

**The Effect of Interactivity and Sense of Community Strategies in Students' Engagement
During a Virtual English Course**

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Contents

1. Contextualization	7
2. Research Statement.....	9
2.1 General objective	11
2.2 Specific Objective.....	11
3. Literature Review.....	12
3.1 Class Interactivity	12
3.2 Sense of Community Strategies	14
3.3 Virtual Courses	15
3.4 Task Based Learning.....	16
4. Research Design.....	17
4.1 Collaborative Action Research	18
4.2 Participants.....	18
4.3 Roles	19
4.4 Cycles.....	19
5. Instructional Design	22
5.1 Procedure	26
6. Data Analysis and Discussion.....	27
6.1 Level of Interactivity.....	28
6.2 Content Preparation	32
6.3 Style of Teaching	38
7. Discussion.....	41
7.1 Level of Interactivity.....	41

7.2 Content Preparation	41
7.3 Style of Teaching	42
8. Conclusions.....	44
8.1 Limitations	46
8.2 Further Research	46
References	47
Appendages.....	53

List of Figure

Figure 1. <i>Distance education online environment interactivity/community-process model</i>	10
Figure 2. <i>Process of Action Research through time</i>	20
Figure 3. <i>Willis' Task-Based Cycle (1996, p.38)</i>	25
Figure 4. <i>WhatsApp group messages, Students receive instructions and material</i>	34

List of Appendix

Appendix A. <i>Participant Consent forms</i>	53
Appendix B. <i>Contextualisation Survey</i>	56
Appendix C. <i>Notes from Video Recordings – Checklist</i>	58
Appendix D. <i>Diagnostic Exam done on liveworksheets.com with access link</i>	60
Appendix E. <i>Observation Protocol Form with Descriptive and Reflective notes</i>	69
Appendix F. <i>Interview Focus Group</i>	71
Appendix G. <i>Student Preference Survey</i>	72
Appendix H. <i>Sample Lesson Plan</i>	73
Appendix I. <i>Observation Form Cycle 1 Chess</i>	88
Appendix J. <i>Observation Form Cycle 1 Ludo</i>	92
Appendix K. <i>Observation Form Cycle 2 Tic Tac Toe</i>	95
Appendix L. <i>Observation Form Cycle 2 Rock Paper Scissors</i>	98
Appendix M. <i>Cycle 1 Focus Group Transcription</i>	101
Appendix N. <i>Cycle 2 Focus Group Transcription</i>	113
Appendix O. <i>Student Artifacts – Reports</i>	126

Abstract

This study describes an action research project carried out with a group of students from a private elementary school in La Estrella Antioquia. The study aimed at reflecting on and describing the factors involved on what effects interactivity and sense of community strategies have during a virtual English course in a task-based environment, completed by the researcher, and from the viewpoints of a group of students regarding the application of sense of community strategies to improve their vocabulary. Data was collected through observation forms, surveys, focus group, and student artifacts, then analyzed by organizing and coding the information, afterwards categorizing it into themes that allowed an interpretation on what effects do interactivity and sense of community strategies have in a task based virtual course. The results of the study gave insights regarding the application and use of sense of community strategies, the students' performance, pros and cons, perceptions and feelings that they had about the practice. All things considered, there was a comprehensible and pertinent connection that sense of community strategies can positively affect learner interaction during virtual learning.

Keywords: class interactivity, sense of community strategies, virtual courses, task-based learning.

Resumen

Este estudio describe un proyecto de investigación-acción realizado con un grupo de estudiantes de una escuela primaria privada de La Estrella Antioquia. El estudio tuvo como objetivo reflexionar en y describir los factores involucrados en cómo se afecta la interacción y las estrategias de sentido de comunidad durante el aprendizaje virtual en un entorno de aprendizaje basado en tareas, realizado por el investigador, y desde los puntos de vista de un grupo de estudiantes con respecto a la aplicación de estrategias de sentido de comunidad para mejorar su vocabulario. Los datos se recolectaron a través de diarios del maestro, encuestas, grupos focales y artefactos de alumno, luego se analizaron organizando y codificando la información, y después categorizarla en temas que permitieron la interpretación de que efectos tienen la interacción y las estrategias de sentido de comunidad en un curso virtual basado en tareas. Los resultados del estudio arrojaron luz sobre la aplicación y uso de las estrategias de sentido de comunidad, el desempeño de los estudiantes, pros y contras, percepciones y sentimientos que tenían sobre la práctica. A fin de cuentas, hubo una conexión comprensible y pertinente de que el sentido de las estrategias comunitarias puede afectar positivamente la interacción del alumno durante el aprendizaje virtual.

Palabras Clave: interacción en clase, estrategias de sentido de comunidad, curso virtual, basado en tareas, aprendizaje basado en tareas.

1. Contextualization

This research proposal has been completed in Colegio La Presentación De la Estrella, which is a private Catholic school in La Estrella, Antioquia. Sixth grade students were chosen to be the participants of this research study. (Appendix A Consent Forms) There are 30 students in this class and they all belong to middle working-class families that live in level 4 social stratum, determined by a survey given to participants (Appendix B Contextualization Survey Questions).

The EFL (English as a foreign language) program in this school has an intensity of 3.3 hours per week and it is taught by 2 teachers that handle primary and high school grades. Students are not divided into levels but instead are given the standardized objectives following national guidelines. In addition, the school provides acceptable physical resources to carry out their academic process, such as having adequate classroom space and equipment to view and listen to multimedia material, which are a video projector and television with Wi-Fi connection for the teacher's laptop computer.

To emphasize this institution follows the government's national educational competencies and norms set forth by the ministry of education and it is guided by Human-Christian values. The values that guide the pedagogical activities are devotion, kindness, respect, service and community. Furthermore, it is important to mention that it is managed by Catholic nuns which are assigned by vocation to run the school.

Additionally, another survey was applied and its results (Table 1 Survey Question 19) confirmed that during COVID-19 restrictions, the school had to support their learning process with virtual classes in accordance with the Ministry of Education (2020) resolution which ordered the suspension of face to face classes and the beginning of virtual classes to continue with the learning process. As a result, during this time 70% of students lowered their grades and felt that there was no sense of community, no effective interaction with the teacher or their classmates, the teacher

was not always able to handle modern technology and sometimes even felt “disconnected” from the lessons, evidenced from the survey results (Table 2 Survey Questions 23, 25, 26).

To conclude, this group was chosen after observing the need to improve their overall English level to meet national standards and student’s expressed willingness to retake virtual classes (Table 3 Survey Question 29). Thus, the researcher sees a benefit in using this particular group to analyze and contrast class interactivity and a sense of community strategies to show how these strategies affect student’s interactivity during virtual classes.

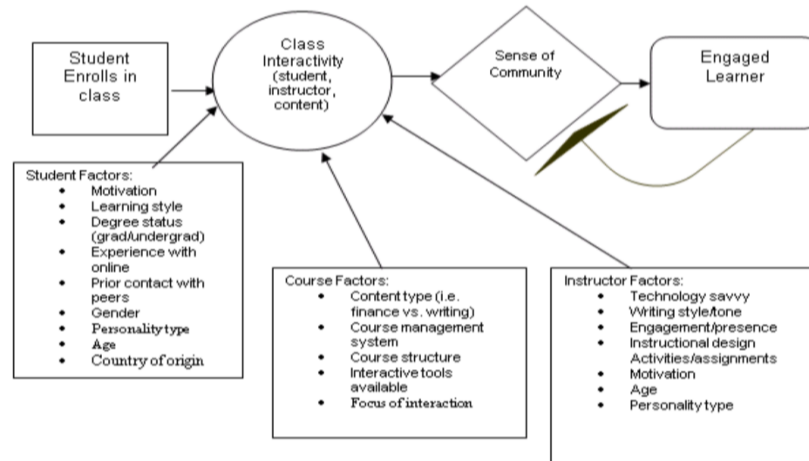
2. Research Statement

During the passing of time, education in Colombia has changed and adapted itself to the students’ needs in order to facilitate learning. Initially education was given in a face-to-face context where teaching is conducted synchronously in a physical learning environment. With the development of technology distance education was introduced as an alternative to traditional face-to-face classes. Distance education was defined as education where learners are separated and interactive communication systems are used to connect learners, resources and instructors (Simonson et ál., 2019). The Colombian Ministry of Education (2017) asserts that with the support of Information and Communication Technologies (ICT), virtual education is an action that looks to promote academic spaces and establish new ways of teaching and learning, giving Colombians more opportunities for quality education.

Through observations while working in private schools such as Gimnasio De Los Cerros in Bogota for over 5 years I was able to evidence teaching face-to-face groups and being able to contrast them to virtual classes when teaching online during covid-19 restrictions. Consequently, noticing that during face-to-face classes, I was able to apply good discipline and control. Contrary

to online classes whereas aforementioned students online tend to have less engagement during the lessons. For instance, with notes taken from recordings done during virtual classes with sixth grade participants (Appendix C - Notes from Video Recordings - Checklist) it was evident that from twenty-six suggested strategies by Martin, F. & Bolliger, D.U. (2018), including three main categories: learner to instructor, learner to content and learner to learner interactivity strategies, only seven were included in the lesson. Lack of engagement is also mentioned by Hussain, Zhu, Zhang, and Syed (2018), they tell us that the most significant challenge and cause for lower grades and students' low motivation is the need for students to interact, maintain and sustain their engagement when learning online. Lear (2010) shows us the interactivity/community-process model for online learning (Figure 1) which directly connects student, instructor, content interactivity and sense of community to learner engagement and improved performance. Kumar, P., Saxena, C. & Baber, H. et al (2021) pointed out three interaction dimensions fundamental for and central to success in an online environment: (1) learner-to-learner interaction, (2) learner-to-instructor interaction, and (3) learner-to-content interaction, which directly connect our study. Since this study is based on interactivity and its effects on student engagement this model was used to govern the structure for this research.

Figure 1. *Distance education online environment interactivity/community-process model*



Note: Distance education online environment interactivity/community-process model.

Moreover, more than one study suggests that increased interactivity creates an engaging learning process so as to have meaningful and an enduring learning experience (Martin, & Bolliger, 2018). Therefore, the issue emerges on how the proposed strategies affect learner engagement when teaching virtual courses.

Hence question arises:

What is the effect of interactivity and sense of community strategies in a task-based virtual English course?

2.1 General objective

To reflect upon the effect of interactivity and sense of community strategies in a task-based virtual English course.

2.2 Specific Objective

To describe the factors involved in class interactivity and sense of community strategies in a virtual English course.

3. Literature Review

This chapter describes and discusses the theory and constructs that frame this research project. These four fundamental pillars are class interactivity, sense of community strategies, virtual courses and task-based learning. Each construct is fundamental for this study, class interactivity is the way to interchange information, sense of community strategies is use to affect engagement, a virtual course is used as the platform to carry out the lessons and task-based learning is the approach to carry out instruction.

3.1 Class Interactivity

Teaching is an interactive action while being the center of communication and the goal of foreign language learning is communication, affirms Hanum (2017). Furthermore, interactivity occurs among learners, learner-teacher and teacher learner, thus communication comes from interaction since in communication there must be interaction among people who have shared something. Nasir, Yusuf, & Wardana (2019), say that classroom interactivity happens when there is an exchange of thoughts, feelings or ideas between an instructor and learners or a learner and other learners resulting in a mutual learning effect.

Teacher-learner interaction is considered as one of the most important factors in class interactivity and cannot occur without the instructor's presence (Rustandi, 2017). Rustandi also notes a proposed pattern for teacher learner interaction: initiation, response and feedback (IRF) (2017). The teacher should initiate by doing something to get the students involved, ready and engaged. Students then respond to the stimuli and interact with the teacher by performing or carrying out the response. The last completes the cycle, and the teacher gives feedback or follows

up on the student's response and gives a conclusion to the teacher's stimuli and the student's performance. A study conducted by Li (2018) suggests that IRF had a potential to increase language learning opportunities and promotes student engagement, thus fitting the needs of this research.

Moreover, classroom interaction happens in different dimensions such as verbal instructions or responses from students or questions made by teachers, nonverbal such as body expressions or signals, personal and pedagogical practices that are part of the lesson plan (Sundari, 2017). Interaction in the classroom is for the most part started by the teacher talking to the students. Using both first and target language, teachers give instructions, asks questions, presents resources, model grammar, and corrects student errors. Nonverbal interaction includes eye-contact, facial aspects, and body signals. To handle an unforeseeable circumstance and bad behavior, teacher at times warn and encourage learners as actual pedagogical practices in classroom interaction. While building rapport teachers complement students and use jokes or include a funny topic is a sign of personal interaction practice (Sundari, 2017).

Finally, it can be concluded that classroom interactivity is not just a way to communicate to learners but is a critical factor and tool that can be used in this study to carry out the intended pedagogical goals. Class interactivity is the glue or arbitrator that connects teachers to learners and, in turn, this construct can be used to describe factors that are involved when teaching in a virtual course. The review through different conceptions and conclusions allows a connection between class interactivity directly to this study when it is necessary to reflect and describe sense of community strategies affect interactivity and as was mentioned before learner engagement comes from the desire to improve student achievement. A study done by Abou-how Khalil, Helou,

Khalifé, Chen, Majumdar & Ogata (2021), gives a wide variety of reasons why there is an overall decrease of engagement during online classes.

3.2 Sense of Community Strategies

The idea of creating a classroom community comes from the need of students to feel or sense that they are valued by others and by the group, that they feel responsible, have an obligation to each other as well as the institution they are in, and that learners share common learning goals which will lead them to fulfill their academic requirements (Innab et ál., 2022). This construct is chosen for the study due to the evidence of a positive relationship between a sense of community during virtual courses, student satisfaction and engagement. Achievements during virtual courses was greater among those who felt engaged and had a good relationship with their classmates and instructors (Innab et ál., 2022).

A significant experience during virtual courses is one that is based inside the community of inquiry (COI), composed of the most valuable participants in the learning process: students and teachers (Fiock, 2020). The COI is a model that aims to have a meaningful learning outcome by using three factors: cognitive presence, which is expressed in students' interaction with class resources; social presence, represented by students' relations with other learners and cultural aspects of the context they are in; and instructional presence, which is characterized by students' interaction with the teacher, the methods used and learning tasks (Fiock, 2020).

Past studies include four related dimensions when a sense of learner community is established: spirit, trust, interaction, and similar learning prospects and goals. A strategy that includes these four dimensions should yield a stronger sense of community (Streetman, R. R., 2018). An analysis of literature implies that instructors teaching virtual courses may promote sense

of community by paying attention to the following factors: a) transactional distance, b) social presence, c) social equality, d) small group activities, e) group facilitation, f) teaching style and learning stage, and g) community size (Streetman, 2018). Sense of community is one of the constructs of this study because it forms part of the reflection of how some of the mentioned dimensions, strategies and factors can be used to affect student interactivity while taking a virtual course.

3.3 Virtual Courses

Virtual courses generally refer to instruction in a learning environment where teacher and student are separated by time or space, or both (Hue, 2020). The Colombian Ministry of Education (2017) mentions that virtual learning came as a solution to those learners seeking to benefit themselves from scientific, technological and pedagogical advances since they did not have access to education due to their geographical location or high cost of commuting. Virtual courses are the development of formation programs where teaching and learning take place in cyberspace (Ministry of Education, 2017). Virtual education has grown quickly and globally in recent years with a variety of virtual courses at all levels including elementary, high school, colleges, universities and vocational institutions. Talking about the growth of virtual learning, Forbes forecasts the online education market will possibly reach \$350 Billion by 2025 rising from \$107 Billion in 2015 (McCue, 2018).

Virtual courses have gone through their own evolution of interpretation. Mane, Menon, & Gaikwad (2021,) show how virtual courses moved onto virtual learning environments by identifying new features such as a collaborative learning, designed information space, interactive social spaces, learners are not only active but actors that build the virtual spaces, integrate

heterogeneous technologies so as to have learning environments overlap physical environments. These features show how virtual learning went from interchanging information to actually designing, creating and interacting with not only the content but working along with the teacher and to work together for a more meaningful learning experience.

Then came the notion of virtual communities. Which came from learners spending time on lots of interactions, sharing goals and experiences, contributions to the learning process and having community activities during virtual courses (Dong et ál., 2020). There has been a widespread emergence of virtual communities in virtual learning and some theories, describes learning as the evolution of the individual in his or her social context or community (Haron et ál., 2017). For example, learning to be a teacher is not just learning about teaching, it is learning the values, learning the attitudes, traditions and troubles. In Colombia this notion of virtual communities is reinforced by the Ministry of Education (2017) when it requires virtual learning courses to include as a competency the fomentation of communication and interaction between learners, teacher and community.

Finally, looking at the local context in the city of Medellin, Colombia; the local Mayor's office has also recognized virtual learning as a valuable tool and allocated \$84.300 million Colombian pesos, during the past year to acquire 55,000 computers and tablets for public schools (Medellin Mayor's Office, 2022). This so virtual learning can be a support to the already established academic formation methods and also being the context of this study.

3.4 Task Based Learning

Task based learning (TBL) is an educational proposal and a pedagogical approach that uses tasks as a unit of instruction, point of central teaching, and as a learning resource (Taguchi, & Kim,

2018). The objective is to aim the focus of students when learning a language with regards to a given task in order to develop language skills (Alenezi, 2020). TBL motivates learners to socialize, work in groups, and interact with each other. While interacting with each other in mocked scenarios to carry out the task students help one another in learning, observe other's accomplishments, offer their opinions for solving a problem, interact by applying the language they know and knowledge from any previous experiences (Nychkalo et ál., 2020).

TBL is also known for its learner centered instruction while giving students chances to interact spontaneously in the foreign language and the capacity to engage in real life situations (Coronado-Rodriguez et ál., 2022). Furthermore, TBL is made up of three stages: Pre-Task, Task-Cycle and Language Focus. Pre-tasks presents the class topic by using vocabulary and phrases related to the topic. The task-cycle which promotes a comprehensive use of the language which influences learners to think critically to create natural learning contexts. Language focus takes a closer look at and evaluates the results from the task cycle (Coronado-Rodriguez et ál., 2022).

One of the reasons this approach was chosen for the study is because of the wide array of empirical evidence that is available and discusses how effective it is to implement TBL, it has also gained interest among instructors that use it frequently in language instruction (Nget et ál., 2020). In other words, TBL can provides the right conditions for language learning during this research. Through TBL, learners in this study are expected to have meaningful language learning because they are subjected to real life spoken and written language use, have the opportunity to use the language to do things, are encouraged to experience use and exposure and have the chance to focus on form.

4. Research Design

4.1 Collaborative Action Research

Collaborative Action Research (CAR) design and Task Based Learning approach were chosen as a way to target a specific problem in a classroom context in this case how interactivity and sense of community strategies affect learner interactivity when teaching virtual courses. CAR is interpreted as a methodical, self-critical process of profound research into one's professional interactions and the results of these actions, with others in a workplace or community context to move towards a common objective (Riel, 2019, pp. 1-3). In other words, CAR can be considered an appropriate research method that can be applied by current working service teachers in their actual position applying TBL to find solutions to teaching and learning issues encountered in class.

4.2 Participants

Ten sixth graders out of thirty students accepted to take part in the study and take private online classes as evidenced in consent forms (Appendix A Consent Forms). They are female students whose ages range from eleven to twelve years old. This chosen group of students were given a diagnostics exam (Appendix D: Diagnostic Exam) to determine their level according to the Common European Framework of Reference (CEFR) for language levels A1 and A2. The diagnostic exam was an interactive online test that included 9 activities which evaluated all skills: listening, reading, writing and speaking by filling in the blanks, listening to audio, recording their own voice and a short five-minute interview was completed to evaluate speaking. The test evaluated the comprehension and basic description of commonly used phrases and expressions related to their personal, family or peer information and local geography or studies. To highlight, the diagnostic test results (Table 4 Diagnostic Exam Results) confirm that more than 75% of the

group did not reach an A2 level in all the skills. Which is required by the Ministry of Education (2006) for sixth graders.

4.3 Roles

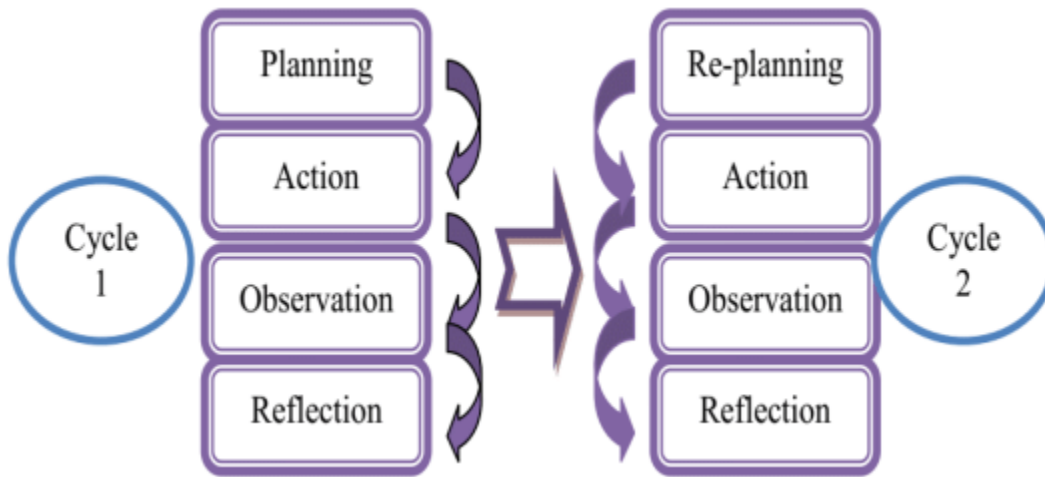
Collaboration is one of the main characteristics of this study as it focuses on the co-creation of knowledge of practices, involves cross questioning, break down and decentering; advice for people to hold themselves responsible for what they are doing and accept leadership for their own actions and can contribute to social and cultural change (Scoular et ál., 2020). That is why in this study the role of the researcher is also as a fully engaged active teacher participant who carries out lessons and reflects on the actions taken. Along with the participant who will also take part in the study by contributing not only with their participation but also with ideas, suggestions and opinions about the course and teacher.

4.4 Cycles

CAR takes shape as a helix of individual and collaborative self-reflective cycles (Figure 2) of planning a change, acting and noticing the process and outcomes of the change, reflecting on these processes and consequences, and then re-planning, acting and observing, reflecting, and so on (McTaggart et ál., 2017). Therefore, to complete this study two cycles were carried out. Each cycle lasted a week and a half which included three one-hour sessions. During each cycle virtual lessons were taught while also gathering information. After analyzing the data collected, a period of reflection took place to inspect the process and the feedback from the participants to then make changes accordingly. Finally, on the second cycle conclusions are made after closing reflections

and analysis of data to describe how interactivity and sense of community strategies affect students' engagement in virtual courses.

Figure 2. *Process of Action Research through time*



Note: This table shows the steps in each cycle of Collaborative Action Research

4.5 Data collection instruments

This study's research question targets the effect of interactivity and sense of community strategies on learner engagement during a task based virtual course. Hence, in order to describe such issues accurately and systematically, Mensah (2020), examples are used to organize data collection in the following manner: observation forms, surveys, focus group, and student artifacts. Starting with observations that include descriptive and reflective notes from teacher journals. Additionally, a participant feedback survey that includes structured and open-ended questions along with focus group meetings. Finally, student artifacts such as evaluation grades and final student reports.

Qualitative data analysis was chosen as the most appropriate for this research considering that the data collected comes from observation forms, focus groups, student artifacts

and surveys that included open ended questions and participants opinions as well as researchers' conclusions. Qualitative researchers study things in their natural context, trying to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research includes the studied use and collection of a variety of empirical data – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that explain routine and problematic moments and meanings in experiences (Aspers & Corte, 2019)

Observation is the systematic description of the events, behaviors, and artifacts of a social setting (Fry et ál., 2017). Teacher journals can help teachers investigate issues from a subjective or insider's viewpoint (Hyers, 2018). Descriptive and Reflective notes are recorded in a teacher's journal "Observation Protocol Form" (Appendix E), which will be completed immediately after each weekly cycle. Descriptive notes aim to record what happened during the observation without inferring feelings or responses to what is going on. Reflective notes are used to record reflections and insights about what is happening in the context (Rusmawan, 2017). The observation forms are used to carry out observations that contribute to analyzing the effect of class interactivity and sense of community strategies according to the Interactivity/Community Process Model (Figure 1).

Surveys can be used to gather a variety of information about people's opinions, perceptions, attitudes for planning or evaluating programs (Nayak, & Narayan, 2019). A "Student Feedback Survey" (Appendix F) was conducted at the end of each weekly cycle to gather feedback on students' experience and expectations on specific activities and tasks had by the participants during the cycle. This survey is adjusted according to the activities, tools and tasks used in each cycle. It included specific inquiry on strategies and activities used in each class.

Focus groups are defined as group conversations scheduled with participants to investigate a set of specific problems or to substantiate a hypothesis (Flynn et ál., 2018). This data will permit direct feedback from learners as well as the teacher, together to collaborate on adjustments and reflections that will take place as we move forward in each cycle. There will be a focus group held at the end of each cycle to gather feedback from our experiences and apply changes to the upcoming cycle. Focus group discussions will include and consider our initial interactivity and sense of community strategies.

Student Artifacts are the physical documents and records produced by students that permit teacher researchers to measure student performance, interaction and comprehension. These formal and informal documents give analytical data that can provide additional knowledge about participants (Bretschneider et ál., 2017). This data can validate, broaden, or test what has been collected with other data collection tools. There were two main artifacts which were taken to gather data: final academic reports (Table 5) and final student reports (Appendix P) were used to evaluate participant's academic performance during the cycle. Data gathered will be triangulated together with the remaining data collection instruments to improve credibility (Lemon & Hayes, 2020).

Finally, although action research is aimed at service teachers in their own practice, it is still regarded as research and should be coordinated and carried out by following ethical guidelines. You should ensure the welfare, privacy, and benefit of those you study or those who may be impacted by your study (Suri, 2020). To maintain and apply ethical guidelines permission was obtained from each participant with consent forms (Appendix A Consent Forms), and on all artifacts, documents or records, participant's names have been replaced with codes.

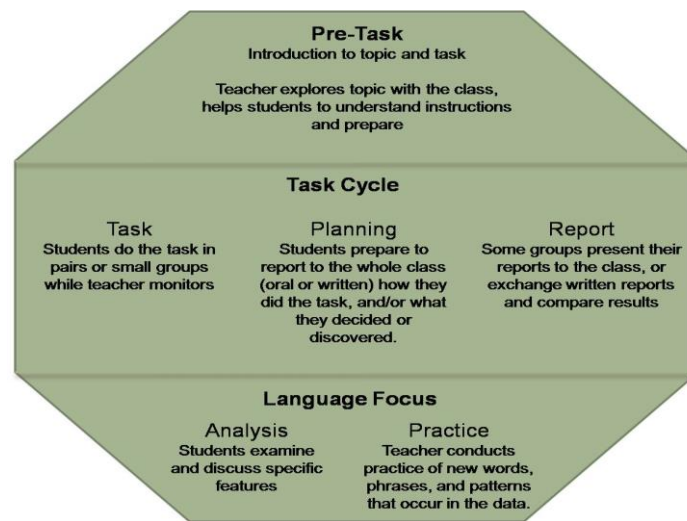
5. Instructional Design

The approach chosen for this research project is Task Based Language Teaching (TBLT), which is commonly used in the area of second language acquisition when promoting a syllabus that is centered on the process and creating activities to improve learners' real language use and focus on learners' communicative abilities (Coronado-Rodriguez et ál., 2022). TBL is made up of specific themes such as goal, input, procedure, and a specific outcome and it supports content-oriented meaningful activities rather than linguistic forms (Han, 2018).

Next, the three elements of TBLT, starting with a learner centered approach that allows learners to be both receiver and main participant. Giving learners a chance to communicate and engage. Improving their skill to produce the target language and resolve any communicative issues on their own (Han, 2018). The second element includes the structure of TBLT and how it follows distinct themes. TBLT sets a goal referring to the general intentions of the task which provides a connection to the curriculum of the participants 6th grade level. Includes 'Input' referring to the spoken, written and visual data that learners work with in the course of completing a task, and 'Procedures', specifies what learners will actually do with the input that is presented and will guide learners by giving them a starting point and a specific outcome. The third and final element supports activities that are oriented towards meaning rather than language (Han, 2018).

Han, Z., assures that TBA consists of three phases: Pre-task, Task Cycle, and Language Focus (Figure 3). The figure shows three stages: pre-task, task cycle and language focus. During the pre-task stage the teacher identifies and introduces the topic and learners feel motivated to perform the task. The teacher recalls and activates existing knowledge by exploring the topic and highlighting useful words and phrases which might be needed during task performance. The second stage, the task cycle, gives learners the chance to perform real world tasks with the teacher's supervision. It is advisable to have students work in pairs or in small groups at this stage. Also,

while planning, the teacher should provide all the necessary motivation by acting as a facilitator. Learners plan how to present the results of their work, generally by exchanging and contrasting final products. Students report the conclusions they have come to. The final stage, language focus, places emphasis on language characteristics used during the two previous stages. The language focus provides chances for students to analyze and practice specific language features that come from tasks.

Figure 3. Willis' Task-Based Cycle (1996, p.38)

Note: This figure shows the stages a Task-Based Cycle

The instructional design and pedagogical objectives were based upon four main supports. First, the EFL Suggested 6th Grade Curriculum Scheme by the Ministry of Education (Ministry of Education, 2016) where we can find the linguistic objectives. Second, the information gathered from an initial diagnostic test in which results showed the strengths and weaknesses of the participant group (Table 4). Third, to the Common European Framework where students were categorized in levels A1 and A2. Fourth, a short Preference Survey given to participants which resulted in participants preferring the topic of “games” (Appendix H). By combining the previously mentioned supports the researcher was able to create a syllabus that includes the linguistic objectives for 6th graders and using content that is on the appropriate level while providing them with the topic of their choice “Games” and focusing on speaking and written skills since this was proven to be their weakness. The syllabus’s title is “English Through Table Games (Speaking Practice)” and it’s composed of 6 lessons where students have the task of learning the basic rules and gameplay of the chosen table games such as chess, dominoes and others. At the

same time giving students the opportunity to practice and produce their own English language constructions.

5.1 Procedure

The lesson plan (Appendix I: Sample Lesson Plan) was developed with a pre-task activity and three stages and concluded with the teacher's assessment on the student's performance, attitude and participation. This process was followed during each lesson. Each pre-task activity is meant to introduce the topic and activate prior knowledge of the vocabulary and phrase construction. Students are then led on to the three later sequenced stages which are task, planning and report, to introduce and provide knowledge to the learners, and they can use the new knowledge to practice in different contexts and apply it to improve their communicative skills; "In this procedure the teacher introduces a situation which contextualizes the language to be taught". During each lesson the teacher will also conduct assessment and evaluation according to the students' performance and participation in the activities. Information and Communication Technologies (ICT) such as videos, interactive games, on screen writing tools, etc., will be used as resources in each activity.

Pre-Tasks for each cycle were organized on an online site where all content for the lesson was set for learners to have access prior to having class. This content was sent via group chat using a social media app. Pre-task consisted of short videos where learners received instructions as well as seeing the task being completed by others. Additionally, each pre-task had an interactive group quiz activity played online that quizzed learners on the content of the videos seen. From there we moved on to our task which was the actual playing of games such as chess, ludo, tic tac toe and rock paper scissors. During the first cycle students were broken up into pairs to complete the tasks. During the second cycle we completed our task in a group scenario. Students were able to carry

out the task and apply the vocabulary learnt. For the planning stage we had an additional interactive activity focused on reviewing vocabulary so as to prepare students to make their reports. The first cycle included pre-formatted presentations that allowed students to organize their ideas and presentations. For the second cycle students were given questions embedded directly onto the site for easier access.

Carrying out the task involved playing the actual games and practicing with others the basic strategy or process of each game assigned. We initially started with the game of chess and then went on to ludo, paper rock scissors and finally tic tac toe. For Chess and Ludo a third party application was used to play in pairs and compete against each other while for paper rock scissors and tic tac toe, we played using paper and pencil or just our hands to make the symbols needed. Each student had an opportunity to play and complete the task given. After carrying out the task the planning stage began where we prepared vocabulary to make our report of the basic rules of each game. We used an interactive group activity that allowed the whole group to answer multiple choice questions simultaneously to review the necessary information to make their reports. Finally, students were given the chance to make their own reports and present their learnt knowledge. For the first two games the report was done on a preformatted power point presentation and sent to the group chat for delivery to the teacher. For the second cycle students were given a set of questions and the choice to make their own artistic presentations, video or audio and then deliver to the teacher by group chat. After the review of their reports each learner was given a grade and they also had peer to peer evaluations for participation and their performance in the tasks.

6. Data Analysis and Discussion

This chapter describes the framework used to analyze and obtain findings from the data collected during the two completed cycles. Six steps were followed to analyze the information: data collection, preparation, reading, coding, categorizing into themes, and finally the interpretation of those themes (Adu, 2019). The first and second step included the use and application during the cycles of the data collection instruments which were: observation forms, surveys, focus groups and student artifacts, then preparing and organizing the information to be carefully read and coded. Carefully reading of the information to understand it and reflect on the content that showed any effects on interaction and then move onto coding the information in a matrix where categorizing could be done. While reading and reflecting on the data considering the most relevant information regarding the effects of interactivity and sense of community strategies three themes emerged that had significant influence. These themes were: *Level of Interactivity*, *Content Preparation* and *Style of Teaching*. These three categories will be reflected upon so as to describe the factors involved which affect interactivity and the sense of community strategies while learners engage during task based virtual classes.

6.1 Level of Interactivity

This category describes factors involved in the level of interaction and how they affected the sense of community strategies applied to the lesson. Sense of community strategies included use of discussion boards, chat sessions, group tasks, instructional videos, interacting with multimedia material, use critical thinking skills, finding information on their own and peer to peer assessment, as suggested by Martin and Bolliger (2018). Therefore, during this study each strategy was taken into consideration and applied. Bearing in mind the age of the students (10-11 years old) and not having their own mobile phone, some of the strategies were not implemented during the

study, one example was “social media”. Moreover, strategies such as discussion boards, chat sessions, blogs and wikis were unified into one chat group via WhatsApp app. Where the instructor was able to communicate with parents to coordinate class time and assistance, also send or receive material such as links to web pages, videos or apps. The group chat was also used for students to send their finished tasks.

Initially the level of interaction seemed very poor with most students in some of the strategies used during the first cycle. In the “Game of Chess”. Students manifested various reasons for their lack of interaction such as feeling bored or finding the game chosen for class complicated. Also, not being able to connect to class or use various applications at once. As evidenced in the following student excerpts and teacher observation form:

Focus Group: Item 1, line 54-55, Student 2: *“I kind of like chess because it seems a little boring to me but I had learnt it before.”*

Focus Group: Item 1, Line 76: Student 4: *“Well, chess seems good, sometimes it does get boring.”*

Focus Group: Item 1, Line 82-82, Student 5: *“I like it (chess) but I do get bored sometimes when I am playing it.”*

Focus Group: Item 1, Line 172-172, Student 2: *“Well, I had problems communicating with the person that I had to do the presentation with, well at the end very improvised.”*

Survey Item 1, Question 5 Answer: Student 1: *“Well I did not participate much since I didn’t attend a class.”*

Survey Item 1, Question 7 Answer: *“Chess is interesting but a bit difficult.”*

Observation Form: Item 1, Note 3, Cycle 1: *Chess group participation was almost none. Students did not seem willing to turn on cameras or answer questions.*

Student Artifacts: Item 1, Report Cycle 1: *7 out of 9 students had “low” score on participation/interaction during class.*

A time of reflection was taken to consider the student’s comments, suggestions and the observation notes so as to adjust in each of the strategies where lack of interaction occurred as pointed out by students. Since chess was so complex to play together, we concluded moving onto a more familiar game in the second lesson such as “Ludo” and some students manifested their agreement and expressed to having more interaction in the second lesson while playing Ludo.

Focus Group: Item 1, Line 274, Student 1: *“The best change was that we could really play ludo.”*

Focus Group: Item 1, Line 278-279, Student 6: *“In chess we did, well we did activities and all but in ludo we had more interaction.”*

After changing the game to a more familiar one, and reviewing the sense of community strategies, group tasks were adjusted to an inclusive interactive activity that involved all students and allowed them to compete with each other. Quizizz and Kahoot were used to carry out our group tasks. The change was applied in Ludo and the second cycle: The Game of Ludo, Tic Tac Toe and Paper Rock Scissors. Some students commented on the change pointing out some of their issues:

Focus Group: Item 1, Line 169-173: *“Ok, perfect. Student 4 what did you think of Kahoot? Could you do it? Did you finish? Could you participate?”* Student 4: *“It was very good. Yes, I finished it. It was a bit difficult but I did finish it and did not win.”*

Focus Group: Item 1, Line 179-181, Student 6: *“Teacher in my opinion, I would say that I did not like the Kahoot, because sometimes I can’t have two devices and going from one to the other to see your screen. To see the answers is very difficult.”*

These comments made by students highlighted that some questions were too difficult for students to understand. Besides, kahoot required students to change screens or have an additional device to see the answers. Which made it difficult to participate. Contrasted with other students who interacted more and commented positively:

Focus Group: Item 1, Line 255-257, Student 4: *“Well, I liked Kahoot better and because I noticed that when we did the Kahoot I saw that many participated and it was also very fun, we learnt vocabulary, we learnt from our mistakes.”*

Focus Group: Item 1, Line 266-267, Student 2: *“I liked most of all the Quizizz and the Kahoot, because it seemed that most others interacted in those two and where we had the most fun.”*

During the second cycle the adjustments made to the group tasks, videos, group chat and class site significantly affected interaction. Group tasks had whole class involvement and students could compete against each other. Easy to understand instructional videos were chosen and the group chat made was made more comprehensive and friendlier so parents could transmit information and also give a chance for learners to interact as well by sending finished tasks via the chat.

Focus Group: Item 1, Lines 256-257: Student 4 *“We did the Kahoot and I saw that many participated and also it was very fun.”*

Observation Form: Item 4, Note 3 Cycle 2: *Group tasks have become the most engaging activity in learner to learner interaction.*

Observation Form: Item 4, Note 8 Cycle 2: *We have gradually increased our engagement during class in our chat.*

Survey: Item 2 Q:1,2 Cycle 1: *Shows that during Ludo learners did not feel bored and increased motivation.*

Survey: Item 3, Q6: *Confirms good interaction in Quizizz 100%, Kahoot 100%, Gameplay 90%*

Student Artifacts: Item 2, Report Cycle 2: *All students showed improvement on their participation by having a good or great score.*

Student Artifacts: *At the end of the second cycle 8 students turned in their reports via group chat. Showing a more than 60% increment in participation when compared to the first cycle where there was no participation in the individual presentation.*

To summarize, the information shows that group tasks, instructional videos and interaction with multimedia material had an effect on class interactivity and influenced learner engagement. According to learners' statements, observation forms, survey results, performance and final grades, learner's interaction increased most when they were able to interact directly with their teacher or peers, as well as when the material had teacher presence for example instructional videos. Low interaction occurred when these strategies did not involve any interaction among peers or instructor.

6.2 Content Preparation

The second category emerged when the collected data repeatedly demonstrated that content preparation had notably affected community strategies. The strategies applied such as interaction with multimedia material, instructional videos, group tasks, chat sessions, peer to peer evaluations and use of critical thinking skills all needed a considerable amount of careful preparation that needed to examine quite a few aspects such as learner likes, age and vocabulary

level. One example of how content preparation played a critical role was the preparation of the chat sessions. Where it was necessary to create a group chat on WhatsApp that was initially mostly only seen and controlled by parents. The chat group was used to send class schedules and the link necessary to enter the class session and parents would only confirm assistance. During our class students were also motivated by the instructor to send messages directly in the class chat box to each other, but there was very little interaction via chat sessions throughout the six lessons.

Observation Form, Item 3, Note 1: *“WhatsApp has been used to communicate. It is definitely a working option since most of the learner group is too young. There is still a lack of discussion.”*

Even after motivating the students and assigning a leader to watch over the chat there was really very little to no participation among learners in the chat session. Here is an excerpt to a suggestion that a student made on our last lesson to improve our interaction in chat sessions.

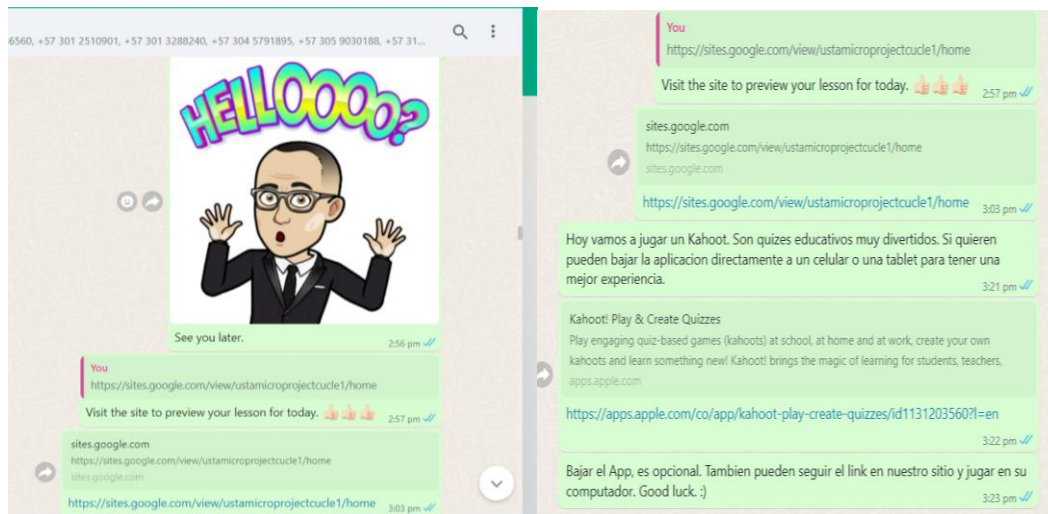
Focus Group: Item 2, Line 250-255, Teacher: *“Very few wrote something in the chat. How could we improve in the chat or what would motivate us to do it? Who can tell me? Students 4, tell me.”*

Student 4: *“An idea, well, would be that instead of writing we could also send pictures or something like that, I don’t know.”*

Additionally, in response to the open-ended question in survey item 3, Question 11: *“How did you interact with your peers?”* a total of 2 strategies were mentioned by 10 respondents. Most comments pertained to speaking to peers and only 2 comments pertained to messaging their peers. Showing that very few students made use of the chat to interact with their peers. Then, it was decided that a lesson site was required, in result a google site (Student Site) was created to group the whole lesson in one place and give students access to the material and tasks, days ahead of the actual class using our WhatsApp group chat.

Observation Form, Item 2, Note 8: *“The WhatsApp chat group was improved by sending the lesson site with all material days before the lesson as well as including the teacher’s personal emoji to make interaction more pleasant”*

Figure 4. *WhatsApp group messages, Students receive instructions and material*



Next, reviewing the literature, where it was found that, in general, online learners valued strategies that provide genuine interaction between learners and instructors and instructional videos where you could see the instructor (Martin & Bolliger, 2018). With this in mind it was considered to make my own pre-recorded instructional videos to increase instructor visibility. This strategy was applied on our last didactic unit Rock Paper Scissors. This is how students responded after the change:

Focus Group: Item 2, Line 56: Student 3: *“Yes, I believe you explain it better than the other video.”*

Focus Group: Item 2, Line 60-62: Student 4: *“Teacher, well both of them were very good, although they were short, they both explained well what they wanted to explain. But I liked the one you made better because I could understand you more.”*

Focus Group: Item 2, Line 81-82: Student 5: *“Well, I thought all the videos were interesting and cool and I also liked it much when you made your video since I understood more with your words.”*

We can reflect on the evidence that the preparation of pre-recorded instructional videos was a factor involved in class interactivity and learners expressed interested with all the videos and their content although some contemplation to improve the videos was considered such as to include simple, comprehensive vocabulary using clear and attractive graphics.

Observation Form, Item 4, Note 11: “This strategy was applied and it had good feedback as well. I also believe that making a video on my own is definitely a strategy to increase engagement. Students reacted well.”

Peer to peer assessment allowed learners to interact with each other by evaluating their classmates’ performances. Martin & Bolliger, suggests that Learner-to-learner interaction is extremely beneficial for online learning and generates student engagement while avoiding boredom (2018). Learners were initially instructed to evaluate their peers and send their evaluations via the assigned chat group on WhatsApp. During the first two lessons learners showed lack of participation. There were also some time limitations when carrying out peer to peer assessment since most of the time went to completing the lesson’s learning objectives. The following is a note from the observation form taken after the first unit:

Observation Form, Item 1, Note 4: *“There were no opportunities for students to assess each other, neither were any formats made or encouragement to do so. I believe the group chat at the final lesson can be a good opportunity to have students quickly assess each other.”*

After having the focus group and reviewing learners' comments more preparation and adjustments were done to the instructions and the way to carry out peer to peer assessments. Here is an excerpt from a student when speaking on peer assessment:

Focus Group: Item 2, Line 276-282, Teacher *“Choose the best person in class, the three that most participated. Do you think it is good like that or should we evaluate each other by name? Is it good to evaluate each other?”* Student 6: *“Teacher, I think it is good like we are, the three best ones. Yes, so our partners can see the errors they are making or if we are doing well.”*

Focus Group: Item 2, Line 297-299, Student 3: *“For me, yes. Because we are seeing like student 6 said. We are seeing if we have errors although it does not mean if we choose somebody is the best or worst it is simply to know where we made mistakes.”*

Peer assessment was prepared by having the instructions embedded directly onto the students' site and a link to send their remarks and the chosen best participants. This was considered since a more comprehensive preparation would allow interactivity to occur.

Another community strategy that affected interactivity and required extensive preparation were the group tasks. Group tasks were the Kahoots and Quizziz activities and the actual game play between students. Such as playing chess or ludo. As mentioned previously in “Level of Interactivity” group tasks had the highest level of interactivity and learners expressed an important change with the use of Kahoot and Quizziz which allowed them to independently interact with each other by competing and viewing each other's progress, but preparation of

quizzes had to be done question by question and it included graphics from the instructional videos. The programs allow for a very intuitive process, still preparation is detailed.

For the actual game play during the first and second lesson, students were broken down into groups using the zoom breakout rooms and were expected to play between each other using a website where students could login and play. Here are some of the comments from students regarding the activity:

Focus Group: Item 1, Line 44-45, Student 1: *“I was able to play with a friend, well with the board, it seemed fun for me to learn.”*

Focus Group: Item 1, Line 230-231, Student 3: *“Well, I mean, I liked playing too because I was able to play with Student 2 and well we did play for a little while and I did like it.”*

Focus Group: Item 1, Line 240, Student 7: *“Teacher, they were all good. The one I liked most was the game.”*

For unit 1-2-3 Chess, Ludo and Tic Tac Toe, game play was carried out in pairs and some groups had 3 participants. Zoom’s breakout rooms option was used and the teacher was able to enter each room and verify that the groups were able to play and assist with any difficulties that students were having while playing. In contrast to lessons 3 and 4 where the whole group was able to participate in a tournament without the use of breakout rooms. During the focus group meeting some students also manifested having some issues while playing the game with their peers. Here are some excerpts of what they expressed:

Focus Group: Item 2, Line 123-125, Teacher: *“Student 7, were you able to play?”*
Student 7: *“Yeah, but I mean it was a bit difficult. I had a group of 3 with Student 4 and Student 8, I think and well it was difficult because three of us entered and also the internet lagged and well the cameras failed and well, yeah.”*

Focus Group: Item 2, Line 105-106, Student 6: *“Well, also some negative aspects are that not many people can play like 10 or 20. up to 100.”*

Focus Group: Item 2, Line 133-134, Student 2: “Teacher, I liked the games very much although as others said, not many of us could play.”

I also commented on my field notes regarding some of the issues noticed when game play occurred:

Observation Form, Item 2, Note 3: *“Group tasks were much more engaging during our ludo lesson. The game is easier and less complex. Although we still had some connection issues during gameplay, most students were able to play and enjoy the game against each other.”* Note 17: *“Use less online activities. It makes it hard for students to open so many apps, choose a more age friendly game.”*

To conclude, group tasks also required careful preparation that had to examine likes/dislikes, student knowledge, age and vocabulary skill. From all the information gathered it can be said that content preparation played a critical role in interactivity and learner engagement.

6.3 Style of Teaching

The final category reflects on how the style or form of teaching was a significant factor that affected interactivity when using a task-based learning (TBL). TBL requires the lesson to have a student-centered process but as it was evidenced in “Level of Interactivity” that during the first cycle interactivity and engagement was very low in the first lesson “The Game of Chess”. This lack of interactivity made the class become teacher centered. Here are some excerpts to evidence what occurred.

Observation Form: Item 1, Note 9 Cycle 1: *Group tasks were eventually directed by instructor since lack of engagement was strong during the first lesson.*

Observation Form: Item 1 Extra Notes Cycle 1: *Activities were not task based. / It became a teacher centered class.*

Focus Group: Item 1, Q15 Cycle 1: *Shows how participation was low due to style of teaching “In some activities only two or three participated in class.”*

Student Artifacts: Item 1, Report Cycle 1: *More than 80% of learners did not reach their academic goals. Consider that the form of teaching had influenced these scores.*

After reviewing the observation forms, student testimonies and performance results it was decided that changes needed to be made to the style of teaching to make it a learner centered environment. Changes such as having student get more involved in the creation of the lesson, instructing learners to search for information on their own, guiding peer to peer evaluations, motivating learners to chat with each other and using parent’s authority to work alongside their children.

Observation Form: Item 1, Note 14 Cycle 1: *To increase engagement students will be guided to search for information on their own.*

Observation Form: Item 4, Note 9 Cycle 2: *My style of teaching or the way of delivering the class has changed during our group task. My role is mainly organizational and learners do most of the engagement.*

Focus Group: Item 2, Q-5 Cycle 1: *Motivation improved by altering the style of teaching to student centered. “I like the class dynamics and how it improved with the activities.”*

Focus Group: Item 2, Q8 Cycle 1: *Form of teaching should include involving the learner in the process. “We spoke about the theme with the teacher and we were able to choose it ourselves”*

Focus Group: Item 1, Lines 335-336: Student 5 *“I thought it was super cool, as student 4 said, we went from something let’s say very boring to something very fun”* Learners were allowed to give their opinion and take part in lesson construction.

Survey: Item 4, Q6 Cycle 2: *showed 100% participation on activities where the form of teaching was altered to involved learners in choosing the themes as well as letting them carry out the tasks.*

Student Artifacts: Item 1, Report Cycle 2: *Overall final grades showed significant improvement on learner reaching their goals. Just 1 learner out of 9 did not reach a 4.0 grade.*

Reflection on the previous evidence shows that the style of teaching affected the applied community strategies and directly influenced outcomes. Student comments as well as performance results confirm that the style of teaching will reflect the effects on community strategies. During the last two lessons: Tic Tac toe and Paper Rock Scissors, learner-instructor interaction during group tasks had significantly changed and allowed the instructor to take the role of motivator and have the group tasks become more students centered where students could do the task on their own while the teacher took the role of organizer. It can be seen how involving students in their process and having them be the main actors in the process made learners more aware to be participants in their own learning.

7. Discussion

7.1 Level of Interactivity

In this study, qualitative findings showed the level of interactivity had been affected by factors such as direct interaction with peers or instructor or the instructor's presence in the content. Most comments made by students and teacher field notes indicated that interactivity was affected in the group task activities when they were able to interact with peers. Secondly, learners also showed engagement when they interacted with the teacher, but since the lesson is Task Based it was clear that the teacher could needed to keep the class learner centered and had the option to guide students by directly being in the content. Prerecorded instructional videos were a good example of this strategy.

It was evident that by having students interact with each other in the activities and tasks created a connection and gave learners confidence to participate and engage with their classmates. Choosing activities that allowed the whole class to participate or facilitated peer interaction without having the teacher interfere unless a need to do so occurred, forced students to get involved and interact. Finally, including the teacher in the content helped solve the issue of a teacher centered lesson. Having the teacher record the instructional videos or making short audio messages to give instructions allows the class to stay student centered.

7.2 Content Preparation

Careful preparation of content is required to affect interactivity and engagement in a positive way. Preparation of content included many aspects that the instructor must consider to prepare the material. As was evidence content preparation must consider learners opinions so as

to accommodate topics to their likes or dislikes. Since the lesson is carried out virtually, learner's ability to connect to the internet, age limitations and capacity of devices used, should be taken in to consideration. Additionally, a factor that affected interactivity was the preparation of a class site where all resources and extra activities could be united and a chat group where communication and resources can be exchanged either with parents or students, should also be considered as an important part of content preparation.

After these reflections had been contemplated there was a positive effect seen on community strategies. Students interactivity with the strategies increased and permitted learners to perform better. Finding out learner preferences was seen as one important factor to affect interactivity. When teaching virtually there are some extra preparations that an instructor must consider such as the learner's ability to connect and have a device that can handle the apps or programs proposed. One factor that seemed critical was the age of a learners. This factor limited the use of some community strategies such as a chat session or the use of social media. Since the participants of this study were 10 or 9 years old, the use of mobile phone, social chat apps or social media was not possible. Therefore, alternative options had to be prepared and mentioned previously a WhatsApp chat group was created that was handled by parents that were instructed to allow their children to send material or ask questions when needed.

7.3 Style of Teaching

This final category showed how the style of teaching had influenced the whole study and most of all the community strategies that were applied. It was evident that the style of teaching had initially started by having the teacher be the leader and practically the main participant of the lesson. Afterwards, factor that needed adjustment were evident, such as the involvement of

learners in the creation of the lesson plan by discussing what factors they would like to adjust or topics that are of interest. Another factor that when adjusted affected interactivity was encouraging learners to search for information and finally influencing students to chat and evaluate their peers.

Interactivity was directly affected when students experienced the changes made to the form of teaching. As seen in the evidence, learners felt more integrated and had a better sense of belonging. As an instructor instead of leading the way, learners were allowed to lead but carefully guided so as to not stray from the learning objective. In conclusion, the evidence presented shows that the style of teaching has a significant effect on sense of community strategies when teaching a task-based lesson.

8. Conclusions

This study supports the relevance of the three categories to the effect on interactivity and sense of community strategies in online learning. This underscores the conclusions that teachers need to organize and deliver engaging academic activities for students to achieve success in online learning. The strategies used were initially presented without appropriate preparation and style of teaching and showed lack of interactivity. After reflection and changes were made they received positive remarks by students and improved interaction when pertinent topics were chosen, content preparation was done and the style of teaching was appropriate to learner online context. The results propose that interactivity can be refined both in the creation of activities and also in the delivery of those activities in online courses when taking in consideration a virtual course using a task-based approach. It is important to highlight that the sense of community strategies that support interactions with instructors and peers were commented more positively than strategies that aimed at interactions with content. Due to learners wanting to interact with their instructor and peers. The teacher's companionship is very important to online learners. They want a teacher who listens and actively participates in their learning process and is willing to adjust and make changes to strategies as issues come up. As some of the participants mentioned, they appreciated continual feedback from their instructors and want to receive support. This was evident especially when focus group meetings were carried out, students who participated expected the instructor to listen to their opinions and create meaningful learning experiences. Therefore, although all the strategies used affected students' engagement in a positive way, by having students get more involved in the lesson, participating in their own progress and giving them opportunities to interact with peers and teacher, they cannot be applied effectively without the instructor, thus, the most important element in online learning is the instructor, even though some instructional technology seemed to stand

alone it cannot become isolated from the instructor. Online teachers who want to improve their online teaching effectiveness, need to know how important their role is even when using the best and most effective strategies.

The results from this study benefit my own professional development as a teacher since my career has been based mostly on teaching online. Thus, as an online instructor, one is always looking for strategies that will help our students progress and achieve their learning goals. This study has given me the tools to understand how to choose and utilize these strategies in a much more effective way. By pointing out some of the factor that one must consider such as the preparation of content and the factors that must be considered to gain interactivity in a virtual course and how to adapt my style of teaching to the needs and approach given to the lesson. Additionally, understanding how to collaborate with students to choose and adjust the strategies to become more favorable to the learning process. As a researcher, this study has helped me understand and carry out investigative processes that were unknown to me before. The use of collaborative action research was an experience where as a teacher I was able to understand the importance of including learners in the creation and progress of their own process. It was necessary to understand this as a researcher instead of just a teacher. Secondly, finding that when using a task-based approach the instructor must consider his or her style of teaching to maintain a learner centered class. Finally, in a virtual course I found that content preparation is critical and has to be done considering many factors mentioned in the study such as age, preferences and technological ability.

8.1 Limitations

The path to a completed research project is not an easy one, there will be complications and issues that will arise and need to be solved. One of the first limitations during the study was the age of students. This made it difficult or at times impossible to carry out some of the suggested sense of community strategies. Student's age mattered since the classes were online and learners needed to have access to a computer, cell phone or tablet. Some of the strategies called for the use of social media or blogs that would require continuous logging in from students on their own devices and made communication difficult as well since a group chat was required using WhatsApp where parents had most of the control. Another obstacle faced during the study was my teaching style. It is very easy to drift away from learner centered activities when students are not participating and the instructor tries to continue the class. Student engagement is reduced and the class becomes teacher centered, thus allowing for boredom and lack of interaction to manifest. Finally, the last limitation that I consider should be highlighted is the desire to use additional technological resources while teaching online. There is a broad lineup of tools, applications, programs and websites that can support our topic or learning objectives. But after my experience with the study it became obvious that too many applications or programs will complicate or slow down our learning process since devices get overloaded or bandwidth doesn't allow for the use of multiple programs. I learnt to keep the tools as simple as possible to have a fluent and comprehensible learning experience.

8.2 Further Research

Further research can be carried out on a few other perspectives of this study. First, a study on a larger size group could evidence factors that our small size group study did not. A larger size

group or a group of different age might show different interests or proposals for appropriate age strategies to be formed. Another aspect of the study to be further explored can be the limitation of access to devices and the internet. Additional studies may reveal appropriate strategies to use when devices and internet bandwidth is limited and learners need strategies that can compensate and be simple to use while in an online class. Lastly, the list of strategies is not a complete list of all possible strategies that can be found to engage students in online classrooms. Other researchers could research additional engagement strategies that were not utilized to collect data in this study. It would be beneficial to study the viewpoints of different aged students pertaining to engagement strategies and identify strategies that are more important to high school versus elementary students.

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Appendages

Appendix A. *Participant Consent forms*

Participant Consent forms. Note: Consent forms were sent out to participants and their parents to sign and agree to the research.

CONSENTIMIENTO

TÍTULO DEL ESTUDIO: Improving Student Engagement Online Learning

INVESTIGADOR: Nelson Yesid Guerrero Miranda. Estudiante de lengua extranjera Inglés de la Universidad Santo Tomás. Contacto: 3178940633

PROPÓSITO: Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás**. El propósito de este estudio es mejorar la interacción de estudiantes durante clases en línea.

PROCEDIMIENTOS: Para este estudio se llevarán a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones para conocer y promover habilidades de comunicación oral en el área de inglés.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriese. Por ende, la identidad de los

participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted **no está obligado** a contestar ninguna pregunta que considere incomoda.

DIMISIÓN DE PARTICIPACIÓN: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para usar toda información del medio en aras aprender y mejorar las habilidades.

MAYOR INFORMACIÓN: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Cra. 82 #77 B-27, Medellín, Antioquia al teléfono (4) 6040777.

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmó que el investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante _____ fecha: _____

Firma del participante _____

Firma del Acudiente _____

Appendix B. *Contextualisation Survey*

Contextualisation Survey to determine in depth the participants' context and establish parameters for research. (Note: Survey link was sent to participants in Spanish so it can be completed online.)

(https://docs.google.com/forms/d/e/1FAIpQLScCyev4cJO4kqErC7EoQ_Qy6NUelFd5l5fETjHnS1Ui6Uu5dQ/viewform)

Survey Questions

- 1.City or municipality where you live?
2. Gender
- 3.What is your age?
4. To what social stratum do you belong to?
5. Name of your School
- 6.What values does your school have?
- 7.Who is in charge of the school?
- 8.How many years have you been studying there?
- 9.What grade are you in currently?
- 10.How many students are in your class?
11. Describe your classroom. (small, big, with or without board, tables, chairs or desks, projector o TV)
- 12 What tools does the teacher use in the class?
13. Is there a connection to the internet?
14. How many hours of English class do you have weekly?
15. How many English teachers are there in your school?

16. Are the English classes divided by levels?
17. What study methods are applied in your school?
18. What self study resources do you use at home?
19. What measures did the school take during COVID -19?
20. What application did you use to communicate with the teacher?
21. How was the teacher's attitude?
22. What resources did you use during virtual classes?
23. Did your grades improve or get worse during virtual classes?
24. What was your grade before and after taking virtual classes?
25. What was the reason for your grades to increase or reduce during virtual classes?
26. Was the teacher able to use the resources effectively?
27. What did you do most in class?
28. How did you feel during virtual classes?
29. Would you like to take virtual classes again?

Appendix C. Notes from Video Recordings – Checklist

Notes from Video Recordings - Checklist

Engagement Checklist

(based on videos gathered from sixth graders during five virtual classes of 45 mins each.)

categories fundamental for engagement and central to success in an online environment

While viewing the recordings I was able to check which strategies were being applied. This checklist only verifies if the strategy is being applied in class. There is no information gathered on whether it was effective or not.

Learner-to-learner interaction

- discussion boards..... NONE .
- chat sessions, NONE .
- blogs NONE .
- wikis..... NONE
- group tasks..... ONLY DURING CLASS. ✓
- peer assessment..... NONE .
- Twitter feeds, NONE .
- Google applications, GOOGLESITES / GOOGLE DRIVE. ✓
- Collaboration Suite NONE .

Note: Classes were given to 10 sixth grade students from La Presentacion de La Estrella.

Only 7 strategies were implemented.

Learner-to-instructor interaction

discussion boards, NONE .

chat sessions, DURING CLASS (very limited) . ✓

blogs, NONE .

wikis, NONE .

group tasks, DURING CLASS . ✓

Twitter, NONE .

Skype, NONE . (ZOOM)

YouTube DURING 5 classes only used twice . ✓

Ning networks NONE .

Learner-to-content interaction.

Synchronous.....

asynchronous.....

watching instructional videos, ✓ DURING CLASS (conversation type) .

interacting with multimedia material Google sites offered, some fill in the blank activities . ✓

searching for information..... NONE .

scholarly reading..... NONE .

enhance subject mastery..... NONE - NO EXPANSION opportunities

critical thinking skills..... NONE .

Appendix D. *Diagnostic Exam done on liveworksheets.com with access link*

Diagnostic Exam done on liveworksheets.com with access link

<https://www.liveworksheets.com/dl2273042do>

SIXTH GRADE
DIAGNOSTIC ACTIVITIES

STUDENT'S NAME _____ GRADE / GROUP _____

ACTIVITY 1

Order the conversation 1 - 8 and answer the questions. *(Ordena la conversación 1 - 8 y después responde las preguntas.)*

<input type="checkbox"/>	Jorge: Alright, thanks. See you. Bye!
<input type="checkbox"/>	Jorge: I just finished my homework too! But...
<input type="checkbox"/>	Juan: I'm good too! I just finished the homework, and now I'm going to play Roblox. And you?
<input type="checkbox"/>	Jorge: Hello! I'm well, thanks. What about you? What are you doing?
<input type="checkbox"/>	Juan: Hey, that's great! Do you want to play with me?
<input type="checkbox"/>	Jorge: I'm sorry. I can't. I must help my mom clean the house. How about later? Can we play at 5 p.m.?
<input type="checkbox"/>	Juan: Yes! That sounds great. See you at 5 p.m. then.
<input type="checkbox"/>	Juan: Hello! How are you?

Which expressions are used to start the conversation?

- | | | |
|---|---|--|
| <input type="checkbox"/> Hello! How are you? / Hello! I'm well, thanks. | <input type="checkbox"/> Hey, that's great! / I'm sorry. I can't. | <input type="checkbox"/> See you at 5 p.m. then. / See you. Bye! |
|---|---|--|

Which expression is used to arrange a meeting?

- | | | |
|--|---|--|
| <input type="checkbox"/> What about you? What are you doing? | <input type="checkbox"/> Do you want to play with me? | <input type="checkbox"/> Yes! That sounds great. |
|--|---|--|

Which expression is used to reject the invitation?

- | | | |
|---|--|--|
| <input type="checkbox"/> Hey! That's great. | <input type="checkbox"/> Yes! That sounds great. | <input type="checkbox"/> I'm sorry. I can't. |
|---|--|--|

Which expression is used to offer an alternative to the meeting?

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> How about later? Can we play at 5 p.m.? | <input type="checkbox"/> I must help my mom clean the house. | <input type="checkbox"/> And you? |
|--|--|-----------------------------------|

Which expressions are used to end the conversation?

- | | | |
|--|---|---|
| <input type="checkbox"/> See you at 5 p.m. then. / See you. Bye! | <input type="checkbox"/> Hey! That's great. | <input type="checkbox"/> Hello! How are you? / Hello! I'm well, thanks. |
|--|---|---|

ACTIVITY 2

Read the news article and answer the questions. *(Lee la noticia y responde las preguntas)*

Should People Be Rewarded for Recycling?

April 6, 2021

Boots is a company with stores throughout the United Kingdom. It sells health and beauty products. In September 2020, Boots launched a program that rewards customers for recycling empty product packaging. Participants get points they can use to purchase at the stores from Boots company every time they recycle. In the program's first few months, Boots recycled more than a ton of plastic.



Other companies have similar programs. Should cities, states, and other countries consider giving rewards for recycling too? Some say people shouldn't need a reward to keep the planet clean, that having a clean planet is the biggest reward. Other people say any initiative that encourages people to recycle is helpful, even more when they receive rewards for doing so.

What is the text about?

Plastic

The environment

Money and stores

Where did this program for rewarding people started and what company started it?

It started in the United Kingdom by the company Boots

It started in the United States by the company Amazon

It started in Mexico by the company Telmex

When was the program launched?

December 2019

April 2021

September 2020

Why was the program launched?

To create more plastic

To reward people for recycling and encourage it

To give free products to everyone

What is your opinion about rewarding people for recycling? *(No hay respuesta correcta, elije la que tu opines.)*

People should be rewarded for recycling so that they do it even more

People should recycle without receiving any rewards. The reward is having a clean environment.

I think it has its advantages and disadvantages. I'm neutral.

ACTIVITY 3

Look at the map. Follow the directions as you read, from the starting point to the arrival point. Then, complete the question with the place you arrived. *(Mira el mapa. Sigue la dirección mientras lees, desde el punto de partida hasta el lugar de llegada. Luego, completa la pregunta con el lugar al cual se llegó.)*

The map is a 3x3 grid. The streets are labeled as follows:

- Top row: EARTH STREET
- Middle row: LAND STREET
- Bottom row: WATER STREET, FIRE STREET
- Left column: WIND STREET
- Middle column: LEAF STREET
- Right column: ICE STREET, SNOW STREET

Icons in the grid:

- Top-left: School building
- Top-middle: Restaurant
- Top-right: Hospital
- Middle-left: Bank
- Middle-middle: Police station
- Middle-right: Park
- Bottom-left: Bus stop
- Bottom-middle: House
- Bottom-right: Hospital

A red location pin is placed at the bottom of the bus stop icon.

“How can I get to _____?”

DIRECTIONS (Direcciones):

You’re on Fire Street, in front of the bus stop. The place you want to go is on the north of city. Go straight on Fire Street, then turn left on Ice Street. Go up one block past the hospital and turn right on Water Street. The place is to your left.




Starting point
(Punto de inicio)

ACTIVITY 4

Read the anecdote and complete the information. *(Lee la anécdota y completa la información)*

Last summer, my Friends and I went camping to a secret beach in San Carlos. First, we unloaded the car. Next, we put up the tents. After that, we swam in the beach. Finally, we lit a campfire, ate marshmallows, and told scary stories. My friends were so scared, but I wasn't. They said: "Juan, nothing scares you ever!" But that was going to change.



In the middle of the night, I got scared. I started hearing lots of weird noises. I thought someone or a big animal was outside the tents! I texted my friends to tell them and they all said they heard the noises too. We were scared, so we called the police. About 15 minutes later a police officer called us from outside the tent. We unzipped the opening, but we were so scared.

When we finally went out, we saw the police officer holding in his arms a chihuahua dressed in a shark costume. Turns out the chihuahua was the animal making all the noises. The dog ate all our food and destroyed our bags! We were so ashamed.

1. First order the parts of the anecdote by placing them next to the paragraph that corresponds. *(Primero ordena las partes de la anécdota poniéndolas enseguida del párrafo al que corresponden)*

DEVELOPMENT / CLIMAX

BEGINNING

ENDING

2. Join the elements of the story with the information that corresponds. *(Une los elementos de la anécdota con la información que les corresponde.)*

- MAIN CHARACTER**
- SECONDARY CHARACTERS**
- SETTING**
- PLOT**

- The friends, police officer, dog
- Last summer / Secret San Carlos beach
- They heard strange noises and though it was a dangerous animal or person, but it was a chihuahua.
- Juan

ACTIVITY 5

Match the descriptions with each character by writing the correct number in the small box in the corner of every description. *(Une las descripciones con cada personaje escribiendo el numero correcto en los pequeños recuadros que están en la esquina de cada descripción.)*



Susan is 14 years old. She is slim and pretty tall.
She has brown eyes. She has long, straight, and brown hair

Peter is 15 years old. He is slim and pretty tall.
He has green eyes. He has short, straight, and blond hair

Dave is 13 years old. She is slim and short.
She has green eyes. She has long, straight, and blonde hair. and she wears i
in two ponytails

Mike is 12 years old. He is slim and tall.
He has brown eyes. He has short, straight and dark hair. He wears a blue cap

David is 15 years old. He is thin and tall.
He has brown eyes. He has short, straight and dark hair. He wears orange cap

ACTIVITY 6

Match the instructions with its correspondent image to order the illustrated guide. *(Une la instrucción con su imagen correspondiente para ordenar la guía ilustrada.)*

First Step

First, turn on water and wet your hands.

**Second Step**

Then, apply soap or use a bar soap

**Third Step**

Next, rub and scrub your hands cleaning between fingers, under nails, and on top of the hands for 15 - 20 seconds

**Fourth Step**

After that, rinse soap off with water


**Fifth Step**

Finally, dry your hands completely



ACTIVITY 7

Read the museum exhibition card and answer the questions. (Ve la tarjeta de exhibición de museo y responde las preguntas)

	<p>Starry night</p> <p>Artist: Vincent Van Gogh Year: 1889 Medium: Oil and canva Dimensions: 73.7 cm × 92.1 cm Location: Museum of Modern Art, New York City</p> <p>Acquired through the Lillie P. Bliss Bequest</p>
---	--

1. What is the title of the painting?
2. When was it painted?
3. Who is the author?
4. Where is it located?
5. What are its dimensions?
6. What is the medium used?
7. How was it acquired?

Diagnostic Exam A2

Activity 9 - Speaking Interview

What you need to know about the Speaking Test

- There are two parts to the Speaking Test
- The test takes 5-7 minutes

Part 1

The examiner asks you questions. You answer them.

The questions are about you, your family, your job or studies and where you live.

You will be asked to spell a word – usually your surname.

Some examples:

- What's your name?
- Where do you live?
- Why are you learning English?
- What do you usually do on the weekend?
- What sports do you like?
- Tell me about your family

Part 2

The examiner gives you a picture and some information.

You will ask and answer questions with the examiner.

These questions are not personal; they are about the picture.

To help you make the questions, there are question words on the sheet.

You will need to know how to use the following question words:

What, When, Where, Who, Why, How.



Note: Placement test was done online using [liveworksheet.com](https://www.liveworksheets.com) and providing the link

(<https://www.liveworksheets.com/dl2273042do>) for each student to have access to the interactive

test that was able to evaluate reading , writing and listening, while speaking was done in a short online interview that focused on the CEFR standards and guidelines.

Appendix E. *Observation Protocol Form with Descriptive and Reflective notes*

Observation Protocol Form with Descriptive and Reflective notes.

Observation Protocol Form

Research Question: *How can class interactivity and sense of community strategies affect students' engagement in virtual courses?*

Cycle: _____

Date of Observation: _____

Observation is done at the end of each cycle to observe and analyze if the class interactivity and sense of community strategies are being applied in class.

Learner-to-learner interaction

Use of discussion boards.....

Any chat sessions,

group tasks.....

Peer to peer assessment.....

Social Media feeds,

Message Collaboration Suite

Learner-to-instructor interaction

discussion boards,

chat sessions,

group tasks,

Social Media Feeds,

YouTube - Prerecorded video.....

Learner-to-content interaction.

Watching instructional videos,

Interacting with multimedia material.....

Finding information on their own (books, videos, articles, opinions)

.....

Enhance subject mastery (further reading).....

Opportunity to use critical thinking skills

Additional Notes:

Appendix F. Interview Focus Group

Student Feedback Survey. *This survey is applied at the end of each cycle (In Spanish) to collect data regarding participants perceptions and opinions regarding the lesson. The questions are adjusted according to the activities that were carried out in each lesson.*

How did you feel in class? (motivated, happy, bored, excited, sleepy, tired, etc.)

How do you think your peers felt? (motivated, happy, bored, excited, sleepy, tired, etc.)

What activity do you remember most about classes? (the song, video, reading, group work, etc.)

Was the lesson helpful to you? How? What part did you think was the most helpful? (the song, video, reading, group work, etc.)

Was the topic interesting? Were there any that you did not like? Why was it interesting?

Did you understand the activity (1,2,3,4) ? What parts were difficult to understand? Were there any easy parts?

What class activities did you participate in? (1,2,3,4)

What activities did you not participate in? What activities were not useful? (1,2,3,4)

What interaction did you have with the teacher? Talk, chat, message, email, blog?

How did you interact with your classmates? Talk, message email, blog?

How was the material? Easy or Difficult to understand?

Did you use the material in class? (read, listen, write)

Did you use the material at home for practice? (read, listen, write)

Was the material interesting to you? Was the material interactive (fill in blanks, watch videos, listenings, ?

Appendix G. *Student Preference Survey*

Student Preference Survey. *This survey is applied (In Spanish) once before the planning of the unit to collect data regarding participants' preference on topics and activities they wish to have during their lessons.*

What topic would you like to study about? (science, music, art, sports, etc)

Do you have any activities that you would like to do during class? (crossword puzzles, reading stories, fill in gaps, work in groups or other)

What have been some activities in previous classes that you liked?

Do you like to watch videos, play games, listen to music or other activities?

What skill do you want to work on the most? (speaking, listening, writing, reading)

Appendix H. Sample Lesson Plan

Sample Lesson Plan

First Cycle 1/2

<p>Lesson Number 1/9: Title: English Through Board Games (Speaking Practice)</p> <p style="text-align: center;">Lesson 1 - <i>The Game Of Chess</i></p> <p>Institution: Colegio La Presentación De La Estrella</p> <p>Pre-service Teacher in Charge: Nelson Yesid Guerrero Miranda</p> <p>Grade: 6th Grade</p> <p>Date of implementation: _____ Time of the class: <u>1.5 hour</u></p>
--

<p>TOPIC: English Through Board Games (Speaking Practice) Lesson 1 - <i>The Game Of Chess</i></p>
<p>Learning outcomes:</p> <p>Pragmatic:</p> <p style="padding-left: 40px;">By the end of the lesson students will be able to learn the basic rules of chess and how to play it.</p> <p>Linguistic:</p> <p style="padding-left: 40px;">Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and use vocabulary related to the game of chess.

Pre-Task - How to Play Chess	
Procedure	Time

<p>to each group so they use it to complete their presentations. 15 minutes will be given to prepare a report while expressing doubts and opinions to the teacher.</p> <p>https://en.islcollective.com/english-esl-worksheets/grammar/word-order/chessboard/117018</p> <p>https://h5p.org/node/1274786</p> <p>https://docs.google.com/presentation/d/1FEzLLUgEywD5myFkZ1lqHeiU3OMYxKHx/edit?usp=sharing&ouid=104520988674338566595&rtpof=true&sd=true</p>	
---	--

Stage 3 - Report - Tell us what you have learnt.	
Procedure	Time
Students will be instructed to make a presentation to the class using their prepared formats. Then the teacher will make comments on the students' performance and knowledge shown.	20-30 minutes
Assessment and evaluation	
Assessment will be carried out during each task. Completion of task, attitude and participation will be considered for the final grade. Each lesson will have a final grade which will be averaged at the end of the course.	

Resources

Zoom Video Conferencing

Zoom writing tool

Screen Sharing / Board

Youtube

ISL Collective Worksheets

www.chess.com

<https://h5p.org>

First Cycle 2/2

Lesson Number 3/9: Title: English Through Games (Speaking Practice)

Lesson 1 - *The Game Of Ludo*

Institution: Colegio La Presentación De La Estrella

Pre-service Teacher in Charge: Nelson Yesid Guerrero Miranda

Grade: 6th Grade

Date of implementation: _____ **Time of the class:** 1.5 hour

TOPIC: English Through Table Games (Speaking Practice) Lesson 2 - *The Game Of Ludo*

Learning outcomes:

Pragmatic:

By the end of the course students will be able to learn the basic rules of Ludo and how to play it.

Linguistic:

Students will be able to:

- Identify and use vocabulary related to the game of Ludo.

Pre-Task - How to Play Ludo	
Procedure	Time
<ul style="list-style-type: none"> ● Students will be directed to our Lesson Site to preview the activities and material for this unit. https://sites.google.com/view/ustamicroprojectcucle1/home ● The Teacher will guide students on the use of the site. ● Students will complete the first pre-task activity which is a short quiz with vocabulary on how to play ludo.They will be directed to look at the pictures to answer questions. https://quizizz.com/join/quiz/62f2cc891912ad001d647883/start ● Any difficult or unknown vocabulary will be highlighted and students will be motivated to use vocabulary examples while exploring the topic along with the teacher. ● Then we will watch a short video together to learn how to play ludo. Ludo Board Game Rules & Instructions Learn How To Play Ludo Game 	35 minutes

Task Cycle #1	Stage 1 - Carry out task
----------------------	---------------------------------

Procedure	Time
<ul style="list-style-type: none"> ● Students will be guided to follow the link on our lesson site where we can play a match of ludo. The class will be divided into groups. Groups can be organized on zoom and the teacher can monitor each group's progress. Students will be able to play a match against each other or play as a team to beat the computer. https://www.gameflare.com/online-game/ludo-with-friends/ ● The teacher will monitor and allow mistakes to happen. Students will be encouraged to take notes on their gameplay. Finally a 5 minute discussion time will be had to discuss the student's experience. 	10 mins

Stage 2 - Planning- Prepare to report.	
Procedure	Time
<p>Students will be guided to a pre-formatted presentation that will be given to each group so they use it to complete their presentations. 15 minutes will be given to prepare a report while expressing doubts and opinions to the teacher.</p> <p>https://docs.google.com/presentation/d/1T6iIvauXCcm54ONMRg1K5xoCmgn577gC/edit?usp=sharing&ouid=104520988674338566595&rtpof=true&sd=true</p>	7 mins.

<p>There is an extra practice activity that will be played together to practice vocabulary further.</p> <p>https://kahoot.it/challenge/a68ce0e9-c3cc-4917-9eaf-50e46a25217c_1660175377428</p>	
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Stage 3 - Report - Tell us what you have learnt.	
Procedure	Time
<p>Students will be instructed to make a presentation to the class using their prepared formats. Then the teacher will make comments on the students' performance and knowledge shown.</p>	<p>20 minutes</p>
Assessment and evaluation	
<p>Assessment will be carried out during each task. Completion of task, attitude and participation will be considered for the final grade. Each lesson will have a final grade which will be averaged at the end of the course.</p>	

Resources

Zoom Video Conferencing

Zoom writing tool

Screen Sharing / Board

Youtube

Google Sites

quizizz.com

gameflare.com

Second Cycle 1/2

Lesson Number 3/9: Title: English Through Games (Speaking Practice)

Lesson 1 - *The Games of Tic Tac Toe*

Institution: Colegio La Presentación De La Estrella

Pre-service Teacher in Charge: Nelson Yesid Guerrero Miranda

Grade: 6th Grade

Date of implementation: _____ **Time of the class:** 1.5 hour

TOPIC: English Through Table Games (Speaking Practice) Lesson 2 - *The Game Of Tic tac toe*

Learning outcomes:

Pragmatic:

By the end of the course students will be able to learn the basic rules of Tic Tac

<p>Toe and how to play it.</p> <p>Linguistic:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and use vocabulary related to the game of Tic Tac Toe.
--

Pre-Task - How to Play Tic Tac Toe	
Procedure	Time
<ul style="list-style-type: none"> ● Students will be directed to our Lesson Site to preview the activities and material for this unit. https://sites.google.com/view/ustamicroprojectcycle2/home ● The Teacher will guide students on the use of the site. ● Students will complete the first pre-task activity which is a short quiz with vocabulary on how to play Tic tac toe.They will be directed to look at the pictures to answer questions. https://quizizz.com/join/quiz/62f999dbf90240001d14b096/start?studentShare=true ● Any difficult or unknown vocabulary will be highlighted and students will be motivated to use vocabulary examples while exploring the topic along with the teacher. ● Then we will watch a short video together to learn how to play Tic tac toe. 	<p>35 minutes</p>

<p>each group so they use it to complete their presentations. Students will be guided to complete there presentations on their own and send them in through the group chat.</p> <p>https://docs.google.com/presentation/d/1HSel9debwJIWCMbpMvAoAco2yBVzn4_U/edit?usp=sharing&oid=104520988674338566595&rtpof=true&sd=true</p>	
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Stage 3 - Report - Tell us what you have learnt.	
Procedure	Time
<p>Students will be instructed to make a presentation to the class using their prepared formats. Then the teacher will make comments on the students' performance and knowledge shown.</p>	<p>20 minutes</p>
Assessment and evaluation	
<p>Assessment will be carried out during each task. Completion of task, attitude and participation will be considered for the final grade. Each lesson will have a final grade which will be averaged at the end of the course.</p>	

Resources

Zoom Video Conferencing

Zoom writing tool

Screen Sharing / Board

Youtube

Google Sites

quizizz.com

kahoot.com

Second Cycle 2/2

Lesson Number 3&4: Title: English Through Games (Speaking Practice)

Lesson 1 - *The Games of Paper Rock Scissors*

Institution: Colegio La Presentación De La Estrella

Pre-service Teacher in Charge: Nelson Yesid Guerrero Miranda

Grade: 6th Grade

Date of implementation: _____ **Time of the class:** 1.5 hour

TOPIC: English Through Table Games (Speaking Practice) Lesson 2 - *The Game Of Paper Rock Scissors*

Learning outcomes:

Pragmatic:

By the end of the course students will be able to learn the basic rules of Paper

<p>Rock Scissors and how to play it.</p> <p>Linguistic:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and use vocabulary related to the game of Paper Rock Scissors.
--

Pre-Task - How to Play Paper Rock Scissors.	
Procedure	Time
<ul style="list-style-type: none"> ● Students will be directed to our Lesson Site to preview the activities and material for this unit. https://sites.google.com/view/usta-microproject-cycle-2-prs/home ● The Teacher will guide students on the use of the site. ● Students will complete the first pre-task activity which is a short funny video with vocabulary on how to play Paper Rock Scissors. They will be directed to look at the video and enjoy it since it is meant to be funny https://www.youtube.com/watch?v=0TTHjBEgLBs . ● Then we will watch a short video made by the teacher and focused on the vocabulary, together to learn how to play Paper Rock Scissors. How to play: Rock Scissors Paper ● Any difficult or unknown vocabulary will be highlighted and students will be motivated to use vocabulary examples while 	<p>35 minutes</p>

<p>exploring the topic along with the teacher.</p> <ul style="list-style-type: none"> ● To end our pre task activity we will complete a quizizz with relevant vocabulary from our video. This is a group task where all students participate at once. <p>https://quizizz.com/join/game/U2FsdGVkX1%252FAV8S4qWR0hPJWmwn1B7OvE1z9V5CiHMvmJ9gnGAR6iDeD0zOZYhyL?gameType=solo&page=summary</p>	
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Task Cycle #1 Stage 1 - Carry out task	
Procedure	Time
<ul style="list-style-type: none"> ● Students will be guided to break down into small groups where we can play matches of Paper Rock Scissors. Groups can be organized on zoom and the teacher can monitor each group’s progress. Students will be able to play a match against each other. ● The teacher will monitor and allow mistakes to happen. Students will be encouraged to take notes on their gameplay. Finally a 5 minute discussion time will be had to discuss the student’s experience. 	10 mins

Stage 2 - Planning- Prepare to report.	
Procedure	Time

<p>There is an extra practice activity that will be played together to practice vocabulary further before presenting.</p> <p>https://kahoot.it/challenge/?quiz-id=9b9e2830-9ba3-4bca-9d7c-b0eeac96b22e&single-player=true</p> <p>Students will be guided to a set of questions found on the student site so they can use them to complete their presentations. Students will be guided to complete their presentations on their own and send them in through the group chat.</p>	<p>7 mins.</p>
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<p>Stage 3 - Report - Tell us what you have learnt.</p>	
<p>Procedure</p>	<p>Time</p>
<p>Students will be instructed to make a presentation to the class using the previously mentioned questions. Then the teacher will make comments on the students' performance and knowledge shown.</p>	<p>20 minutes</p>
<p>Assessment and evaluation</p>	
<p>Assessment will be carried out during each task. Completion of task, attitude and participation will be considered for the final grade. Each lesson will have a final grade which will be averaged at the end of the course.</p>	

Resources
Zoom Video Conferencing
Zoom writing tool
Screen Sharing / Board
Youtube
Google Sites
quizizz.com
kahoot.com

Appendix I. *Observation Form Cycle 1 Chess*

Observation Protocol Form Cycle 1 Chess (Item 1)

Observation Protocol FormFirst Cycle. Chess.**Research Question:** How can class interactivity and sense of community strategies affect students' engagement in virtual courses?Cycle: 1 - How to play Chess.
Date of Observation: August 13th 2022

Observation is done at the end of each cycle to observe and analyze if the class interactivity and sense of community strategies are being applied in class.

Learner-to-learner interaction

Use of discussion boards.....

A group chat was set up on whatsapp to communicate coordinate and send information as well as material. There was no learner to learner discussions since some participants are too young to have a mobile phone.

Any chat sessions,

During the class students were allowed to chat but very few participated and did not talk to each other. They should be encouraged to give opinions or express feeling here.

group tasks.....

During our sessions learning Chess group participation was almost none. Students did not seem willing to turn on cameras or even at times answer questions. The teacher had to complete the group task with 2 or 3 participants.

Peer to peer assessment.....

There were no opportunities for students to assess each other. Neither were any formats made or encouragement to do so. I believe the group chat or the final lesson can be an opportunity to have students quickly assess each other.

Social Media feeds,

Participant group are sixth graders and there fore too young to have social media feeds.

Message Collaboration Suite

Our message center was a whatsapp group chat. Parents handled messages. I don't think there is any need of it.

Learner-to-instructor interactiondiscussion boards,

There was really NO discussion board set up between learner and instructor. Communication was done with parents since students are too young to have mobile phones. A discussion board could be set up on the student site.

chat sessions,

As mentioned the chat session available outside of class was whatsapp, handled by parents. During class students had the opportunity to chat with the teacher during activities. Very few participants used it.

group tasks,

Group tasks were eventually directed by instructor since lack of engagement was strong in the first lesson of Chess. Group tasks should be done by students.

Social Media Feeds,

There were no social media feeds assigned since students are too young to have social media accounts.

YouTube - Pre-recorded video

A pre-recorded - YouTube video was used as a pre-task activity but the game was so complex that the video had to be explained by teacher.

Learner-to-content interaction.Watching instructional videos,

There was only one instructional video included in the lesson from youtube. It was not very engaging and had difficult vocabulary. - I think a more animated video with easier vocabulary will increase engagement.

Interacting with multimedia material.....

learners did not interact with material since they did not have individual links to visit activities a site should be created to present and give access to material.

Finding information on their own (books, videos, articles, opinions).....

learners were not instructed to look for their own information. During the next lesson to increase engagement students will be guided to search for information on their own.

Enhance subject mastery (further reading).....

As mentioned students did not look further. A link with extra activities or further reading could increase engagement.

Opportunity to use critical thinking skills.....

Since Interaction was very low and some participants did not arrive to class it was hard to engage in critical thinking. Open ended questions in

Additional Notes:

up coming quizizz can help.

↳ Student need more commitment to engage.

- Activities were not task-based
- It became a teacher centered class.
- The group chat is critical before and during the lesson. this will increase engagement.
- Assign a student to manage chatroom.
- learner to learner communication can be done during the lesson using zoom chat.
- Group tasks - breakout rooms - prepare before lesson.

Appendix J. Observation Form Cycle 1 Ludo

First Cycle: Ludo.

Observation Protocol Form

Research Question: How can class interactivity and sense of community strategies affect students' engagement in virtual courses?

Cycle: 1. How to play Ludo.
Date of Observation: August 11 2022.

Observation is done at the end of each cycle to observe and analyze if the class interactivity and sense of community strategies are being applied in class.

Learner-to-learner interaction

Use of discussion boards.....
An online discussion board was considered but students have issues when opening too many applications during the lesson.

Any chat sessions.....
Additionally, since learners are too young to have mobile phones so the chat-room is read mostly by parents. During the lesson the best option would be to use the zoom chat guided by a student.

group tasks.....
Group tasks were much more engaging during our Ludo lesson. The game is easier and less complex. Although we still had some issues during gameplay most students were able to play and enjoy the game against each other.

Peer to peer assessment.....
The lack of time was consequential and did not give space to complete a Peer to Peer assessment. During the next lesson the lesson site will have a Peer to Peer Assessment link so they can complete it on their own time.

Social Media feeds.....
Students are too young to have their own Social media feeds.

CS Scanned with CamScanner

Message Collaboration Suite

In my opinion, I believe the zoom chat room with a student leader guiding its use can have some engagement during our lesson.

Learner-to-instructor interactiondiscussion boards

During class the instructor is quite busy with the academic process so it was noticed that the whatsapp group was more useful to transmit info. and distribute material.

chat sessions

The whatsapp chat group was improved by sending the lesson site with all material days before the lesson. As well as including the teacher's personal e-moji to make communication more pleasant.

group tasks

During this lesson with the increased participation of learners the teacher was able to become a motivator and organizer instead of helping students participate in interactive quizzes that allowed students to compete.

Social Media Feeds

We still don't have any social media feeds besides our whatsapp group. Due to learners age.

YouTube - Pre-recorded video

The video presented to students is a video from an author on youtube. I believe that if I make the video it would be more interesting for students.

Learner-to-content interactionWatching instructional videos

Students engaged with the video but it was almost the same as last lesson.

I will try recording my own video next time to increase engagement.

Interacting with multimedia material.....

The new material Kahoot and Quizizz really changed the dynamics of the interaction giving learners a chance to work together while working independently.

Finding information on their own (books, videos, articles, opinions).....

Time constraints really does not allow for more activities during class but we could have some independent options for that such as links on the student site.

Enhance subject mastery (further reading).....

I will add extra links on the site and check student use.

Opportunity to use critical thinking skills.....

I believe this lesson did allow students a chance to strategize while playing and using the material.

Additional Notes:

- Use time outside of class.
- Kahoot and Quizizz are effective.
- My own pre recorded-video.
- Give clear instructions previous to lesson.
- Give access to material.
- less online activities. It makes it hard for students to open so many apps.
- Use of e-mails to make communication more cheerful / choose a more age friendly game.

Appendix K. Observation Form Cycle 2 Tic Tac Toe

Observation Protocol Form Cycle 1 Tic Tac Toe

Second Cycle : Tic Tac Toe.

Observation Protocol Form

Research Question: How can class interactivity and sense of community strategies affect students' engagement in virtual courses?

Cycle: ② - TIC TAC TOE
Date of Observation: August 25, 2022

Observation is done at the end of each cycle to observe and analyze if the class interactivity and sense of community strategies are being applied in class.

Learner-to-learner interaction

Use of discussion boards.....

Whatsapp has been used to communicate among learner parents and students. It is definitely a working option since most of the learner group is too young. (There is still a lack of discussion time).

Any chat sessions.....

Whatsapp group has been effective to send and receive messages as well as have students ask questions or send material. But NO learner to learner chat sessions.

group tasks.....

We have had two group tasks that involve all learners and students have expressed their interest when they can participate with others. We also had pair work. For Tic Tac Toe group work was a bit easier since we did not use any additional app or program.

Peer to peer assessment.....

At the end of our two sessions students were instructed to evaluate each other and choose the best participants from the group. They were able to answer on our group chat and this activity was actually where most participated. I will create a format for a better result.

Social Media feeds.....

As mentioned before students are too young to have social media accounts.



I will motivate them to chat to each other.
 Message Collaboration Suite
 The tool being use as for now has been whatsapp. It has
 so far been effective since parents are the ones controlling
 the answers. students are too young to have chat sessions
Learner-to-instructor interaction Outside of class.

discussion boards,
 students really dont communicate with the teacher unless they
 are in class. We do have a chat group

chat sessions,
 Interaction with instructor via the whatsapp group
 chat has been the most effective. I have spoken to
 parents so as to have them transmit and work
 with their children to receive and send material.

group tasks,
 Interaction with the instructor during group tasks has
 taken a path where the instructor guides the learners
 through the activities and gives instructions, at the
 same time motivating. The interactive tasks allow this.

Social Media Feeds,
 Social Media Feeds are still not being considered
 since students are too young to join or have phones
 to view or enter the feeds.

YouTube - Prerecorded video
 During TIC TAC TOE the videos were still taken from
 youtube and are recorded by others. I believe
 a pre recorded video by the instructor will
Learner-to-content interaction increase learner interest.

Watching instructional videos,
 Watching instructional videos is an interesting
 activity according to learners. the video should
 have simple-comprehensive vocabulary - clear and
 attractive graphics. Next video will be recorded
 by instructor.

• Finding information on their own (books, videos, articles, opinions).....

During TIC TAC TOE STUDENTS ONLY chance to search on their own was when completing the final presentation. For the next lesson an initial instruction to search on their own will be made.

Enhance subject mastery (further reading).....

As mentioned, an initial instruction on the site will allow students to start the lesson by searching on their own and finding information. Time limit is an issue.

Opportunity to use critical thinking skills.....

There were more opportunities for learners to think on their own during our multimedia activities and when playing against others, additionally we had a final presentation done on their own.

Additional Notes:



Appendix L. Observation Form Cycle 2 Rock Paper Scissors

Observation Protocol Form Cycle 1 Rock Paper Scissors

Second Cycle - Rock P.S.

Observation Protocol Form

Research Question: How can class interactivity and sense of community strategies affect students' engagement in virtual courses?

Cycle: ② Rock Paper Scissors

Date of Observation: September 1, 2022

Observation is done at the end of each cycle to observe and analyze if the class interactivity and sense of community strategies are being applied in class.

Learner-to-learner interaction →

Use of discussion boards.....

Learner to learner discussion boards are hard to establish since learners are too young to have their own phones or connection to the internet. Most communication is carried out between parents.

Any chat sessions.....

During each cycle students have gained confidence to interact and engage during class with the chat. They rarely talk to each other but the option is put forward for them to have a chat with others.

group tasks.....

Group tasks have become the most engaging activity for learner to learner interactions. Learners have been able to play together and compete as well. During the last focus group we discussed making the presentation a group task.

Peer to peer assessment.....

During cycle 2, a better peer to peer assessment process was carried out. In our last cycle 90% of students assessed their peers in our group chat.

Social Media feeds.....

- Students are too young to have social media accounts.

Message Collaboration Suite

Due to learners age and access to the internet is limited. there is no collaboration suite. We have a group chat that learners Parents mostly marriage.

Learner-to-instructor interactiondiscussion boards,

Parents are the ones who mostly communicate with the instructor outside of class. Learners do not have access to mobile phones.

chat sessions,

We have gradually increased our engagement during class in our chat. I have tried to encourage learners to communicate their ideas, suggestions and opinions via our chat during class.

group tasks,

My style of teaching or the way of delivering the class has changed during our group task. My role is mainly organizational and the learners did most of the engagement. This style has worked well.

Social Media Feeds,

No social media feeds applied since students are too young to have access to mobile phones on the internet.

YouTube - Prerecorded video

This strategy was applied for this cycle and it had good feedback as well. I also believe that making a video on my own is definitely a strategy to increase engagement. students reacted well.

Learner-to-content interaction.Watching instructional videos,

The pre-recorded video ~~type~~ was well received and students had good comment on it. Quizziz also became a favorite for its easy use and ability to involve the whole group.

Interacting with multimedia material.....

Most of our Material is multimedia. Such is our Lesson website which includes all of our tests and students can explore and engage with activities beforehand. This site has worked very well since implemented.

Finding information on their own (books, videos, articles, opinions).....

There was little or no effort to look for information on their own during the first cycle and the second. We have discussed it in class and each learner will look at least for an image that represents or has info about our game.

Enhance subject mastery (further reading).....

I have encouraged and discussed this engagement strategy with the learners. It seems due to lack of time and other responsibilities learners don't have enough time to do further reading.

Opportunity to use critical thinking skills.....

Students are now giving more of a chance to think when solving some of the issues we encounter. They are involved in the process, so this allows them

Additional Notes:

to consider various variables to choose from.

Appendix M. Cycle 1 Focus Group Transcription

Cycle 1 Focus Group Transcription

(Profesor saluda a alumnos.)

Profesor: Muy bien, muy bien Gracias. Estoy teniendo un buen día. Trabajando un poco ocupado con estas clases, pero bien. Okay yo les mandé un mensaje hoy vamos a tener una reunión muy pequeña sobre lo que hemos hecho y lo que lo que hemos cambiado Yo se que no todas han estado en el en todas las clases Quizás y no desde el inicio cuando iniciamos para contarles un poco a las que no han estado cuándo iniciamos iniciamos nuestra sesión hicimos tres sesiones de ajedrez. Hicimos tres sesiones de ajedrez. esas

8-tres sesiones eran de ajedrez y hicimos el video hicimos un word search hicimos unas imágenes donde se le

9-hacía click y después tratamos de hacer una presentación. Ahora cambiamos a lo que ustedes conocen la

10-página del Ludo de parques es la que nosotros hicimos un quizziz y también un kahoot también hicimos el

11-juego como tal algunos podemos jugar algunos no podemos jugar. De eso vamos a hablar hoy y el próximo

12-el próximo página Ya se las envié por si la quieren ver a los que puedan No la quieren que yo se las puedo

13-mostrar Aquí sí que no hay problema antes de que ustedes Comenten yo se la muestro y me dice que

14-piensa entonces quisimos ajedrez primero las primeras tres decisiones después hicimos parques Y por

15-último vamos a hacer Tic Tac Toe no por último pero la próxima sección Vamos a hacer Tic Tac Toe Yo se

16-los envié no sé si todos saben que es Tic Tac Toe

17

18-Estudiante 1 se que es.

19

20-Profesor: Si sabes que es, Estudiante 1? Estudiante 2 tu sabes que es Tic Tac Toe?

21

22-Estudiante 2: Yo se que es

23

24-Profesor: Tú sabes que este Exacto okay Ya les voy a mostrar Y les tengo algunas preguntas para hacerles Esas preguntas quiero que me digan que se acuerden las actividades ya les muestro las actividades que nosotros tuvimos y que me digan esas actividades Cuáles le parecieron bien cómo se sintieron en clase y por favor participen ahorita cada una de las palabras no nos podemos cruzar con otras personas la reunión va a ser de 20 minutos 25 minutos máximo Okay Y aprecio thank you very much si me da su retroalimentación para el proyecto de investigación que estamos haciendo en la Santo Tomas. Ok, La idea es hacerlo juntos y que la próxima sesión tenga las ideas que ustedes pelean dentro de esas sesiones Ok. Entonces, iniciemos mis primeras preguntas sobre las primeras tres sesiones de chess Entonces les voy a preguntar cómo se sintieron los que pudieron estar ahí los que no estuvieron ahí Imágenes de una clase online jugando ajedrez. Entonces quien levante la mano quién estuvo ahí ¿Quién me puede decir algo de las primeras sesiones de chess?

Estudiante 1: Yo puedo decir, en inglés o en español?

Profesor: En español está bien Estudiante 1

Estudiante 1: y bueno me pareció muy chévere porque pues yo siempre había querido aprender ajedrez verdad. Y me gusto poder ver los videos porque el video podía explicar muy bien y hace poco pude de acuerdo al video pude jugar con una amiga pues con el tablero me pareció chévere aprender.

Profesor: Estudiante 2 qué te pareció la clase de Chess?

Estudiante 2. ¿Lo puedo decir en inglés?

Profesor. No, en español porque tengo que, esta grabación la debo escribir, la debo transcribir y la debo presentar y debe estar en español entonces esto es para mis profesoras y para nosotros también para aplicar.

Estudiante 2: Listo, a mi me gusto la verdad el ajedrez no es que me encante porQue parece como aburrido pero yo ya había emprendido antes en el colegio Pero pero bueno Todavía tenía que recordar cómo era porque me aprendí el año pasado entonces a partir de eso ya pude saber ver cómo más sobre el ajedrez por si de pronto nos llegan a preguntar algo en el colegio para poder jugar y así entonces pues chévere no me pareció aburrida fue divertida y Bueno sí

Profesor Chevere gracias gracias, quien más estuvo en esas clases de ajedrez alguien más nadie más

Estudiante 3: yo

Profesor: Dime, ¿ cómo te sentiste durante esas clases?

Estudiante 3: me parecieron muy bien muy creativas y yo siempre he querido jugar ajedrez pues me siento muy feliz en ese momento

Profesor: Ok Gracias gracias les voy a repasar un poco las actividades que nosotros hicimos voy a ir a esta a nuestro sitio se acuerdan yo hice un sitio un sitio hicimos un sitio para que todas las actividades estuvieran ahí. No se si se acuerdan del sitio ya se los voy a Mostrar Estudiante 4 Te voy hacer una pregunta qué te parece jugar ajedrez a ti personalmente te parece ese juego Dinámico te parece que es interesante que se parece jugar al Jugar ajedrez

Estudiante 4: Pues ajedrez me parece Bueno a veces si se vuelve aburrido pero en si el juego es bueno por ejemplo yo de chiquita y pues en estos momentos jugaba siempre con mi abuelo ajedrez y él me enseñaba a jugar entonces pues bueno

Profesor: Ok gracias a quién más Estudiante 4 Qué te parece el juego de ajedrez

Estudiante 5: Me gusta pero a veces sí cuando está jugando si se vuelve Si se vuelve poquito aburrida pero ya después uno ya empieza a prender y todo eso

Profesor: Ok Gracias gracias nosotros vimos un video nos vimos un video voy a abrir el video para que ustedes lo vean. Lo estoy abriendo para que ustedes se acuerden de las actividades que hicimos.

(TEacher Saluda a otra alumna)

Profesor: Estudiante 6 yo no te pregunte, qué te pareció el juego de ajedrez?

Estudiante 6: Y pues a mí el ajedrez me encanta pero depende de mi actitud si no estoy bien no me gusta pero sí estoy bien Me encanta jugar

Profesor: ahora tenemos un video este fue el video Este fue el video que vimos el video tenía 2 minutos 23 lo vimos varias veces también hicimos este crucigrama y vimos estas imágenes y esta fue la última presentación que algunas le hicieron otros no. de las actividades que les acabé demostrar cuales les pareció más interesante el video, las imágenes con o la presentación? Estudiante 1?

Estudiante 1: Si

Profesor: Cuéntame cual de las actividades te pareció más interesante?

Estudiante 1: No sé cómo se llama

Profesor: Es el video, es el crucigrama? Te pareció (el crucigrama)provechoso útil para nuestra clase?

Estudiante 1: Es Que pues fue una de las mejores actividades que tuvimos a parte del video porque todo el mundo podía rayar ahí y todos podían participar.

Profesor: Gracias:

Profesor: Pregunta a Estudiante 3 y 4 si participaron en esta actividad (sopa de letras) y dicen que no. Dime Estudiante 7 participaste?

Estudiante 7: Si, Me gustó mucho y me dijo Estudiante 1 esté la sopa de letras y me gustó también el video.

Profesor: Ok Excelente. ¿Por qué te parecieron está y el video bueno?

Estudiante 7: Pues está porque o sea la sopa de letras porque o sea pues como todo dinámico Dinámico y pues cada una podía participar encontrar las cosas o sea las palabras y pues me gustó mucho y el video Pues porque yo Antes sabía jugar ajedrez pero pues entonces una nueva forma de jugarlo pues osea con cosas que no sabia Y pues eso es lo que me enseñó el video.

Profesor: Ok, Estudiante 6 aunque no hayas participado en todas presentacion, imagenes, wordsearch, o del video cuál te parece Más Útil para la clase

Estudiante 6: pues en mi opinión diría la sopa de letras.

Profesor: por que?

Estudiante 6: Pues para mi la sopa de letras hace que la clase sea más creativa por decirlo así ami me gusta hacerlos y se ve chevere.

Profesor: (busca a otro estudiante y saluda a un nuevo estudiante que ingresa.) Estudiante 4 te hago una pregunta. Yo No sé si estuviste en las primeras clases Pero aún te pregunto nosotros hicimos un video instructivo hicimos un crucigrama junto donde todos podamos dibujar hicimos estas imágenes donde la verdad era yo el que hacía click y ustedes veían y leían y Tratamos de hacer una presentación de estás Estás 4 cuál te pareció más o te parece Más Útil para nuestra clase?

Estudiante 4: el caballito

Profesor: por que?

Estudiante 4: Por que el se mueve en L

Profesor: Pero, Te pregunto de Estas actividades de Estas actividades tuvimos cuatro actividades cuatro actividades una presentación otra actividad que era unas imágenes esta actividad que era un crucigrama y podíamos dibujar y un video Estas actividades cuál te parece más interesante o mejor para ti

Estudiante 4: El video porque así uno puede estudiar y aprender con ese video.

Profesor: estuvieron ahí. De todo lo que más participamos si fue el crucigrama por que todos podíamos dibujar teníamos el drawing tool y podíamos dibujar y el que más participó fui yo yo era el que hacía clic no se si ustedes estaban viendo la pagina ustedes mismas y esta la presentación en la primera clase de ajedrez creo solo una persona no más la lleno y la tuvimos que hacer juntos porque no la quisieron hacer solas. Y las teniendo quizás les da pena y quizás nadie quiere hablar individualmente ahora diganme de estas Majo el video, el crucigrama imagenes con links o la presentación cuál era la menos provechosa o menos interesante para ti.

Estudiante 2: la verdad no se por que me gustaron todas pero para mi como la que vi que menos les gusto fue la presentación.

Profesor: porque crees que eso ocurrió?

Estudiante 2: porque pues lo que tu decias el miedo de las otras no se hablar solas o algo asi de pronto no les gusto tanto, pues a mi la verdad si me gusto pero no sé al resto si les gusto.

Profesor: OK a quien mas no le he preguntado. Levanten la mano si quieren opinar sobre esto.

Estudiante 8: no se profe es que la verdad que pues la presentación o sea seria mas divertida si fuera en parejas pues o sea en grupos para pues tener dos mentes pensando o mas y pues lo de la lectura pues está bien claro que hay palabras que uno no entiende entonces pues es mejor no se mejor decirlo o preguntar quienes no entendieron tal cosa o algo asi para pues uno entender mejor la dinámica.

Profesor: Ok exelente gracias Estudiante 8, Estudiante 4.

Estudiante 4: A mi me gustaron todas, no puedo elegir ninguna la verdad.

Profesor: ok y si, yo tambien les voy a decir con respecto lo que digo isabell que debería ser en pares ahorita vamos hablar de Ludo y se nos acabó el tiempo y lo íbamos hacer en pares y no tuvimos tiempo entonces el tiempo es un factor que quiero comentar por ejemplo una presentación en el colegio cuanto se demoran pasar todas las niñas o todo el salón para hacer una presentación creo que es harto tiempo. TEnemos que considerar eso. Que tal si hacemos la presentación como la hicimos bastante las contestaron y la hicieron muy chevere unas hicieron el dibujo muy bonito y me parecio muy chevere la tarea de Ludo que me enviaron en esa si participaron bastante entonces piensen en cuál sería la mejor opción para hacer esta presentación. Quien lIego ahorita que no haya contestado. Estudiante 1 te pregunto de estas cuatro actividades presentación, imagenes con links, wordsearch y el video. Cuales la más o la que tu creas es la más provechosa para nuestra clase.

Estudiante 1: yo había dicho...

Profesor: o perdón la menos interesante. Disculpa Es, la que más interesó a la clase, la que menos fue provechosa.

Estudiante 1. Esa pues cuando nos pusiste a hacer esa como mini presentación, pues tuve problemas comunicándome con la persona que tuve que hacer la presentación con pues al final pues muy improvisado.

Profesor: OK Ok con mas tiempo seria mejor es lo que me estás diciendo?

Estudiante 1: si

Profesor: listo en nuestra segunda esta fue nuestras primeras sesiones que hicimos voy a dejar de compartir y vamos a hablar de Ludo que fue parques no se si se acuerdan creo que en parques todas tuvieron la oportunidad de participar y de ver el cambio que tuvimos espero que algunas pudieron ver el cambio que tuvimos de ajedrez a parques entonces el parques si teníamos una website una pagina donde todos podamos referenciar ya la voy a abrir para que la podamos ver de nuevo y ustedes se acuerden de todas las actividades, déjenme abrirla, entonces acuérdense por favor de ludo ludo en español fue parques. Lo primero que hicimos fue un quizz. Listo, Esta fue nuestra página de ludo con la que participamos nosotros jugamos un quizis no se si se acuerdan cuando jugaron el quizis también vimos un video este es el video y después hicimos el juego como les dije algunas pudieron jugar y otras no tuvimos un link a un kahoot que me parecio a mi personalmente que participamos bastante y estaban como la mayoría participando y por ultimas hicimos la presentación que como les dije ya les muestro quizás una imagen de algunas de las tareas que me enviaron y estuvo muy chevere entonces les hago la pregunta de estas actividades cuales ustedes creen que fueron las más provechosas o las que mejor tenían interacción

Estudiante 3.

Estudiante 3 : es que verdad las tres me gustaron mucho porque pues o sea el quizis o sea fue divertido pues uno como que responden las preguntas pues algunos no sabíamos pero no sabía cositas y pues yo ya empeze a mirar que decía cada una o sea que había hacer que no había que hacer y pues me gusto pues osea jugar me gusto tambien porque pude jugar con valerie y pues si jugamos un tiempcito y si me gusto y tambien el video pues la información.

Profesor: perfecto gracias Isabela. Estudiante 5

Estudiante 5: Para mi la actividad que fue más provechosa para mi fue la de Kahoot ya que aprendimos muchas cosas y aprendimos más vocabulario

Profesor: Ok Estudiante 7

Estudiante 7: profe todas estuvieron buenas la que mas me gusto a mi fue el uego y la más provechosa creo que son los quizzes y los kahoot.

Profesor: porque esos quizz o porque te gusto el juego, porque recuerdas más el juego

Estudiante 7: porque fue muy divertido jugar con mi compañera porque nos reíamos mucho de lo que pasaba.

Profesor: ok y el quizis que recuerdas del quizis y el kahoot?

Estudiante 7: que conforme al video tenemos que recordar más o menos lo que dijeron y teníamos que ver lo que habíamos entendido y responder las preguntas que nos habían puesto.

Profesor: gracias gracias Estudiante 4

Estudiante 4: pues a mi me gusto mas el kahoot y por que el kahoot pues yo me di cuenta que cuando hicimos el kahoot vi que muchos participaron y además era muy divertido aprendimos el vocabulario aprendimos de los errores y pues a mi me encanto

Profesor: gracias gracias Estudiante 4, Estudiante 5 cuéntame cual de todas te pareció la mejor.

Estudiante 5: la mejor para mi fue el video porque nos enseñó las reglas de como jugar y como se movía

Profesor: ok ok Estudiante 2

Estudiante 2: a mi me gusto mas que todo el quizis y el kahoot porque me pareció que en esos dos fue donde más interactuaron los demás y los que más se divertieron como asi decirlo y tambien el video porque el video fue como lo más como las reglas nos enseñaron cómo jugar.

Profesor: listo, listo muchas gracias perfecto de estas clases vieron el cambio de ajedrez a ludo? que creen que fue el mejor cambio que hicimos con respecto a estas clases. Algo muy cortico tenemos tres minutos. Estudiante 1

Estudiante 1: el mejor cambio fue que pudimos realmente jugar ludo.

Profesor: Alguien más sobre el cambio de ajedrez a ludo?

Estudiante 6: A parte del tema que osea que hicimos más cosas porque pues en ajedrez hicimos pues hicimos actividades y todo eso pero en el ludo hicimos como más interacción.

Profesor: Gracias, muchas gracias. Bueno, bien ahora de aquí vamos a irnos al Tic Tac Toe. Les voy a mostrar que es, miren que es . Este es Tic tac toe, miren la pagina vamos a tener un quizziz vamos a tener un video, ademas de eso tenemos otro kahoot y vamos a hacer una presentación y la idea es que la

hagamos en pares y si no tenemos tiempo cada uno va poder tener suficiente tiempo para prepararla para hacerla con el tiempo que necesiten. Ahora que creen que, como les digo, hay algo falta de aquí algo sugieren que podamos cambiar deberíamos incrementar la interacción deberíamos quizás quitar un actividad que no nos sirva algo muy corto sobre a lo que vamos hacer en nuestra próxima clase que es tic tac toe isa

Estudiante 7: profe no es quitar si no que quería dar una sugerencia que cuando vayamos a ser la presentación en la clase pues darle más tiempo o sea para poder hacerla por que es que mira que las otras presentaciones ya osea las hicimos al final y no pudimos hacerlo hay que hacerlo un poquito más antes o al principio no se para poder hacerlo bien

Profesor: Gracias Estudiante 7. Alguien más, estas actividades son suficientes son buenas para nuestra próxima clase? Es bueno ahora jugar Tic TAc Toe y cambiar a un juego que por ejemplo, cambie a tic tac toe les cuento porque aunque ludo pudimos jugar todas aun tuvimos dificultades porque eran aplicaciones cada una y algunos no podíamos abrir porque se nos sobrecargar todo lo que teníamos abierto con tic tac toe vamos a jugar en un papel y lápiz entonces no va haber problema desconexión que piensan de eso

Estudiante 1

Estudiante 1: pues me pareció muy chevere.

Profesor: te pareció mejor cambiar de algo online a algo que podamos hacer en papel?

Estudiante 4: es que online hay como un montón de herramientas pero si se podría hacer algun tipo de examen o algo que se pudiera imprimir me imagino o tal vez hasta hacer un dibujo de algo

Profesor Ok Estudiante 8 qué te parece el juego de tic tac toe qué te parece esto en nuestra próxima lección?

Estudiante 8: a mi me parece muy bien

Profesor: te parece una buena idea de de ludo ahora a tic tac toe tic tac toe en español como se dice

Estudiante 2: tricky, igual tic tac toe

Profesor: paz te parece ajedrez después ludo ahora tic tac toe que piensas de la elección de los juegos ahora especialmente el que vamos hacer?

Estudiante 2: pues a ver a mi me parece que cambiar de ajedrez a parques fue chévere porque cambiar de algo que es mas teorico y mas de pensarlo bien a algo más divertido y más como de estrategia para después cambiar a otro que pues es mucho más divertido que los otros

Profesor: ¿te parece esta una buena elección?

Estudiante 2: si

Profesor, Ok, quien mas quien mas dejenme ver quien mas le puedo preguntar Estudiante 5 te parece este juego una buena elección para nuestras próximas sesiones considerando lo que hablamos lo que digimon de ajedrez después ludo y ahora tricky qué te parece esta elección para nuestras próximas clases?

Estudiante 5: a mi me parece super chevere por que como digo paz pasamos de algo muy digámoslo muy aburrido a algo muy divertido en el tic tac toe uno compite mucho y uno a veces uno hace algunas trampas como para ganar y divertirse más.

Profesor: listo muchas gracias Valentina. Último comentario Majo, ¿qué te parece la elección de este juego?

Estudiante 6: pues a mi me encanta pues es que no se a mi me ha tocado el ajedrez el ludo ni el tricky todos me gustan entonces a mi me encantan.

Profesor: Ok exelente las actividades susana cambiarías alguna actividad o alguna de estas no te agrada

Estudiante 5: no profe todas me parecen buenas

Profesor: ok cual seria de estas la más interesante para ti?

Estudiante 5: tal vez cuando y vayamos a hacer el quizis o cuando vayamos a jugar tricky en papel

Profesor: les agradezco muchísimo gracias por su participación gracias por expresarme lo que ustedes piensan. Voy a tener todo en consideración el tiempo que vamos a hacer la presentación. (TEacher gives thanks to students for their participation.) Voy hacer todo lo posible para que nuestra próxima clase siga evolucionando y siga cambiando para que nosotros tengamos más participación en ella Ok. Aqui terminamos. Adios. Nos vemos la próxima clase.

Appendix N. *Cycle 2 Focus Group Transcription*

Cycle 2 Focus Group Transcription

Profesor: listo estamos grabando ok hoy vamos a discutir nuestras actividades entonces vamos a ver como no fue en las últimas... ya este es nuestro segundo ciclo solo nos queda un ciclo mas dos juegos más para practicar y acabamos entonces nos queda un ciclo y terminamos el ciclo número dos y vamos a iniciar ciclo número tres. Esperen les voy a compartir mi pantalla quiero que vean lo que hicimos para que puedan referenciar entonces les hago un repaso de lo que vimos o esto fue como jugar piedra papel tijeras pero también tros tuvimos en el segundo ciclo tuvimos tic tac toe listo. Así que jugamos tic tac toe y jugamos piedra papel tijeras si se acuerdan todo? Le recuerdo las actividades de tic tac toe fue un quizziz después un video después un hicimos jugamos jugamos tic tac toe, scuerdenze por favor como les fue cuando jugaron y después tuvimos un kahoot y al final hicimos nuestras presentaciones muchas me mandaron no todas acuerdense quienes las enviaron quienes no para que ustedes sepan como les fue en esa actividad por ahor acuerdense que hicimos en cada actividad cómo les pareció cada actividad y les muestro la otra que fue piedra papel tijera vimos un video diferente este video no era instructivo solo era chistoso, y el segundo video este tuvo una diferencia que yo lo hice para ustedes entonces cambie en cambio de como el primer fue un instructivo de youtube ese segundo fue un instructivo por parte mía y después hicimos quizis kahoot y esta era este es el kahoot y finalmente la presentación, lo que cambió la presentación fue que puse las preguntas directamente en el sitio entonces empezemos le quiero preguntar (Teacher lets another student in and reviews what he just said) Estamos haciendo preguntas sobre nuestras actividades. ¿Cómo nos fue en cada actividad? Cómo se sintieron de los cambios que hicimos y empecemos por tic tac toe. Entonces si se acuerdan antes de tic tac toe se acuerdan que fue ludo que fue parques y despues hicimos tictac toe empezamos con un quizziz la que me alze la mano me puede contestar que le pareció el quizziz esta vez mejoramos sigue la misma interacción ha mejorado nuestra participación aquí?

Estudiante 1

Estudiante 1: el quizziz a mi me gusto mucho porque es como muy interactivo y muchas participaron unas no pudieron entrar estuvo muy divertido y la mayoría participó

Profesor: Gracias alguien mas algun comentario del quizziz de tic tac toe. Si fue verdad creo que en primer en el tic tac toe no todos pudimos participar creo que en el último que fue paper rock scissors, mejoró un poco el quizziz y creo que todos estuvimos creo que celeste no pudo contestar una o dos eso es lo que yo me acordé. Alguien mas tiene un comentario del quizziz alguien mas que tenga un comentario que me diga del quizziz. Estudiante 2 qué te pareció el quizziz

Estudiante 2: para ser la primera vez que lo juego me pareció muy chévere porque me gustó cómo lo organizaste y que pudimos participar la mayoría.

Profesor: Gracias, bueno de ahí seguimos con tic tac toe que fue el primer video acuerdense que fue un video instructivo se acuerdan y el segundo vídeo de piedra papel tijeras fue un poco diferente quien me quiere comentar de los videos. Qué les pareció si el primero fue mejor que el último si el último fue mejor que el primero.

Student 3: ¿Puedo?

Profesor: Claro que si puedes hablar en español es en español.

Estudiante 3: bueno a mi me parecio muy chevere porque expresaba la idea central del juego de una manera que podiamos entender

Profesor: ok bien y el cambio del primer video o sea es bueno que el teacher haga el video el mismo

Estudiante 3: si tu creo que tu explicas mejor que el otro video.

Teacher ok ok quien mas susana que me dices de los videos

Estudiante 4: profe pues los dos estuvieron muy buenos porque aunque eran corticos los dos explicaban muy bien, lo querían dar a entender. Pero a mi me gusto mas el que usted hizo porque pues a usted se le entendia mas.

Profesor: gracias, quizas yo por ser teacher por saber el nivel de mis alumnos hablo más lento explico las cosas uso algunas palabras que debo explicar diferente al video el video si es directo y no le importa nada ahora tenemos un video extra que te parecio el video extra Estudiante 4

Estudiante 4: ese video fue muy charro porque en el juego iban metiendo pues a la harina con puras cosas entonces pues a mi me dio mucha risa y muy bueno de que haya pues así cosas bien divertidas.

Profesor: ¿alcanzaste a captar algo de vocabulario en este video?

Estudiante 4: sí pero no me acuerdo

Profesor:no mucho, no hay problema. Quien más me quiere dar un comentario de los videos. ¿Qué me dices de los videos que te parecieron fueron útiles fueron buenos para nuestra clase? Si Estudiante 5

Estudiante 5: pues a mi todos los videos me parecieron muy interesantes y bacanos y también me gusto mucho cuando tu hiciste tu video pues entendía más con tus palabras.

Profesor: Entiendo

Estudiante 5: a mi me parecio bueno

Profesor: gracias Estudiante 5 bueno Estudiante 5 otra pregunta. Qué te pareció agregar otro video chistoso aunque no nos enseñara mucho es bueno

Estudiante 5: pues diria que si pues cuando vemos el video vemos como se juega aunque no sepamos la regla vemos como se juego y tenemos la idea como es

Profesor: listo listo seguimos de ahí hicimos el kahoot jugamos oh en el tictac toe jugamos tic tac toe acuerdenzencomos les fue y en paper rock scissors jugamos paper rock scissors qué les pareció jugar cada uno de los dos juegos cual fue mejor cual eran los puntos buenos y negativos de esos juegos que les parecio el cambio de juegos que hicimos de ludo y ajedrez a estos juegos que eran como más fáciles Estudiante 6

Estudiante 6: pues que aprendimos mucho como se jugaban los dos porque de pronto algunas no sabían las reglas porque uno si sabe jugar pero no se sabe las reglas

Profesor: entiendo, y dime Estudiante 6

Estudiante 6: y también los negativos son que no se pueden jugar muchas personas como de 10 o 20 puede ser hasta 100

Profesor: ok perfecto gracias. Sí también creo yo que estos dos juegos son limitados a dos jugadores no hemos podido jugar un juego que nos incluya a todos si me entiende a todo nuestro grupo que podamos jugarlo quien más me quiere dar un comentario de los juegos. Quien mas esta por ahy Estudiante 7 tu me ayudas? Qué te parecieron los juegos tic tac toe y paper rock scissors te parecieron más dinámicos como te sentiste.

Estudiante 7: quien profe estudiante 7 o estudiante 4

Estudiante 7: pues profe nose osea a mi me gusto todo la verdad me pareció que el cambio fue significativo o sea hicimos más cosas divertidas y todas esas cosas y a la vez aprendimos mucho como asi una clase no estricta así como una clase que podemos jugar y podemos aprender algo al tiempo

Profesor: tú alcanzaste a jugar tic tac toe y piedra papel tijeras?

Estudiante 7: si pero osea fue un poquito difícil osea a mi me tocó las tres me toco con celeste me toco con elena creo y pues fue un poquito difícil porque entramos de a tres y aparte el internet no daba mucho pues cámaras fallan y pues si.

Profesor: tocaba ver la mano y en piedra papel tijeras fue un poquito difícil en tic tac toe creo que nos fue un poco mejor ok bueno ahorita les digo del juego. Bueno y ahí siguió el kahoot alguien más tiene un comentario de los juegos de como se sintieron jugando o durante los juegos antes de que yo siga al kahoot cual les gusto mas tic tac toe o.. Estudiante 2 cuéntame

Estudiante 2: profe a mi me gusto mucho de los juegos que aunque como dijeron que no podíamos jugar muchos podíamos jugar y tipo conocernos más para no ser como hay compañeras y ya sino también como tener una relación de amistad si te hago entender

Profesor entiendo ahora en tic tac toe no hicimos campeonato pero en piedra papel tijeras si que les parecio el cambio donde todos participamos diganme la verdad o no me gusto teacher eso estuvo terrible o no me gusto o estaba muy difícil o lo podríamos mejorar de esta manera de otra manera quien me dice algo dejenme ver voy a escoger a Estudiante 5. Valentina como te sentiste jugando? ¿Pudiste jugar? ¿Cuál te gusta más?

Estudiante 5: pues profe a mi el que me gusto mas fue tic tac toe porque aber me pareció más divertido que piedra papel tijeras pues todos lo saben jugar muy bien en cambio el tic tac toe hay personas que no lo conocen y si es chevere

Profesor: y Estudiante 7 que te pareció el campeonato tú pudiste participar

Estudiante 7: si yo lo hice con Estudiante 3

Profesor: es bueno tener una actividad grupal donde todos podamos participar Estudiante 7

Estudiante 7: sí porque uno tal vez quiere participar con una persona pero no le toca con esa persona ya que todo es a la zar entonces sí me parece eso muy chévere porque además estamos haciendo un trabajo en equipo

Teacher ok ok perfecto gracias bien de ahí seguimos al kahoot el kahoot es quizás muy similar al quizz pero quiero saber si yo debería, deberíamos continuar con el kahoot o deberíamos cambiarlo este juego. Que piensan de este juego participaron no participaron Estudiante 5

Estudiante 5: a mi me parece bien kahoot porque evalúa lo que uno ha aprendido de una manera muy didáctico a mi me gusta

Profesor: ok tu pudiste participar y terminar la actividad?

Estudiante 5: si señor

Profesor: ok perfecto Estudiante 4 qué te pareció el kahoot pudiste hacerlo terminaste pudiste participar?

Estudiante 4: muy bien si yo lo termine. Estuvo un poquito difícil pero si lo termine y no gane

Profesor: Chévere muy bien gracias helena quien mas dejenme ver alguien tuvo dificultades con el kahoot? O no le pareció una actividad que nos incrementara nuestra interacción Estudiante 6

Estudiante 6: teacher en mi opinion yo diria que kahoot a mi no me gusto porque yo a veces no puedo tener dos dispositivos y estar pasando de una parte para ver tu pantalla para ver las respuestas es muy difícil

Profesor: gracias gracias por decirme Estudiante 8

Estudiante 8: muy bien profe a ver yo estoy super de acuerdo con celeste porque pues yo estoy en un solo computados entonces pues cuando me salgo de la pantalla para ver o sea la clase para ver tu pantalla para cual es la pregunta se me traba todo Entonces después cuando si cuando empiezo a mover el mouse entonces se me pone cualquier respuesta y pierdo. Entonces pues eso me pasó en la clase pasada por eso baje un poco el porcentaje pro eso es un poco dificultad pero al final si si es bueno

Profesor: te paso lo mismo con el quizis Estudiante 8

Estudiante 8: con el quizis no porque o sea con él quizás uno ve la respuesta y la pregunta o sea uno la puede ver ahí mismo entonces no tengo esa falla

Profesor Ok Estudiante 3 dime

Estudiante 3: Pues lo que pasa tambien tengo como la misma opinión de ellas pues a mi si se me facilita pues yo estoy en el ipad pero igualmente es como difícil estar mirando una parte de la pantalla y la otra y aveces se me traba y siendo que eso le puede pasar a muchas personas no pueden dividir como la pantalla en dos en cambio el quizis uno lo hacía solo y uno terminaba en

diferentes tiempos así que osea era menos el estrés por tener que ver las dos pantallas ahí está la pregunta y uno podía responder ahí mismo

Profesor: teníamos mejor interacción en el quizis que en este que en el kahoot. Creo que en el kahoot es más difícil interactuar con la pregunta por qué hay que cambiar de pantalla Yo les entiendo perfecto ok de ahí finalmente en tictactoe y en piedra papel tijeras tuvimos nuestra presentación en tic tac toe no les di preguntas como tal solo era como jugar que era tic tac toe no eran muchas y las puse en una presentación aquí se las di directamente en la en el sitio tuvimos más personas que terminaron piedra papel tijeras qué tic tac toe que les parece la presentación al final en la metodología hay una presentación tenemos que tener una presentación pero la podemos cambiar ustedes pueden you recibí muchos dibujos unas muy cheveres unas muy bonitas que les agradezco que les parecio ok tengo dos mano déjenme ver quien es Estudiante 5 cuéntame de la presentación

Estudiante 5: teacher a mi me gusta mucho que al final de cada dos clases del juego hagamos una presentación ya que es como repasar lo que ya hemos visto para tener ya más claro ese juego a mi el final me gusta mucho

Profesor: ok Estudiante 2, cuéntame.

Estudiante 2 a mi me gusta mucho la presentación es como una forma muy creativa después de repasar aunque como algunas se nos hace fácil como a mi por el lettering pues yo sí sé de las letras hay otras que sí es como más difícil cómo crear la presentación porque pues sí.

Profesor:: estaba pensando que quizás para incrementar nuestra participación lo podíamos hacer en pares yo le puedo dar ustedes se pueden comunicar por el chat o pues doy, ustedes saben que tenemos limite de tiempo entonces siempre terminamos justo a tiempo entonces no lo podemos hacer les tocaría en el chat comunicarse en pares o lo podemos hacer entre tres no hay problema

y ustedes lo pueden enviar en grupo qué les parece que lo hagamos en pares o en tres la presentación al fina. Me pueden dar un dedo arriba o un dedo abajo o me pueden dar un comentario o pueden levantar la mano diganme Ven un dedo arriba de celeste de valerie veo tengo dos que me dicen que si. Quien más cree que en pares podrían hacer la presentación? Y que mejoraría nuestra interacción en clase con nuestros compañeros

(Estudiantes alzan la mano para mostrar acuerdo con la idea propuesta)

Profesor: que incrementa nuestra interacción hacer la presentación en pares yo lo voy a organizar para que así sea la próxima clase. Bueno entonces esas eran nuestras actividades creo que las actividades de la última clase nos funcionó muy bien piedra papel tijeras el campeonato me perdí un poco con las líneas y al final lo tuvimos que acelerar un poco creo que se debe si lo volvemos hacer se debe organizar un poco mejor que mas les iba a preguntar una de las cosas que la metodología me dice que haga es tener sesiones de chat no hay mucha interacción en el chat del zoom cuando estamos en clase, cómo podemos mejorar eso cómo podemos mejorar que ustedes escriban más en el chat quien tiene una idea yo les dije en tic tac toe les dije ok empiezan a hablar ok empezaron a escribir pero en piedra papel tijeras no les dije nada y muy pocas escribieron algo en el chat cómo podríamos mejorar en el chat o que nos motiva a hacerlo quien me dice Estudiante 4 cuentame

Estudiante 4: una idea pues sería que estuviéramos como en vez de escribir pudiéramos también mandar fotos o algo asi no se.

Profesor: una imagen. Pueden ser del mismo juego si Estudiante 4 me parece fotos que encuentren por su propia cuenta. Miren yo cuando ustedes saben de donde uno consigue todo uno pone el juego en google se va a imagenes y empiezan a salir imagenes no todas nos enseñan algo esta no pero esta si aqui esta practicamente todo si y hay muchas imagenes seria bueno que por su propia cuenta consigan una imagen y la traigan a la clase eso seria chevere. Elena gracias

me gusto tu idea. Si tuviera que traer algo diferente traería este. Esta es la misma versión pero con do adiciones sopk y lagartija entonces le agregan muchas cosas hay muchos diferentes miren piedra papel tijera spock lagartija busquen para la próxima clase si pueden traer una imagen de cualquier información que ustedes hayan conseguido por su propia cuenta hey eso sería maravilloso miren todas las cosas que hay eso ya no es de piedra papel o tijeras. Hay tantas cosas entonces qué les parece traer una imagen de algo relativo y buscarlo por su propia cuenta dedo arriba si es bueno y dedo abajo si es malo. Ya tengo dos dedos arriba, tres dedos arriba, cuatro dedos arriba y un dedo arriba más y son la mayoría.

Estudiantes: La mayoría levantaron el dedo para estar de acuerdo)

Profesor: Dime Estudiante 6 estás levantando la mano o es un dedo arriba? Ok bueno voy a traer una imagen haber si traigo algo chevere bueno listo también tuvimos algo que me escribieron en el whatsapp que yo les pedi que era la evaluación a su o escoger la mejor persona de la clase las tres que más participaron. ¿Creen que así está bien o debemos evaluarnos a todos por nombre? ¿Que dicen que no evaluamos por nombre a cada uno o los tres mejores en la clase? Es bueno evaluarnos uno a otro. Susana qué te parece evaluar a tus compañeras?

Estudiante 6: Profe yo pienso que estamos bien así como estamos que las tres mejores

Profesor: ok te parece bien que cuando uno evalua a sus compañeros es bueno evaluar a sus compañeros.

Estudiante 6: si para los compañeros ver sus errores que estamos cometiendo o si nos está yendo bien

Profesor: muy bien saber que los otros están viendo que uno participa también es bueno. Quien mas me dice algo Estudiante 3 que te parece evaluar a tus compañeros? Es bueno tener eso en la clase

Estudiante 3: para mi si porque estamos viendo como digo susana estamos viendo si tenemos errores aunque no es que sea que por elegí a uno que sea no significa que uno sea el peor o el mejor simplemente es para saber uno en que se equivocó.

Profesor: O que piensan nuestros compañeros. Uno a veces quiere saber. El que les va dar la nota final soy yo. Yo les voy a dar la nota final pero si es bueno para mi creo que si es bueno que nuestros compañeros pidan piedad decir quiénes son los mejores de la clase Bueno lo vamos a mantener así. Por ultimo me parece que para nuestro proximo juego podriamos hacer este que tambien es un no se si lo conocen en inglés se llama battleship bueno, uno tiene unos buques los marca un un formato marco estos son los buques a ver se los muestro por ejemplo el aircraft carrier tu marcas aaaa y no se si loan jugado en español quien lo conoce nadie? Nadie ha jugado battleship o dios mio majó isa entonces uno pone las letras y después la otra persona dice D4 y si tienes algo en D4 es porque le pegue D8 y si tienes algo ahí lo marcas en rojo cada uno dibuja sus buques y los marca si no lo han jugado esta es la oportunidad también de que ustedes lo busquen. Porque lo vamos hacer porque en este si podemos participar más y es algo de dictar no se requiere abrir otra aplicación no se requiere nada más que un lápiz y si ustedes pueden hacer imprimir la hoja sería excelente si no lo pueden dibujar por su propia cuenta yo creo que lo pueden imprimir la hoja sería lo mejor que yo se los voy a enviar se llama battleship no se como se llama en español guerra de buques

Estudiante 5: yo si. Se dice batalla naval

Profesor: Entonces qué les parece este juego:

Dedos arriba: Todos los alumnos levantaron las manos para estar de acuerdo.

Profesor: y por ultimo si este les parece tienen algun juego que recomendar para el último ciclo tengan en consideración lo que hemos pasado en los últimos juegos que no sea muy complejo que sea fácil reglas fáciles, que se pueda jugar sin abrir video juego u otras cosas que no necesitemos mucho para jugar o sea un tablero como monopolio con muchas piezas billetes

Estudiante 3: que tal ahorcado

Profesor: ahorcado, interesante me parece. Alguien más tiene otra sugerencia

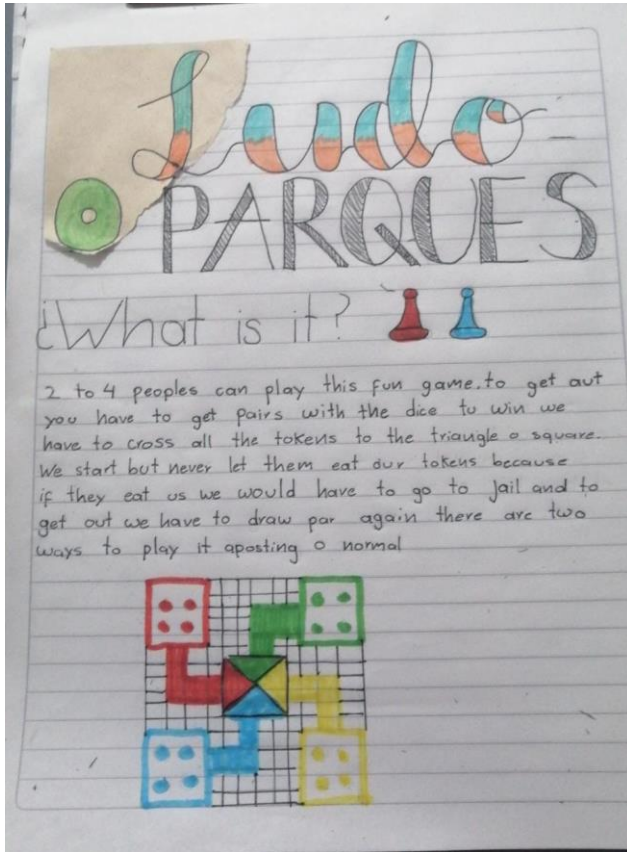
Estudiante 4: A mi me gusta ahorcado.

Profesor: han jugado stop puede ser también. Bueno del que me dieron si tienen alguna otra sugerencia por favor envíemelo al whatsapp yo lo tendré en cuenta y haré la lección y en la próxima lección decidiremos cuál. Acuérdense que el que vamos a jugar es guerra naval traigan su imagen de batalla naval y la próxima clase este jueves no tenemos clase. Es hasta el otro día que el docente organiza la fecha de la próxima clase y se despide de los participantes.

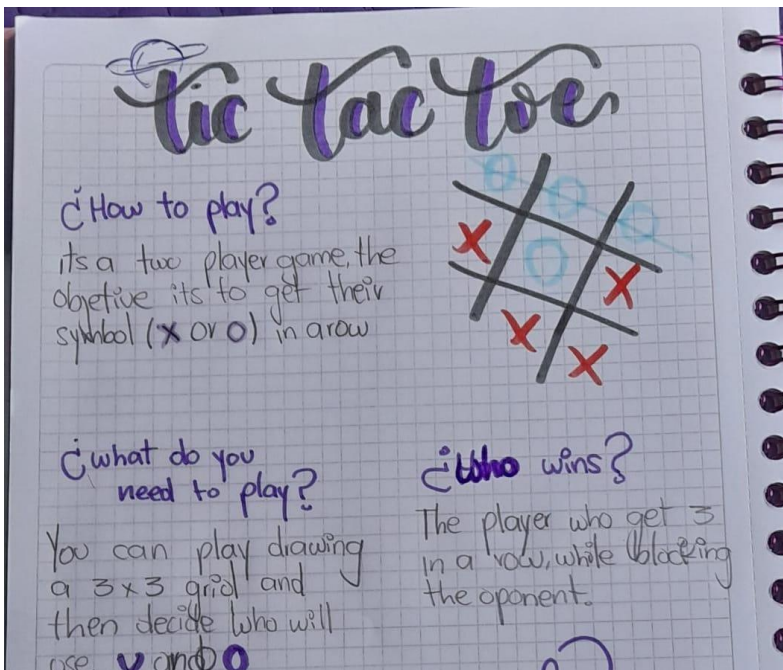
Appendix O. Student Artifacts – Reports

Student Artifacts: Final Student Reports (Items 1-3)

Item 1



Item 2



Item 3

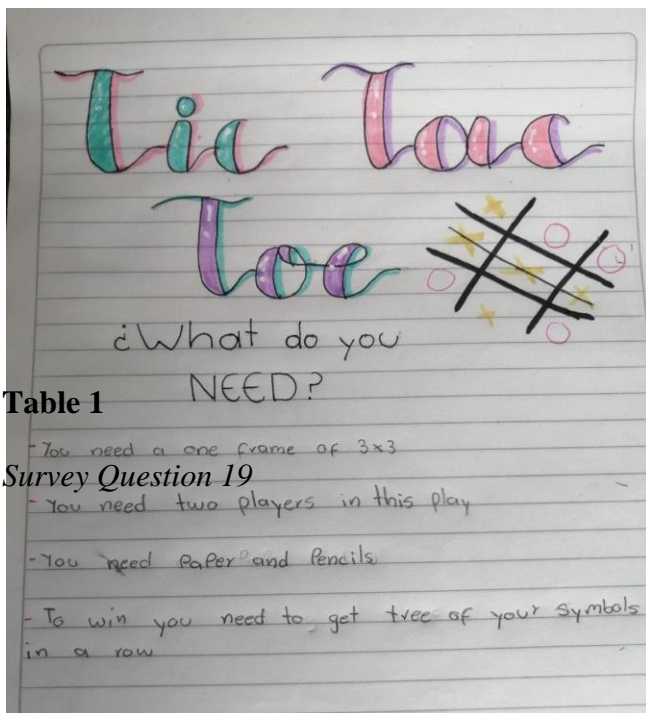


Table 1

Survey Question 19

Que medidas tomó el colegio durante la cuarentena COVID -19?

10 responses

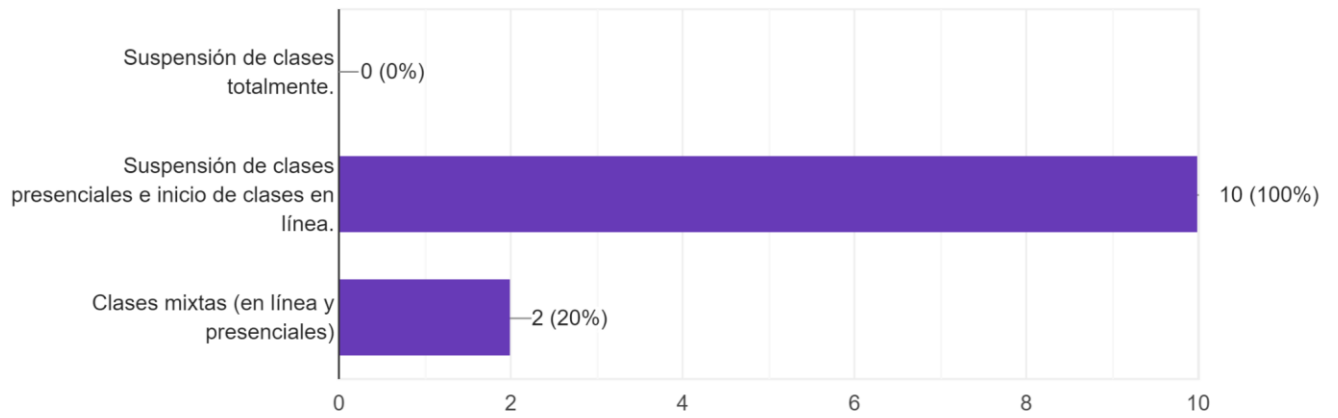
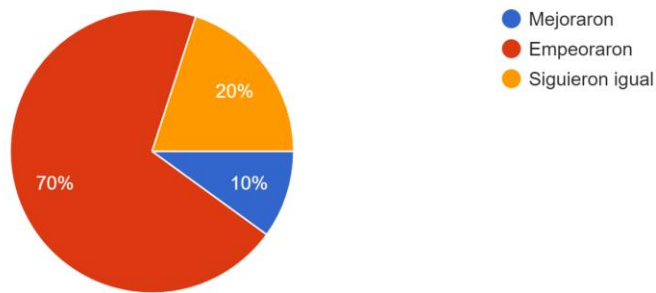


Table 2

Survey Question 23, 25, 26

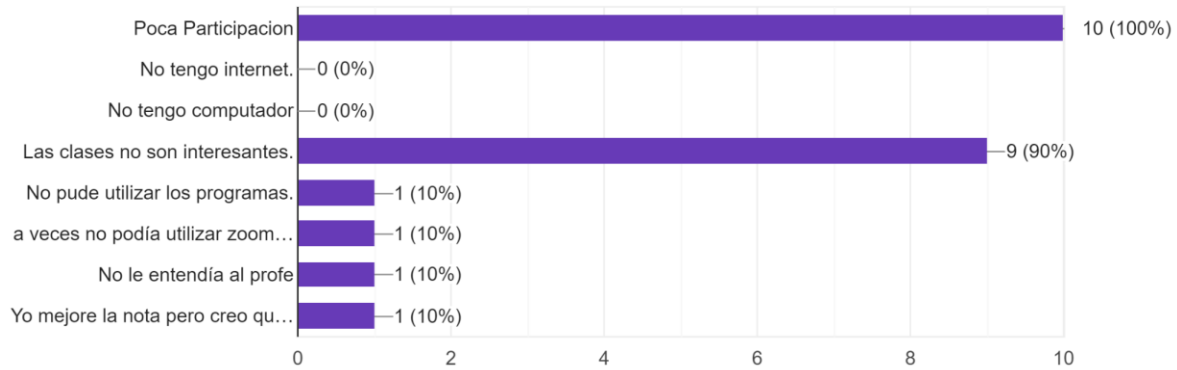
Mejoraron o empeoraron las notas durante las clases en línea?

10 responses



Cual fue la razón por la reducción o el incremento de nota durante clases virtuales?

10 responses



El docente podía utilizar las herramientas virtuales efectivamente?

10 responses

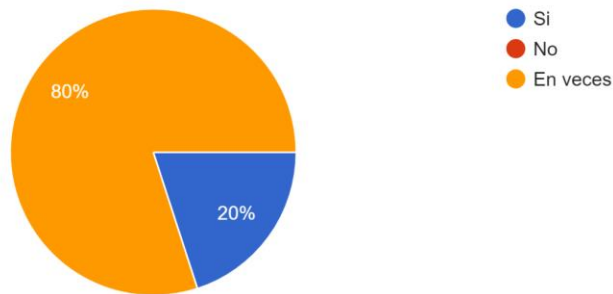


Table 3

Survey

Question

29

Quisiera volver a tomar clases de ingles virtuales?

10 responses

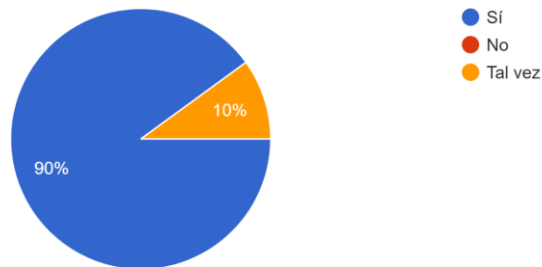


Table 4*Placement Test Results from participants.*

Nombre del estudiante	Habilidades evaluadas				Comentario
	speaking	listening	writing	reading	
ST1	A1	A2	A1	A2	
ST2	A1	A2	A1	A2	
ST3	A1	A2	A1	A2	
ST4	A1	A1	A1	A1	
ST5	A2	A2	A2	A2	
ST6	A1	A1	A1	A1	
ST7	A1	A2	A1	A1	
ST8	A2	A2	A1	A2	
ST9	A1	A1	A1	A1	
ST10	A1	A2	A1	A1	

Table 5*Student Artifact: Academic Report Cycle 1*

Participant	Overall Final Grade(1-5)	Participation during class.	Homework completion.	Comments
ST1	4.0	Good	Completed	Good attitude
ST2	3.5	Low	Completed	Couldn't use some apps.
ST3	4.5	Great	Completed	Great attitude
ST4	3.0	Low	Incomplete	Connection issues
ST5	3.0	Low	Incomplete	Absent a couple of times.
ST6	3.5	Low	Completed	Connection issues
ST7	4.0	Good	Completed	Good attitude
ST8	3.0	Low	Incomplete	Connection

				issues
ST9	3.0	Low	Incomplete	Couldn't use some apps.

Table 6

Student Artifact: Academic Report Cycle 2

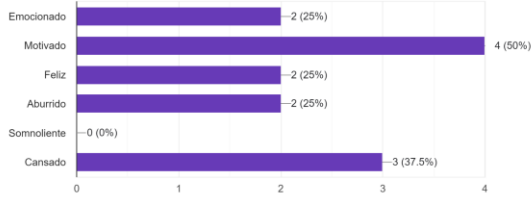
Participant	Overall Final Grade(1-5)	Participation during class.	Homework completion.	Comments
ST1	4.5	Great	Completed	Good attitude
ST2	4.0	Good	Completed	Improved Interaction
ST3	4.5	Great	Completed	Great attitude

ST4	4.0	Good	Completed	Improved Interaction
ST5	3.5	Good	Incomplete	Absent and Late to a couple of classes
ST6	4.0	Good	Completed	Improved use of apps
ST7	4.5	Great	Completed	Good attitude
ST8	3.5	Good	Incomplete	Improved use of apps.
ST9	4.0	Good	Completed	Improved use of apps.

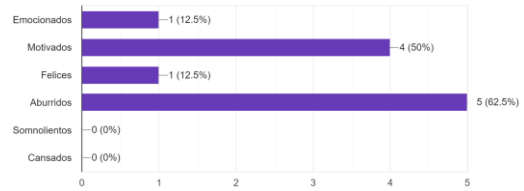
Table 7

Results from Student Feedback Survey: Chess

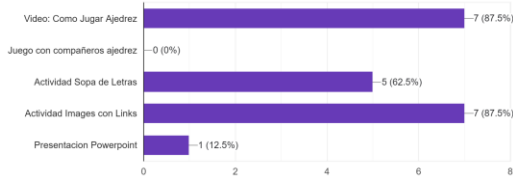
Cómo se sintió en clase?
8 respuestas



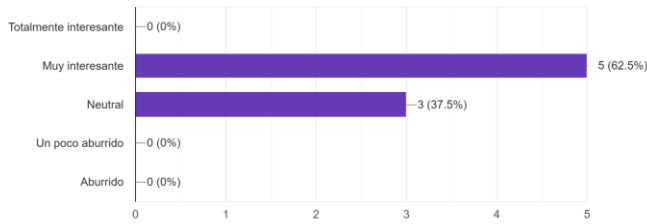
Cómo cree que se sintieron sus compañeros de clase?
8 respuestas



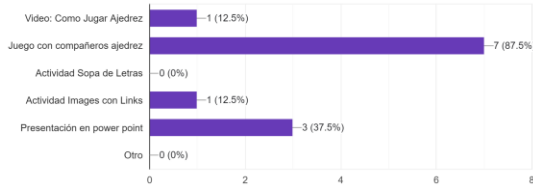
Cuál actividad trabajada en clases es la que más recuerda?
8 respuestas



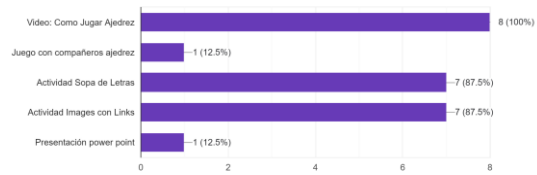
Fué el tema de la clase interesante para Usted?
8 respuestas



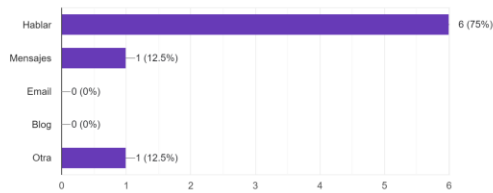
Hubo algo que a Usted no le agradó?
8 respuestas



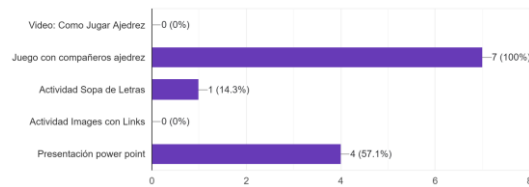
Cuáles de las actividades trabajadas en clase participó Usted?
8 respuestas



Qué interacción tuvo con el profesor?
8 respuestas



Cuáles de las actividades trabajadas en clase Usted no participó?
7 respuestas



Como interactuó Usted con sus demás compañeros de clase?
8 responses

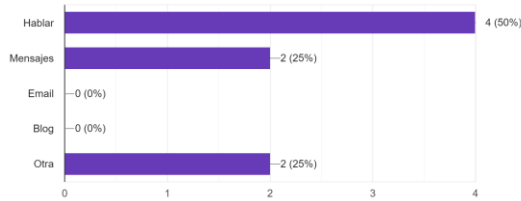
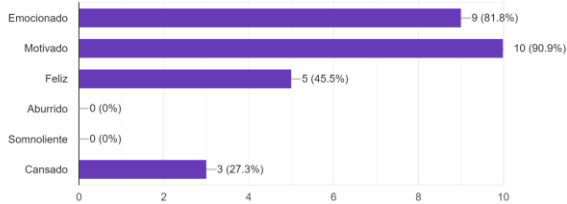


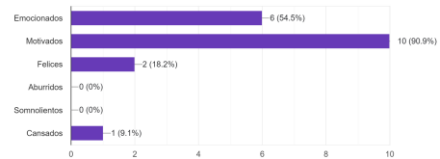
Table 8

Results from Student Feedback Survey: Ludo

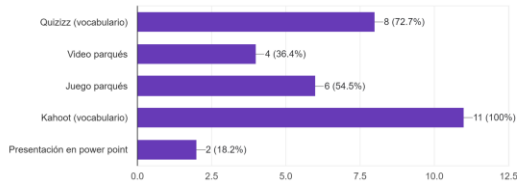
Cómo se sintió en clase?
11 responses



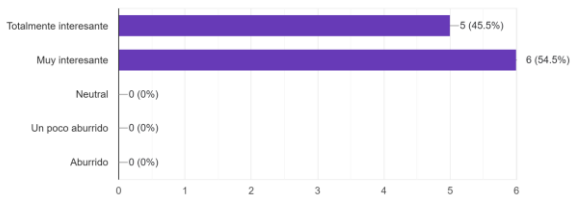
Cómo cree que se sintieron sus compañeros de clase?
11 responses



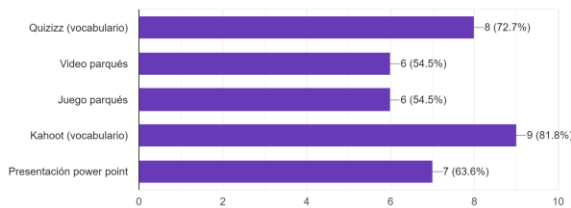
Cuál actividad trabajada en clases es la que más recuerda?
11 responses



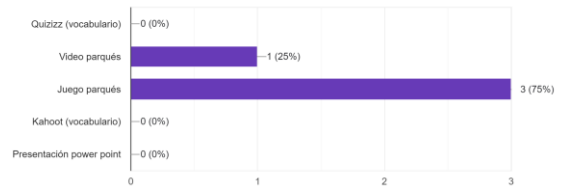
Fué el tema de la clase interesante para Usted?
11 responses



Cuáles de las actividades trabajadas en clase participó Usted?
11 responses

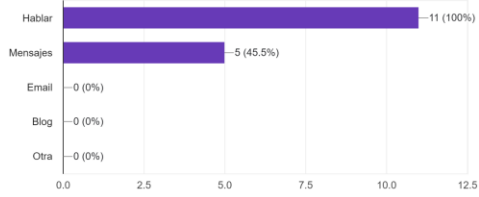


Cuáles de las actividades trabajadas en clase Usted no participó?
4 responses



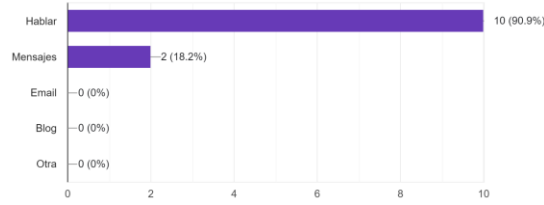
Qué interacción tuvo con el profesor?

11 responses



Como interactuó Usted con sus demás compañeros de clase?

11 responses



Empleó la pagina web creada por el profesor para sus prácticas en casa?

11 responses

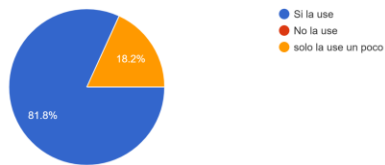
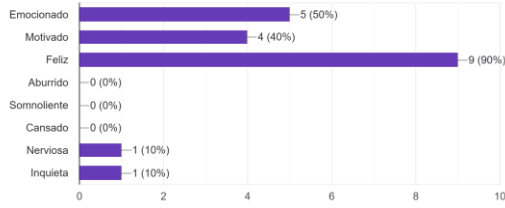


Table 9

Results from Student Feedback Survey: Tic Tac Toe

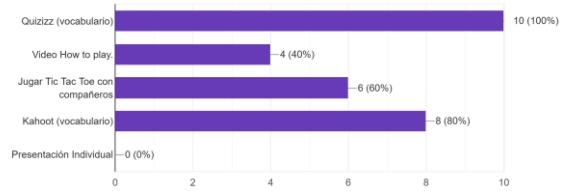
Cómo se sintió en clase?

10 responses



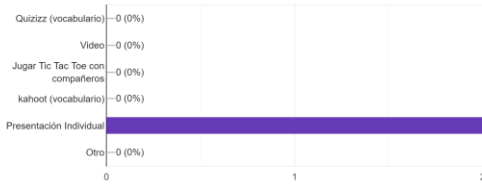
Cuál actividad trabajada en clases es la que más recuerda?

10 responses



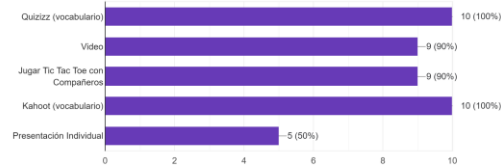
Hubo algo que a Usted no le agradó?

2 responses



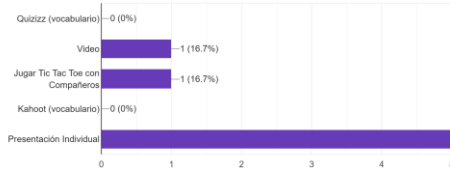
Cuáles de las actividades trabajadas en clase participó Usted?

10 responses



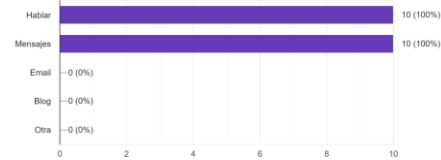
Cuáles de las actividades trabajadas en clase Usted NO participó?

6 responses



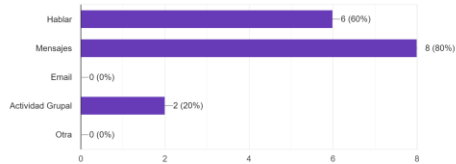
Qué interacción tuvo con el profesor?

10 responses



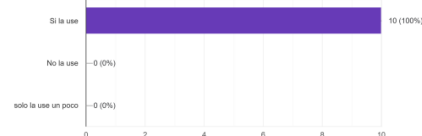
Como interactuó Usted con sus demás compañeros de clase?

10 responses



Empleó la pagina web creada por el profesor para sus prácticas en casa?

10 responses



Pudo interactuar y comunicarse con el docente por medio del chat grupal de Whatsapp?

10 responses

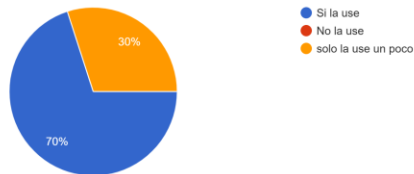
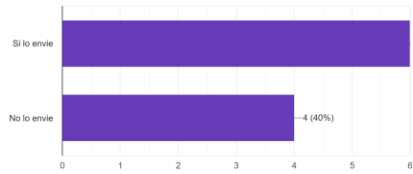


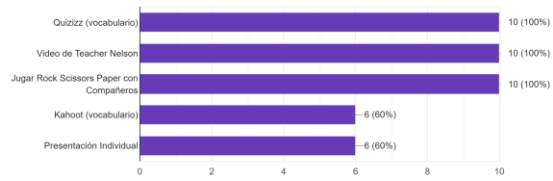
Table 10

Results from Student Feedback Survey: Rock Paper Scissors

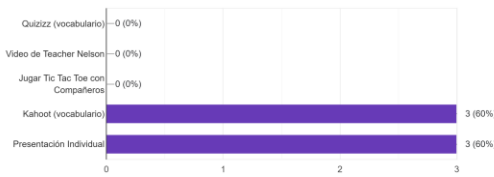
Participo evaluando a sus compañeros por medio del chat grupal de whatsapp?
10 responses



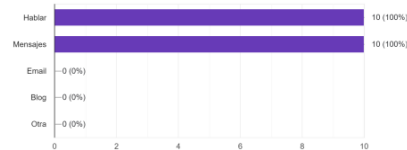
Cuáles de las actividades trabajadas en clase participó Usted?
10 responses



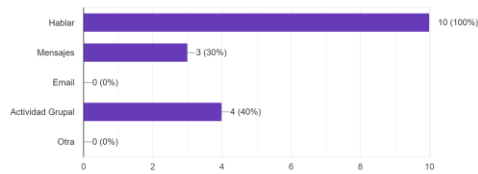
Cuáles de las actividades trabajadas en clase Usted NO participó?
5 responses



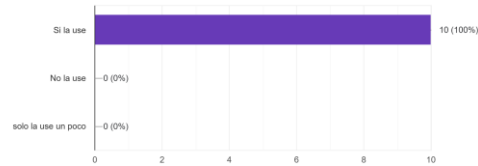
Qué interacción tuvo con el profesor?
10 responses



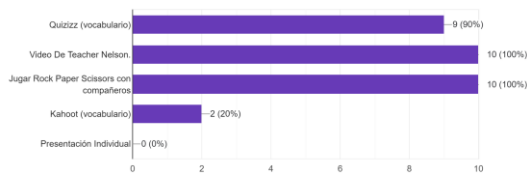
Como interactuó Usted con sus demás compañeros de clase?
10 responses



Empleó la pagina web creada por el profesor para sus prácticas en casa?
10 responses



Cuál actividad trabajada en clases es la que más recuerda?
10 responses



Pudo interactuar y comunicarse con el docente por medio del chat grupal de Whatsapp?
10 responses

