

A methodology that came to stay

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Since everything started, in March 2020 it's been a long path of struggling. No one ever told us the many challenges we were about to face. The range of problems arising every day are unimaginable. It wasn't enough just being able to use your computer the way you were used to, now you had to learn how to use new tools in order to give your lessons. It is compulsory to be updated in this sense, but, sadly, no matter how good you are with technology or if you prepare the best online lesson ever, if your students are not able attend to your online class all efforts are wasted. And regrettably, that's a certain truth in our region.

In my short career as an English teacher, I've seen that internet access is a privilege that most people can't afford. And if this wasn't enough, the inexperience of the students to use Gmail or platforms such a Google classroom does nothing more to add to this pile of stressful situations, to say the less. Going further, one of the biggest negative impacts that this new teaching context has brought for me it's the management of my working hours. Everyone has my phone number and it gives them the opportunity and belief that I have to answer when they want me to, and that is usually immediately. There are only work hours and no time for my personal activities whatsoever.

There are many complaints, but not everything is as bad as it seems, there are some pros to the actual situation. Firstly, it forced us to update ourselves to new ways of teaching and to get the best out of technology in every lesson. It also allowed us to gain access to online training and courses in order to prepare ourselves and update our teaching techniques, that in a different context we probably would have not been able to attend to. And finally, it empowered us to share our experiences with many other teachers and create many instances to share our learnings, findings and feelings.