 academic year



Source: Prepared by the author based on research data.

Figure 2.3 : Comparison of students' grades in semester I of the 2019-2020 and 2020-2021 academic years.



Source: Prepared by the author based on research data.

Figure 2.4 : Comparison of students' grades in semesters I and II of the 2020-2021 academic year

The use of standard deviation (SD) in the field of education is a form of grade assignment designed to analyze the distribution of grades among students in a class. The SD of the students' grades in semesters I and II of the 2019-2020 and 2020-2021 academic years was calculated for this study.

Table 2.5 : Standard deviation of the students' grades in the 2019-2020 and 2020-2021 academic years

| Academic Year | 2019-2020 | | 2020-2021 | |
|--------------------------------|------------|-------------|------------|-------------|
| | Semester I | Semester II | Semester I | Semester II |
| Standard Deviation (SD) | 12.04 | 11.13 | 11.54 | 11.99 |

Source: Prepared by the author based on research data.

Discussion And Conclusions

The purpose of this study is to compare the academic performance of Spanish students at the University of Guyana during face-to-face classes and the remote mode during COVID-19.

The number of A's obtained in the first semester of the 2019-2020 academic year (when the classes were face-to-face) was greater than the number of A's obtained in the second semester of this same academic year (when the classes were lectured remotely). It is also observed that the A's in semester I of the 2020-2021 academic year (remote mode) were more numerous than the A's in the semester I of 2019-2020 (when, as already noted, the classes were face-to-face). Also, the number of B's, C's, D's, and F's obtained by students in remote class periods was lower than the number reached in face-to-face classes. That shows that the grades obtained by students during the online mode were better than those obtained in the face-to-face period. If we consider grades as an indicator directly proportional to the quality of teaching-learning, then it can be affirmed that the effectiveness of remote emergency education for lecturing Spanish at the University of Guyana in times of COVID-19 is better than the one achieved face-to-face.

Comparing the grades of the students in semesters I and II of the 2020-2021 academic year (both taught online), it was verified that the number of A's obtained in the first semester (76.0%) is notably higher than those obtained in the second semester (45.6%). Several factors may have influenced these results. One observable factor was students' attendance which was notably lower in the second semester of the academic year. Also, the complexity of the contents in the second semester is greater and, perhaps, the students felt confident due to the good grades obtained in the first semester and neglected the study. These are only empirical conclusions that would need an investigation by itself to be verified.

The four standard deviations (SD) were close (12.04, 11.13, 11.54, and 11.99 marks out of 100). The fact that there is a low degree of variation in all the sets of test scores suggests that most students are performing around the same level. This indicates that students who took the exams face-to-face were equally proficient than those who worked remotely. Therefore, the little difference between the SD in all the compared groups indicates that the exams that the students of the SPA1003 course took, both in the face-to-face and remote modes, have approximately the same level of difficulty.

However, the current study requires follow-up research to determine whether Spanish students at the University of Guyana score better on exams that are taken remotely because they have the required knowledge and skills or because this modality is more permissive. Firstly, it must be determined whether the exams carried out remotely, especially the written ones, really have the same quality and rigor as the face-to-face ones. Secondly, it is necessary to establish if the reason for the better grades obtained by the students in the remote assessment is due to the possibility of taking the exams in the privacy of the home, with access to a wide variety of materials and resources, and the ease of communication with other students, friends or relatives to help them answer the exams.

Additionally, the present study has been done in a limited time. In addition, only the grades obtained by two batches of students in two consecutive academic years have been compared. On the one hand, this made it easier to capture the essence of the phenomenon of migration to emergency remote education

from its initial stages, when the memory and nostalgia for face-to-face classes were still fresh. However, it is necessary to compare the performance of students over a longer period to have a more accurate idea of the effectiveness, or not, of the remote delivery modality. In the same way, it would be pertinent to compare the academic performance of two groups of students who receive remote and face-to-face classes in the same period, under identical conditions and, if possible, with the same lecturers.

Other studies are also necessary to determine if the application of emergency remote education to the SPA1003 course is, in fact, “an emergency”, and therefore temporary, or if that way of lecturing the course has its intrinsic values, to the point that it is worth correcting its possible deficiencies to save a potentially more efficient lecturing style than the face-to-face mode.

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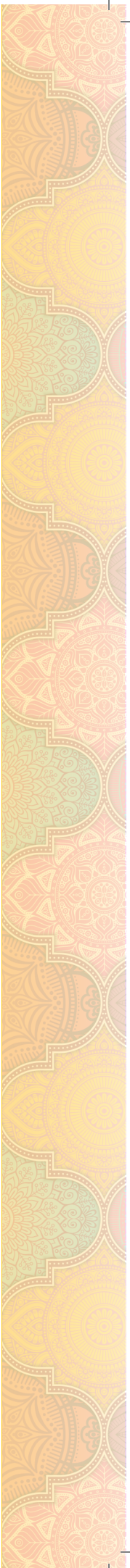
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Schedule of the course SPA1003 for 2020-2021

| UNIT | SUMMARY | DELIVERY MODE | DATE |
|----------------------------|--|--------------------|-------------------------------|
| UNIT 1 ¿Cómo te llamas? | Clase 1 ◆ Razones para estudiar español ◆ Breve descripción del idioma español ◆ Los hispanohablantes y su cultura ◆ Los primeros saludos ◆ Datos personales sencillos | Zoom (2 hours) | 2-6 Nov. 2020 (Week 1) |
| | Clase 2 ◆ Los saludos ◆ Los nombres de los compañeros de clase ◆ Los mandatos en la clase ◆ El verbo LLAMARSE ◆ El alfabeto español ◆ El imperativo formal | You Tube (2 hours) | |
| | Clase 3 ◆ La descripción física de las personas ◆ Los colores y la ropa ◆ Los números del 0 al 29 ◆ Los pronombres personales ◆ El verbo SER ◆ Los verbos LLEVAR y TENER ◆ El género gramatical | You Tube (2 hours) | 9-13 Nov. 2020 (Week 2) |
| | Clase 4 (repaso de la unidad 1) ◆ Resumen de vocabulario y gramática: Unidad 1 ◆ Pronunciación: La pronunciación de las vocales y las consonantes | Zoom (2 hours) | |

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| UNIT 2 ¿Quiénes son tus amigos? | Clase 5 ◆ Hablando con otros ◆ Los objetos en el aula ◆ Los números del 30 al 99 ◆ Los usos de TÚ y USTED ◆ Expresar existencia con HAY ◆ La negación ◆ El plural | You Tube (2 hours) | 16-20 Nov. 2020 (Week 3) |
| | Clase 6 ◆ El cuerpo humano ◆ La descripción de las personas ◆ Concordancia entre los sustantivos y los adjetivos ◆ La posición de los adjetivos | You Tube (2 hours) | |
| | Clase 7 (repaso de la unidad 2) ◆ Resumen de vocabulario y gramática: Unidad 2 ◆ Pronunciación: Las vocales ◆ Expresión oral: Entrevistas | Zoom (2 hours) | 23-27 Nov. 2020 (Week 4) |
| UNIT 3 ¿Cómo es tu familia? | Clase 8 ◆ La familia ◆ Los objetos que poseemos ◆ Las estructuras para indicar posesión (los verbos TENER y SER DE, los adjetivos posesivos) | You Tube (2 hours) | 30 Nov. 4 Dec. 2020 (Week 5) |
| | Clase 9 ◆ La edad ◆ Los idiomas y las nacionalidades ◆ El verbo TENER para expresar la edad ◆ Los adjetivos que indican nacionalidad | You Tube (2 hours) | |
| | Clase 10 (repaso de la unidad 3) ◆ Resumen de vocabulario y gramática: Unidad 3 ◆ Pronunciación: LL, Ñ, CH ◆ Expresión oral: Entrevistas | Zoom (2 hours) | |
| First Progressive Test | Review | You Tube (2 hours) | 7-11 Dec. 2020 (Week 6) |
| | Review | Zoom (2 hours) | |
| | Test 1 (Written) | Moodle (2 hours) | |
| | Test 1 (Oral) | Zoom (2 hours) | |

Christmas Break (21 Dec. 2020 – 1 Jan. 2021)

BLOCK # 2: SEMESTER 1, PART 2

| UNIT | SUMMARY | DELIVERY MODE | DATE |
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| UNIT 4 ¿Qué haces para divertirte? | Clase 11 (revisión del Examen # 1) | Zoom (2 hours) | |
| | Clase 12 ◆ Las fechas y los cumpleaños ◆ El teléfono y la dirección ◆ Los números del 100 al 10.000 ◆ El presente de los verbos regulares | You Tube (2 hours) | 4-8 Jan. 2021 (Week 8) |
| | Clase 13 ◆ La hora ◆ Las actividades favoritas y los deportes ◆ La formación de preguntas ◆ El verbo GUSTAR + INFINITIVOS para expresar gustos y preferencias | You Tube (2 hours) | 11-15 Jan. 2021 (Week 9) |
| | Clase 14 (repaso de la unidad 4) ◆ Resumen de vocabulario y gramática: Unidad 4 ◆ Pronunciación: R, RR ◆ Expresión oral: Entrevistas | Zoom (2 hours) | |
| UNIT 5 ¿Qué estudias? | Clase 15 ◆ Los planes para el futuro próximo ◆ Las clases ◆ La construcción IR + A para hablar del futuro ◆ Los números ordinales | You Tube (2 hours) | 18-22 Jan. 2021 (Week 10) |
| | Clase 16 ◆ Las preferencias y los deseos ◆ El tiempo atmosférico ◆ Los verbos PREFERIR y QUERER para indicar preferencias y deseos | You Tube (2 hours) | |
| | Clase 17 ◆ Los medios de transporte ◆ Las preposiciones POR y PARA ◆ Los adverbios | You Tube (2 hours) | 25-29 Jan. 2021 (Week 11) |
| | Clase 18 (repaso de la unidad 5) ◆ Resumen de vocabulario y gramática: Unidad 5 ◆ Pronunciación: La acentuación de las sílabas ◆ Expresión oral: Entrevistas | Zoom (2 hours) | |

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| Second Progressive Test | Review | You Tube (2 hours) | 1-5 Feb. 2021 (Week 12) |
| | Review | Zoom (2 hours) | |
| | Test 2 (Written) | Moodle (2 hours) | 8-12 Feb. 2021 (Week 13) |
| | Test 2 (Oral) | Zoom (2 hours) | |
| BLOCK # 3: SEMESTER 2, PART 1 | | | |
| UNIT | SUMMARY | DELIVERY MODE | DATE |
| | Holiday (5 April 2021: Easter Monday) | | |
| UNIT 6 ¿Cuál es tu comida favorita? | Class 19 ◆ Las actividades diarias ◆ Más sobre el presente de los verbos regulares ◆ Los verbos irregulares HACER, SALIR y JUGAR | You Tube (2 hours) | 5-9 April 0221 (Week 14) |
| | Class 20 ◆ Las tres comidas ◆ Hacer y responder preguntas | You Tube (2 hours) | 12-16 April 0221 (Week 15) |
| | Class 21 ◆ Los lugares ◆ El lugar de origen ◆ Los verbos ESTAR EN, IR A y SER DE | YouTube (2 hours) | |
| | Class 22 (repaso de la unidad 6) ◆ Resumen de vocabulario y gramática ◆ Entrevistas 1, 2 y 3 | Zoom (2 hours) | 19-23 April 2021 (Week 16) |
| UNIT 7 ¿Cuáles son tus tradiciones? | Class 23 ◆ Los días feriados ◆ Las irregularidades vocálicas en el presente | YouTube (2 hours) | |
| | Class 24 ◆ La rutina diaria ◆ Los verbos reflexivos | YouTube (2 hours) | 26-30 April 2021 (Week 17) |
| | Class 25 ◆ Los estados físicos y anímicos ◆ Los verbos ESTAR y TENER | YouTube (2 hours) | |
| | Class 26 (repaso de la unidad 7) ◆ Resumen de vocabulario y gramática ◆ Entrevistas 4, 5 y 6 | Zoom (2 hours) | 3-7 May 2021 (Week 18) |
| | Holiday (5 May 2021: Arrival Day) | | |

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| Third Progressive Test | Review | Zoom (2 hours) | 10-14 May 2021 (Week 19) |
| | Review | Zoom (2 hours) | |
| | Test 3 (Written) | Moodle (2 hours) | 17-21 May 2021 (Week 20) |
| | Test 3 (Oral) | Zoom (2 hours) | |
| Semester Break (24-28 May 2021) | | | |
| BLOCK # 4: SEMESTER 2, PART 2 | | | |
| UNIT | SUMMARY | DELIVERY MODE | DATE |
| UNIT 8 ¿Dónde trabajas? | Class 27 ◆ Los verbos SABER y PODER ◆ Las acciones en progreso ◆ Los verbos para expresar obligación y deber | You Tube (2 hours) | 31 May 4 June 2021 (Week 21) |
| | Class 28 ◆ Las ocupaciones ◆ Los verbos para expresar planes y deseos | You Tube (2 hours) | |
| | Class 29 (repaso # 1 de la unidad 8) ◆ Resumen de vocabulario y gramática | Zoom (2 hours) | 7-11 June 2021 (Week 22) |
| | Class 30 (repaso # 2 de la unidad 8) ◆ Entrevistas 1 y 2 | Zoom (2 hours) | |
| UNIT 9 ¿Dónde vives? | Class 31 ◆ La casa y el vecindario ◆ Los comparativos y el superlativo | You Tube (2 hours) | 14-18 June 2021 (Week 23) |
| | Class 32 ◆ Los quehaceres domésticos ◆ El pretérito de los verbos regulares ◆ Los verbos CONOCER y SABER | You Tube (2 hours) | |
| | Class 33 (repaso # 1 de la unidad 9) ◆ Resumen de vocabulario y gramática | Zoom (2 hours) | 21-25 June 2021 (Week 24) |
| | Class 34 (repaso # 2 de la unidad 9) ◆ Entrevistas 3, 4, 5 y 6 | Zoom (2 hours) | |
| Fourth Progressive Test | Review | Zoom (2 hours) | 28 June- 2 July 2021 (Week 25) |
| | Review | Zoom (2 hours) | |
| | Test 4 (Written) | Moodle (2 hours) | 5-9 July 2021 (Week 26) |
| | Test 4 (Oral) | Zoom (2 hours) | |

Source: Prepared by the author for the course SPA1003.