Language teachers in synchronous and asynchronous online teaching: A student's perspective

Profesores de idiomas en la enseñanza en línea sincrónica y asincrónica: Una perspectiva del estudiante

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Abstract:

COVID-19 fostered education to adapt from face-to-face to synchronous and asynchronous classes so that teachers and students had to migrate to a new way of teaching and learning. There was a period of adjustment (the first three weeks of online learning) for both, teachers and learners; the support provided by teachers differed from this period of adjustment to the support provided after. The perspective that students had about how much a teacher helped or how important was his or her companionship changed. This study was conducted at the Language Center Orizaba that is part of a public university in Mexico named Universidad Veracruzana; in a group of 53 participants in A2 level of English in 2020. Participants answered two questionnaires, one during the period of adjustment from face-to-face classes to synchronous and asynchronous lessons and a second questionnaire at the end of the semester. They started the semester having face-to-face classes so they did not have previous experience in taking online classes. The data collected with both questionnaires were analyzed and categorized; results showed that students need the support of a teacher to tell them how well they are doing and to promote interaction and learning. Moreover, students developed strategies that are used in autonomous learning which made them to be more aware about their learning,

Keywords:

Teacher's support, teacher's companionship, motivation, learning, interactiveness.

Resumen:

COVID-19 obligó que la educación se adaptara de clases presenciales a clases sincrónicas y asincrónicas por lo que los estudiantes y profesores tuvieron que migrar a una nueva manera de enseñanza y aprendizaje. Hubo un periodo de adaptación (comprendido en las tres primeras semanas de aprendizaje en línea) para ambos, maestros y estudiantes; el apoyo brindado por los maestros cambió desde el periodo de ajuste al que se brindó posteriormente. Esta investigación se llevó a cabo en el Centro de Idiomas Orizaba que es parte de una universidad pública en México llamada Universidad Veracruzana; en n grupo de 53 participantes con un nivel A2 de inglés en 2020. Los participantes contestaron dos cuestionarios, uno durante el periodo de adaptación de clases presenciales a clases síncronas y asíncronas y un segundo cuestionario aplicado al final de semestre. Ellos empezaron el semestre con clases presenciales por lo que no contaban con experiencia previa en clases en línea. La información obtenida de los cuestionarios se analizó y categorizó; los resultados mostraron que los estudiantes requieren apoyo del maestro para decirles si lo están haciendo bien y para promover la interacción y aprendizaje. Además, los estudiantes adoptaron estrategias que son usadas en aprendizaje autónomo que les permitió estar más conscientes de su aprendizaje.

Palabras Clave:

Apoyo docente, acompañamiento docente, motivación, aprendizaje, interactividad.

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Introduction

Because of COVID-19, some schools had to implement synchronous and asynchronous classes to continue with education. Most of the teachers in face-to-face classes did not have previous experience with online, distance or blended learning so that they had to be trained to use different tools such as online platforms and applications to teach from home. This training was not previous online classes; teachers had to learn while teaching and students had to learn while taking classes. Some situations or problems that arose from the lack of teacher and student technical training were: technical problems, lack of internet or problems with the different learning platforms; the normal speed of teaching and learning changed and new strategies and teaching techniques were adopted. Students´ perspective about the classes was modified due to the time invested, activities and resources used in synchronous and asynchronous lessons. The concern of the researcher was to know how the language teacher supported students during and after the period of adjustment from face-to-face lessons to synchronous and asynchronous lessons; in order to know whether the companionship of a language teacher makes a difference in their learning in spite of the fact that they have more digital resources when working online.

Literature review

Synchronous learning takes place when a teacher meets his students on a specific online platform to teach a lesson; communication occurs in real time (the date and time are set previously), so that questions and answers can be asked and responded immediately (Amiti, 2020; Skylar, 2009).

Asynchronous learning occurs when there is no interaction in real time among teacher and students; during asynchronous learning, students can work on their own pace, this is individual learning that offers flexibility to work any time or any place (Hrastinski, 2008; Xie et al, 2018). In order to organize their time to carry-out their obligations at work, school, or home, students can have synchronous learning. (Hrastinski, 2008). So that they can organize their time in order to do all their obligations at work, school or home. Gazan (2020) concluded that students find flexible this type of learning as it is easy and comfortable.

White et al (2010) synchronous learning let remote students interact with the instructor of the lesson and comment about the class, in other words, learners have similar behavior to on-campus students.

Yamagata-Lynch (2014) concluded that synchronous online learning help learners develop an attachment with their peers and instructor but also be engaged to the activities of the course. Instructors need to have equilibrium between the flexibility of this type of learning and the different structures to benefit from the flexible space.

Bower, Dalgarno, Kennedy, Lee & Kenney (2015) suggest that there are practical, educational and economic benefits due to the blended synchronous learning. In some education institutions can have several learners keeping the same amount of classrooms at little cost but with the possibility to expand having new students (Rogers et al., 2003).

Irvine et al. (2013) proposed a principle which promotes autonomy and how the learning access is when using synchronous, asynchronous and open online learning. Blended synchronous learning allows remote learners to participate in the different activities at the same time that the on-campus students.

When working asynchronous, students develop skills needed for autonomous learning. Crome, Farrar and O'Connor (2009) define autonomous learning as "the capacity to think for oneself"; this capacity is a habit that is develop gradually. Bound (1988) presents another definition to autonomy in which he emphasizes the responsibility and independence that a learner has. Holec (1981) comments that autonomous learners can immediately use what they learnt outside the learning context.

Autonomous learners are responsible of using learning strategies and evaluate their learning process, nevertheless, they still need a teacher to provide feedback, organize and guide their learning. Being a lifelong learner needs time, patience and support during the process of becoming autonomous (Yan, 2012). Richards and Rodgers (1986) suggest a classification of roles for teachers in autonomous learning: a) managers and organizers (give clear instructions, organize the activities, time and students); b) facilitator (provide motivation, helping students to develop their skills and knowledge or guide to resource); y c) counsellor (advice student to achieve their learning).

Nunan (1996) states that autonomy increases when learners use the language in productive tasks, they select the content, self-monitor, self-assess and evaluate their own progress.

Assinder (1991) implemented peer-teaching model in which students presented videos to one another, they gave feedback by providing their points of view and evaluations. This activity increased participation, responsibility, motivation and accuracy among the participants. Dam and Gabrielsen (1988) found that learners made decisions about the content and evaluation of their own learning; they also took responsibility of their own learning.

Teachers should encourage students in a language course. Firstly, learners need to know the benefits that they could get from speaking a foreign language such as getting a better salary, traveling, meeting new people, etc.), it is known as intrinsic motivation or self-motivation. Secondly, students are motivated through rewards that are given by the teacher when providing authentic material, implementing gamification, games, video, music, etc.; it is known as extrinsic motivation which is provided by an external factor (Richards, Richards & Renandya, 2002; Patel & Jain, 2008).

The process of teaching and learning demands involving feedback in order to help learners develop the four skills. Ur (2009) defines feedback as the information that a student receives about his performance when doing a task or presenting an exam. While Gower, Phillips and Walters (2005) mention that it is a teacher's responsibility as it helps students to evaluate their own progress and success. The objective of giving feedback is guiding students to improve their performance when using the language and to bring self-awareness and improvement. There are different ways of giving feedback, such as saying "good job!", clarifying the mistakes students could have in class, in a task or in an exam (Ur, 2005). This means that there is positive feedback that is given when students use the language correctly and it is not always used for assessing; it is used to help teachers to know the knowledge that students get, to know what parts of language need to be clarified. It is important to mention that students take advantage of it because they can change the wrong vocabulary, grammar point or pronunciation they are using so that they become aware of their own performance (Harmer, 2007; Ur, 2005; Gower, Phillips and Walters, 2005).

Methodology

Because of the COVID-19 pandemic, education had to be adapted to continue with classes where students and teachers had to learn how to interact among them with technology and internet. Before COVID-19 pandemic, students received instruction directly from the teacher in face-to-face classes and feedback was given. During synchronous and asynchronous classes, this activity changed as students had to work independently. In consequence, this study was aimed to know the influence of languageteachers support in synchronous and asynchronous online teaching.

This action research took place at the Language Center Orizaba that belongs to the Universidad Veracruzana, a public university in Mexico. The study was carried out from March 2020 to May 2020. The information of the participants in shown in table 1; there were students of two Basic English groups (A1 and A1+ level). The 53

participants were from 16 to 35 years old. The first group had 28 students in a Basic English 1 group (A1) and the second one had 25 in a Basic English 2 group (A1+); in both groups, there were men and women.

Table 1
Participants

	Group 1	Group 2
Name of the group	Basic 1	Basic 2
Language level	A1	A2
Number of participants	28	25
Age	16-35	16-35
Gender	Male, female	Male, female

Source: Direct

Two questionnaires were applied, a preliminary questionnaire at the beginning of the COVID-19 pandemic after the first four weeks without having face-to-face classes. A final questionnaire was administered at the end of the course. The objective of the preliminary questionnaire was to know about teacher's support during the period of adjustment from face-to-face classes to synchronous and asynchronous learning. The objective of the final questionnaire was to know the perspective of the students about their teacher´s support during synchronous learning. The 12 questions used in the first questionnaire were used in the second one too; to measure students' opinions the questions utilized a Likert scale. It is important to mention that authorities decided schools to stop having classes in March, it means that instead of having one holiday week, they had four weeks off.

Face-to-face classes were stopped without previous notice for those two groups as the last class was two days before the announcement for that reason, the teacher did not give them any instructions for the following weeks.

As a consequence, there was low teacher's support for those weeks. Students did not get any type of guidance in the last face-to-face class about how to work during those weeks off. Although, work was sent by the teacher and she explained in written form the instructions but there was no instruction in real time from the teacher nor in face.to-face session.

Schools were supposed to go back to work after the holidays but that did not happen. Authorities decided that people should stay at home, and then schools had to adapt classes so teachers could continue with lessons. Once synchronous classes started (after those four weeks off), the preliminary questionnaire was applied using Google Forms to know the influence of teacher's support up to this period of time. In that period of time, students worked by themselves doing exercises and checking new

topics sent by the teacher, they watched some tutorials and read some explanations.
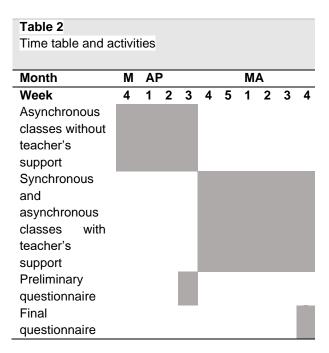
Following this activity, students had synchronous classes and asynchronous work was assigned to do independently. Both groups had a 5 hours class; one group on Friday and the other on Saturday. They received 3.5 hours of synchronous class every week and 1.5 hours of work to do at their own pace (asynchronously). For real time meetings, the teacher used Google Meet, she used WhatsApp and e-mail for communication, and for sending their assignments Google Classroom.

Every week, they had to attend their class from home or any other place at that moment; they had to participate in class and there was a weekly conversation to present in pairs. This conversation was an assignment about the topics learnt the previous week; they had to work during the week to write and practice the conversation. Other kinds of assignments were on different online platforms such as Kahoot, liveworksheets, wordwall or nearpod or exercises to answer and deliver.

During class, the teacher explained the activities, topics and homework as many times as needed and she was available for students during the week in a WhatsApp group. She also monitored the activities and gave them feedback. Students had midterm oral and written exams; as well as final oral and written exams. The teacher provided feedback by saying the things that were correct and incorrect; moreover, she explained how those things that were incorrect could be changed or modified. She also motivated them by saying positive words when doing a good job but when they had problems with the language, she encouraged them by showing how they could do better each time they needed.

The written exams were administered using Google Forms and the oral exams were on Google Meet. At the end of the semester, the final questionnaire was applied and Google Forms was used. The results were analyzed to compare the influence of teacher's support in synchronous and asynchronous learning.

Table 2 shows the different activities done during the research. The fourth week of March was the first week of the study; during four weeks students had asynchronous lessons without teacher's support. The following six weeks, students had synchronous and asynchronous classes.

Table 2
Time table and activities

Month	M	AP					MA			
Week	4	1	2	3	4	5	1	2	3	4
Asynchronous classes without teacher's support	▓	▓	▓	▓						
Synchronous and asynchronous classes with teacher's support					▓	▓	▓	▓	▓	▓
Preliminary questionnaire					▓					
Final questionnaire										▓

Findings and discussion

The results of the preliminary questionnaire and final questionnaire were compared to know the influence of teacher's support in synchronous and asynchronous learning.

Participants were asked about how comfortable they felt when they worked by themselves during the first three weeks with no classes and during the first two weeks of online classes; the information is shown in Table 3 named "Comfort with online classes". The results showed that during the adjustment period, 34% (18 students) of them answered that they felt neutral; while 24.5% (13 students of them) agreed about feeling comfortable with this new class. Also, 20.8% of them (11 students) said they disagreed about being comfortable; while 13-2% of students (7 participants) said they strongly disagreed about being comfortable. Only 7.5% that corresponds to 4 students mentioned that they strongly agreed about feeling comfortable with the new dynamic in class.

In the questionnaire applied at the end of the course, people´s feelings about feeling comfortable changed 32.1% (17 students) stayed neutral but 26.4% (14 students) agreed and 17% 9 students) said they strongly agreed about being comfortable. Although, 15.1% (8 students) mentioned that they disagreed and 9.4% (5 students) said they strongly disagreed.

This hints at the fact that the researcher thinks that those who felt neutral about feeling comfortable stayed almost the same. On one hand, those who agreed and strongly agreed were from 17 to 23 people. That could have taken place because they became accustomed to the new type of lesson, they were more familiar with technology,

working online, having a camera on and the guidance that the teacher offered during the synchronous lessons.

On the other hand, those who disagreed and strongly disagreed dropped from 18 to 13. Those 5 people could have felt more comfortable with synchronous classes and working by themselves at home as they had more tools to work from home.

Table 3

Comfort with online classes

Types	DADJUS		AADJUS	
	fr	%	fr	%
Strongly agree	4	7.5	9	17
Agree	**13**	**24.5**	**14**	**26.4**
Neutral	**18**	**34**	**17**	**32.1**
Disagree	**11**	**20.8**	8	15.1
Strongly disagree	7	13.2	5	9.4
Total	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

Table 4 shows the necessity of having the teacher to promote interactiveness and learning. Results make evident that during the period of adjustment, most of the students agreed in a 47.2% (25 students) that the teacher is necessary for promoting interactiveness. 37.7% of them (20 students) stayed neutral to this statement; 13.2% (7 students) strongly agreed and 1.9 % (1 student) strongly disagreed about it. But at the end of the semester 54.7% (29 students) strongly agreed about the necessity of the teacher to promote interactiveness, 35.8% (19 students) agreed about it. Those students who stayed neutral were less and the percentage dropped to 9.4% (5 students).

Table 4

The necessity of having the teacher to promote interactiveness and learning

Types	Interactiveness				Learning			
	DADJUS		AADJUS		DADJUS		AADJUS	
	fr	%	fr	%	fr	%	fr	%
Strongly agree	7	13.2	**29**	**54.7**	8	15.1	**21**	**39.6**
Agree	**25**	**47.2**	19	35.8	25	47.2	21	39.6

Neutral	**20**	**37.7**	5	9.4	**19**	**35.8**	11	20.8
Disagree	1	1.9	0	0	1	1.9	0	0
Strongly disagree	0	0	0	0	0	0	0	0
Total	53	100	53	100	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

Something similar happened with the promotion of learning. During the period of adjustment, 47.2% (25 students) agreed; 35.8% (19 students) stayed neutral about the statement. Also, 15.1% (8 students) strongly agreed and only 1.9 % (1 student) disagreed. There was a changed at the end of the semester, 39.6% (21 students) strongly agreed and other 39.6% (21 students) agreed; and 20.8% (11 students) stayed neutral about the necessity of having the teacher for promoting learning and interactiveness.

Data reveals that in both situations the tendency was similar, it might have been because students are used to having someone who tells them what to do, how to do it. In this case, the teacher is the guide who integrates students that are shy or introverted. When some students needed help to start a conversation or to work with another student, the teacher is the person who motivates him or her to work collaboratively.

Table 5 shows the results related to the relationship among teacher's companionship, motivation and having a positive influence on students. Results demonstrate that 58.5% (31 students) agreed during the period of adjustment that motivation is built with teacher's help during the class. Additionally, 20.8% (11 students) either strongly agreed or stayed neutral with the statement. At the end of the semester, 67.9% (36 students) strongly agreed, 17% (9 students) agreed; 9.4% (5 students) stayed neutral, 3.8 % (2 students) disagreed and 1.9% (1 student) strongly disagreed. That might be due to the positive feedback used during the class and the interactiveness that was promoted with the activities.

Table 5

Relationship among teacher's companionship, motivation and having a positive influence on students

Types	Motivation				Positive influence			
	DADJUS		AADJUS		DADJUS		AADJUS	
	fr	%	fr	%	fr	%	fr	%

	fr	%	fr	%	fr	%	fr	%
Strongly agree	11	20.8	36	67.9	15	28.3	35	66
Agree	31	58.5	9	17	30	56.6	11	20.8
Neutral	11	20.8	5	9.4	7	13.2	6	11.3
Disagree	0	0	2	3.8	1	1.9	1	1.9
Strongly disagree	0	0	1	1.9	0	0	0	0
Total	53	100	53	100	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

Regarding having a positive influence on students during the period of adjustment, 56.6% (30 students) agreed; 28.3% (15 students) strongly agreed; 13.2% (7 students) stayed neutral; and 1.9% (1 student) disagreed. At the end of the semester, 66% (35 students) strongly agreed; 20.8% (11 students) agreed; 11.3% (6 students) stayed neutral; and 1.9% (1 student) disagreed. Consequently, students are used to have face-to-face classes need to have a teacher who constantly motivates them so that she could be a positive influence on them as some comments from the participants mentioned in the questionnaires. Having a teacher who provides feedback, interaction and motivates students can be a positive influence on students.

Due to the COVID-19, teachers had to migrate to online classes; they had to use technology to teach. Teachers used different learning platforms such as Kahoot among others but they also continued working with the text book. For that reason, table 6 focuses on teacher's motivation for doing exercises from the book and activities in learning platforms.

Table 6
Teacher's motivation for doing exercises from the book and activities in learning platforms

Types	Activities in learning platforms				Exercises form the book			
	DADJUS		AADJUS		DADJUS		AADJUS	
	fr	%	Fr	%	fr	%	fr	%
Strongly agree	11	20.8	31	58.5	9	17	11	20.8
Agree	18	34	18	34	3	24.5	15	28.3
Neutral	18	34	3	5.6	22	41.5	22	41.5
Disagree	2	3.7	1	1.9	6	11.3	4	7.5
Strongly disagree	4	7.5	0	0	3	5.6	1	1.9
Total	53	100	53	100	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

During the period of adjustment, 34% (18 students) either agreed or stayed neutral about the statement of the teacher motivating students to do activities in learning platforms; 20.8% (11 students) strongly agreed; 3.7% (2 students) disagreed and 7.5 (4 students) strongly disagreed. At the end of the semester, 58.5% (31 students) strongly agreed; 34 % (18 students) agreed; 5.6 (3 students) stayed neutral; and 1.9 % (1 student) disagreed. As it can be seen, students recognized that their teacher motivated them to work on learning platforms, at the beginning they did not know how to use it but eventually, they got used to them. The importance of showing how to use new platforms during classes can make a difference for students as they practice before doing it by themselves.

As it was mentioned before, the teacher continued working with the text book and workbook. The teacher asked students to answer the exercises from the workbook; she also motivated them to work with the workbook as much as she motivated them to work with learning platforms. The results during the period of adjustment were; 41.5% (22 students) stayed neutral; 24.5% (13 students) agreed. 17% (9 students) stronglyagreed; 11.3% (6 students) disagreed and 5.6% (3 students) strongly disagreed. At the end of the semester, the results were: 41.5% (22 students) stayed neutral; 28.3% (15 students) agreed, 20.8% (11 students) strongly agreed; 7.5% (4 students) disagreed; and 1.9 % (1 student) strongly disagreed. The results were almost the same in both periods; this could be due to the liking that participants had on the new learning platforms or they were more interested in the innovation that was offered by technology. The teacher motivated them to work with both resources but the workbook was not interactive, it did not use technology and it might have been perceived as boring if they compared it with the interactiveness provided by learning platforms.

Table 7 shows the results to know the necessity of having a teacher participating in online classes and its relationship for faster and easier learning. On one hand, during the adjustment period, 58.5% (31 students) agreed that teacher´s companionship was necessary for faster learning. Also, 22.6% (12 students) strongly agreed and 18.9% (10 students) stayed on the opposite end of the continuum. On

the other hand, at the end of the semester, 41.5% (22 students) strongly agreed; 24.5% (13 students) mentioned that they either agreed or stayed neutral about the statement. Although, 7.5% (4 students) said they disagreed and 1.9% (1 student) strongly disagreed. At the beginning, 81.1% that corresponds to 43 students thought that a teacher had influence on how fast they learnt. After working by themselves and developing more learning strategies for autonomous learning, they realized that not only teachers have influence on how fast they learn but on the strategies they applied; for this reason, at the end of the semester only 66% (35 students) continued with the same thinking. It is important to mention that 7.5% (4 students) disagreed and 1.9% (1 student) strongly disagreed that only the teacher had influence on how fast they learn.

Table 7

Necessity of having the teacher participating in online classes and its relationship for faster and easier learning

Types	Faster learning				Easier learning			
	DADJUS		AADJUS		DADJUS		AADJUS	
	fr	%	fr	%	fr	%	fr	%
Strongly agree	**12**	**22.6**	**22**	**41.5**	**15**	**28.3**	**18**	**34**
Agree	**31**	**58.5**	**13**	**24.5**	**26**	**49.1**	**18**	**34**
Neutral	10	18.9	13	24.5	12	22.6	**14**	**26.4**
Diagree	0	0	4	7.5	0	0	2	3.8
Strongly disagree	0	0	1	1.9	0	0	1	1.9
Total	53	100	53	100	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

The results show that during the period of adjustment 49.1% (26 students) agreed about the necessity of having a teacher participating during the classes for easier learning. Moreover, 28.3% (15 students) mentioned that they strongly agreed while 22.6% (12 students) stayed neutral. At the end of the semester, 34% (18 students) agreed or strongly agreed about the influence of a teacher for their easier learning. Also, 3.8% (2 students) disagreed and 1.9% (1 student) strongly disagreed. Therefore, students became more critical about their own learning as they had to work by themselves doing some activities either with a textbook or a learning platform. Then, a teacher is not the only who influences their learning, the strategies they use and the different resources also do influence it.

Table 8 named "having a language teacher in synchronous and asynchronous classes is as important as in face-to-face classes" shows that during the period of adjustment 45.3% (24 students) agreed about the statement and 34% (18 students) strongly agreed. Additionally, 11.3% (6 students) stayed neutral; 7.5% (4 students) disagreed and 1.9% (1 student) strongly disagreed. After the adjustment period the results were; a) 56.6% (30 students) strongly agreed; b) 28.3% (15 students) agreed; c) 13.2% (7 students) were neutral; and d) 1.9% (1 student) strongly disagreed about it. Evidence illustrates that a language teacher companionship is important not only for face-to-face classes but for those who study autonomously. When a persona decides to study online or has synchronous and asynchronous classes, there is a necessity of having someone who guides them clarifying doubts, giving feedback and help them understanding the dynamic of the course.

Table 8

Having a language teacher in synchronous and asynchronous classes is as important as in face-to-face classes

Types	DADJUS		AADJUS	
	fr	%	fr	%
Strongly agree	**18**	**34**	**30**	**56.6**
Agree	**24**	**45.3**	**15**	**28.3**
Neutral	6	11.3	7	13.2
Disagree	4	7.5	0	0
Strongly disagree	1	1.9	1	1,9
Total	53	100	53	100

Source: Direct   n=53
DADJUS: Period of adjustment from face-to-face classes to synchronous and asynchronous
AADJUS: 3 months after the adjustment from face-to-face classes to synchronous and asynchronous learning
fr: frequency
%: percentage

Conclusions

This study investigated the support that a language teacher can offer in synchronous and asynchronous online teaching. COVID-19 fostered teachers and students to migrate to a new way of online teaching and learning but any of them were prepared to such changed so they had to adapt.

Online teaching and learning demand students and teachers to be efficient, to know how to use technology and the different internet platforms.

Students who did not feel comfortable at the beginning of synchronous and asynchronous online teaching stayed feeling the same even after 3 months of this type of work.

It is important to mention that students who adopted online teaching and learning needed the teacher's companionship to be motived to do the different activities either in text books or online platforms.

Regarding interactiveness and learning, teacher's support was important as she motivated students and she was a positive influence when promoting interactiveness among students when having synchronous online teaching by the feedback and help offered.

Teacher's participation during synchronous classes was not a factor that influences students' learning to be faster and easier because students learnt strategies that autonomous students apply when working by themselves and this helped them to become more aware about their learning.

To conclude, a teacher is important at any time of the teaching and learning process, in synchronous and asynchronous online teaching or in face-to-face classes as a teacher is a positive influence that motivates students.

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