UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

"ACTIVE LEARNING IN ONLINE CLASSES"

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Ambato – Ecuador

2021

SUPERVISOR APPROVAL

CERTIFY:

I, PhD Verónica Elizabeth Chicaiza Redin, holder of the I.D No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: "ACTIVE LEARNING IN ONLINE CLASSES" investigated by Mr. James Steven Toro Ramos with I.D No. 1805193511, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Active Learning in Online classes" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

I don't have words to express thanks to my mom, my brother and my sister who supported me during all my life trusting in what I am capable of do and also for doing all of their effort for support my studies. To my family who is near trying to be part of what I´m doing every year.

James

ACKNOWLEDGEMENTS

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TOPIC: Active Learning in Online classes.

AUTHOR: James Steven Toro Ramos

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín

ABSTRACT

Online classes have become in the main teaching modality due to covid 19 pandemic. The facilities to teach English online are evident since there are many technological tools which helps to practice and have access to language. However, online classes present some challenges which involves students 'interaction and engagement. The purpose of this research is to analyze how the use of active learning impacts online classes. That is why this research explores different active learning strategies which can be incorporated into the design of online classes. Additionally, it discusses many online learning tools that ca be used to promote active interaction between students and teacher. The design of the study was quasi-experimental with 22 participants from two groups. An experimental and a control group from 3rd BGU at Unidad Educativa Ambato. The experiment was applied in 7 online sessions which involved the application of active learning strategies to enhance online classes development and performance of each English skill. To obtain the results it was applied a pre and post test PET designed by Cambridge in the experimental and control group. In this way, it was possible to determine the level of students in online classes before and after the application of active learning. In addition, the analysis of data was done by using a T-student for paired means in SPSS software. In fact, the results demonstrated that there is a significant influence of the use of active learning in online classes since students from the experimental group enhance their performance in a high percentage. Therefore, it was concluded that the use of active learning had a positive impact in online classes.

Key words: Active learning, active learning strategies, online classes, online tools

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RESUMEN

Las clases en línea se han convertido en la principal modalidad de enseñanza debido a la pandemia del covid 19. Las facilidades para enseñar inglés en línea son evidentes ya que existen muchas herramientas tecnológicas las cuales ayudan a practicar y tener acceso al idioma. Sin embargo, las clases en línea presentan algunos desafíos que involucran la interacción y la concentración de los estudiantes. El propósito de esta investigación es analizar cómo el uso del aprendizaje activo tiene un impacto en las clases en línea. Es por ello que esta investigación explora diferentes estrategias de aprendizaje activo que se pueden incorporar al diseño de clases en línea. Además, analiza muchas herramientas de aprendizaje en línea que se pueden usar para promover la interacción activa entre los estudiantes y el maestro. El diseño del estudio fue cuasi-experimental con 22 participantes de dos grupos. Un grupo experimental y otro de control de 3Ro BGU de la Unidad Educativa Ambato. El experimento se aplicó en 7 sesiones en línea que involucraron la aplicación de estrategias de aprendizaje activo para mejorar el desarrollo de las clases en línea y el desempeño de cada habilidad de inglés. Para la obtención de los resultados se aplicó un pre y post test PET diseñado por Cambridge en ambos grupos, el grupo experimental y de control. De esta forma, se pudo determinar el nivel de los estudiantes en las clases en línea antes y después de la aplicación del aprendizaje activo. Además, el análisis de los datos se realizó utilizando una T-student para medias pareadas en el software SPSS. De hecho, los resultados demostraron que existió una influencia significativa del uso del aprendizaje activo en las clases en línea, ya que los estudiantes del grupo experimental mejoraron su desempeño en un alto porcentaje. Por lo tanto, se concluyó que el uso del aprendizaje activo tuvo un impacto positivo en las clases en línea.

Palabras clave: Aprendizaje activo, estrategias de aprendizaje activo, clases online, herramientas online

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

In order to develop this research, some papers, articles and studies were considered as an example of how active learning works. They contribute to this research with similar content based on active learning and use of technology which contributes to a positive and interactive classroom by using different techniques in online classes. Indeed, there are many alternatives to know about this topic but there are many changes with the time that requires the adaptation of this strategy for different contexts.

Villacís (2015) aimed to determine the use of active learning strategies and the intellectual capacities. The data was collected by using a survey. After the analysis, the findings showed that teachers in the studied institution did not use active strategies in order to give their classes. Additionally, she concludes that teachers need to send mental problems both within the classroom and out of it as homework. In this way, they need to apply active learning strategies to develop student´s cognitive skills since most of them claim that their teachers do not apply recreational skills inside and outside the classroom, so classes get tired and boring. Therefore, this research contributes by proposing a guide with different active learning strategies which must be used in class since it was determined that teachers don´t use this type of learning getting their students bored.

According to Vu (2015) in her study aimed to determine if active learning contributes in an ICT-enhanced blended learning environment. The researcher concludes and has as a result that "participants engaged more in hands-on activities such as investigation, group work, and discussion with peers and lecturers". To do this research a sample of nine Vietnamese students were selected and enrolled in different levels of study applying active learning and ICT-based settings at an Australian University. Therefore, by applying those hands-on activities which are part of active learning strategies and also working with ICT tools students show a great and a better potential rather than just using traditional strategies.

Considering these results, this study has a positive contribution in the present research since it shows that working with active learning can improve students' potential in certain activities. Moreover, it uses technological tools to apply this type of learning which can be adapted to online classes.

Another important article that contributes to this research is the one made by Lowe (2015) which aimed on the use of think-pair-share, which is an active learning strategy, in a science class. The researcher concluded that "student's responses to the attitude survey did indicate that using cooperative peer instruction techniques like Think Pair-Share did create a positive learning environment." The data was collected by applying a pre-test and a post-test and the application of a survey. The students' results show that this strategy reduces the stress or anxiety of participating during the class. So, the use of this technique during a class encourages students that commonly do not. Moreover, it improves the learning atmosphere during the class making that all students participate.

In this way, this study is an important support for the present one since the results shows that class became more positive and interactive with all student's collaboration. It was achieved by using Think Pair-Share which is an active learning technique.

In addition, the study carried out by the author Harmon (2017) imed to determine how active learning can impact teaching practices. The researcher points out that "14 out of 17 faculty members, who were selected for the study, were familiarized with active learning. Also, they had observed and used active learning activities and techniques in their professional development". Therefore, the majority of the community members were used to apply active learning in their classes having as result a better performance of their students in exam results. Additionally, as an initiative she proposes developing a teaching and learning center where professors can have access for quality support developing and updating their teaching strategies.

Evidently, it supports the present study since the results shows that preparing and instructing teachers for using active learning can increase the performance of students and the development of the class. In this way, if teachers realize that using this type of learning has better results, they will use it in most of their classes.

Wheeler (2018) in his study based on the application of an active learning class to break barriers points out that "universities often make significant financial and institutional investments in order to give students technology-rich classrooms and of course it helps to teacher and students develop the learning process in a better way but practice-based pedagogy for the effective use of technology is not enough". The results of this study demonstrate that at the same time the ALC technology helps it was a barrier since they did not know how to use it many times ore how to get the best advantages of it in the practical class. Therefore, by adopting ALC technology the class environment increases

the level of participation but without knowing how to use it at all it can´t be possible to get the best results.

Indeed, this study has an important support for this research because it shows that teachers must know how to apply active learning strategies by using technological resources for having better results. Therefore, it will motivate them to be prepared and search how to use some tools to get its maximum performance.

The paper developed by McConnell et al. (2017) aimed to study the utility and efficacy of active learning strategies. They established that new readers in active learning should start by using the highest-utility strategies in such as think-pair-share, peer instruction and minute papers and they have to consider some ways to adapt or incorporate these strategies in their daily teaching classes. While people experienced in active learning can apply some of the strategies in this paper such as higher-order thinking for explore and teach in specific target skills. Additionally, readers who are familiar with all type of active learning strategies can adapt it by using different kinds of sources and in any modality. Undoubtedly, the contribution of this study is based on the utility of each strategy proposed in active learning which are described in a clear way. In this way, it can be taken and adapted for every class.

Another important paper aimed to study how active learning maximize students´ learning in an online class by the authors Khan et al. (2017) points out that teaching online can be difficult and takes time to manage it as a teacher and to carry it out. It requires a lot of planning and knowledge about teaching for applying active learning strategies because in online classes what is required is active participation. Furthermore, engaging students in online classes requires time and constantly evaluation of how it is working. Additionally, working in online classes allows teachers and students to have an easy schedule since they have the dates for all the activities that must be done and also the materials used in the period class.

In this way, this paper illustrates the difficulties that teachers can have by adapting active learning in an online modality and how to manage it. It takes a part in the present study with some recommendations and the analysis of how it has to be constantly monitored.

Irani and Denaro (2020) developed a research based on the incorporation of active learning strategies and the presence of the instructor in online math class. The study concluded that working with active learning strategies in online classes have the same

results as working in traditional classes. To obtain these results teachers have to use a structured plan, online resources and debates online so students were engaged all the time in the class. It is clear that working online is difficult for both students and teachers but once they be used to it is possible to have great results as if they were in a formal modality. The disadvantages found were that some students prefer to work with peers rather than big groups and of course books and texts are not designed to work in this modality so an implementation of these kind of sources would increase the possibilities of teaching online.

This study is valuable for the present research since it shows how students prefer to work in active learning. It can be considered for the planification of each class and how to engage students in this modality.

Furthermore, Dexter et al. (2020) carried out a study focused in the educational leadership preparation by using interactive learning. They stablished that the preparation programs of inter-active learning are important since it required practicing to reach a self-efficacy in potential leaders. The study is descriptive and proposes an analysis of digital application and simulation of active earning tools. In this way, it analyzes how students reacts to this exposure and which is the most effective.

This paper is a factor in the present research since different applications of active learning tools were applied demonstrating which are better for increasing leadership. Certainly, this can be adapted to lesson planning preparation considering group work.

Codreanu (2020) in her paper aimed on how to teach English in an online way describes and analyses a training course delivered by Cambridge focused on online English classes due to Covid 19. This paper describes the different online benefits and hardships faced during transferring face to face classes to online platforms. Additionally, there is clear analysis and explanation of how to teach each English skill adapting different strategies. The results shows that the use of learning tools to keep a student-teacher and a student-student interaction has a better performance and study results in a class like a face-to-face modality.

It is clear that this paper supports the present research since it is based on how to adapt the different face to face strategies to an online class and having the same or better results. It can be used as a guide to teach each English skill by using different useful learning tools.

Similarly, the paper focused on how to teach English online in the pandemic period led by Fitria (2020) aimed to research the onine learning system in order to teach English. The method used is descriptive qualitative where a survey was applied to 81 English teachers. The results shows that institutions support the use of online learning system and the use of it to teach English . Additionaly, it shows that the common platforms used for teaching are Google Meet, Moodle, Zoom, Microsft Teams, Schoology and Edmodo. The paper mentioned supports the research with different platforms used in online classes to teach English since it shows how useful it has been for teachers. Additionally, it hold up the idea of using an online modality for teaching English.

Schumacher et al. (2016) in their article aimed to study how sstudents perceive online learning according to teachers' satisfaction in an ESL bilingual teacher preparation. The data collection was done by a survey and then analyzed. The survey involved questions of the perception abou the facilities in collaborative, self-reflection and practice activities. The results showed that online classes format are viable and appropiate for teachers since that format include appropiate instruction avaliability and flexibe organization.
Therefore, this study supports the present one because it shows that teachers find online format to teach English classes as good as face-to-face ones. It also supports that an online modality has many benefits for students and teachers' availability.

Another research work conducted at University in Colombia lead by Vega et al. (2017) was aimed to teach ESL in a virtual environment. It was stablished to understand the student's perception and how they respond to this EFL online program. The method used was a qualitative method where a survey was applied to a random population of students. Consequently, the results shows that they increased their vocabulary and listening skills with the activities done in this environment. However, there is a disadvantage which is the interaction between the students and instructors. In this way, this research take part in the present one since there is an evidence of which problems need to be solved in an online modality. It can be used as an example to increase the interaction with students in order to avoid doubts and practice the speaking and listening skill.

Moreover, the study lead by Suputra (2021) was aimed to find a teaching strategy for teaching English online. It has a literature review design where are described different studies about strategies for teaching in online learning environments. In addition, the results show that videoconferencing, instant messaging and games are the most suitable tools to enhance oral and writing interaction. In fact, it can create an enjoyable learning

environment since there is no a big difference with face-to-face classes. However, the student's capability to work using these different strategies and tools has to be considered during the implementation of each one.

This study is valuable for the present research since it stablishes some tools that make the management of online environments through different useful strategies to enhance important skills as speaking and writing. Additionally, to create an attractive environment and activities for students for avoiding repetitive boring classes.

In addition, Nugroho et al. (2021) in their study aimed to identify the different challenges teachers had teaching English online, states different advices for teachers and students in order to have an efficient online teaching and learning activities during the pandemic. The study was developed with interviews and self-written reflections of 17 Indonesian English teachers. The results show that there is a lack of an e-learning platform and motivation from students since they were not prepared for working in this modality. Additionally, there were presented digital platforms and online learning materials to deal with efficacy online English as foreign language classes.

Indeed, this study contributes to the present research since it provides the different perspectives of teachers from EFL online classes and how useful is a e-learning platform to manage students' performance during the process.

Finally, Muhammad (2020) in the study aimed to promote the autonomy of students in a EFL online Class, states that students 'autonomy has increased since the trend from teacher centered classes has changed in online learning to a student-centered environment. The design of study was qualitative and the method to collect data was based on applying a triangulation. In this way, the results show that learner's autonomy is achieved with the student's active participation, students´ decision on learning modes and materials, and students' enthusiasm for reading and finish the lectures from class. Thus, the research mentioned above supports the present one because it illustrated the use of Schoology as a way to achieve students´ autonomy in an online learning modality which have good results promoted by an active student's participation and motivation.

1.2 Independent Variable Theoretical Support

DIDACTICS

In order to have a clear idea of what active learning is and where it comes from it is important to define what didactics is.

Shershneva et al. (2016) states that didactics involves teaching and define an efficient technique which will be part of the learning process of a group and it has a practical and a normative character that must be respected. Therefore, the authors refer to the fact that each teacher has their didactics to teach effectively a group of students and manage their learning process.

The Himalayan Times (2018) mentions that didactics is the science of teaching or directing learning techniques and it is part pedagogy which describes, explains and establishes the most appropriate and effective methods to direct students to a progressive acquisition of habits, techniques and comprehensive training. Didactics appears when teachers teach and transmit knowledge to their students by using the most appropriate method or technique.

Since the last year the majority of activities have changed in every single aspect of human beings. To illustrate, technology has become part of everything including educational purposes. Therefore, it has to be considered how is didactics in our current context and define it as it is used nowadays.

Perri (2018) points out that educative systems are forced to implement and use technologies, devices, apps and tools due to digital revolution. For that reason, schools and univerties have to change their educational study plan, now having to account for technology. That means that there is a new form of view of what is considered teaching and that is called digital didactics. It involves the teachers use of strategies and methods by using technological tools and developing their students skills based on a digital age.

METHODOLOGY

Jabbarova (2020) defines methodology as a concrete resource derived from a theoretical and epistemological position in charge of the selection of specific research techniques. Addtionally she mentions that methodology depends on the postulations that researchers believe are valid since the methodological action in order to be efficient must be disciplinary and systematic. The author explains that methodology is a way to follow in

order to reach the objectives. It means that methodology is how we plan on a detailed way how to teach a lesson and so that it will be possible to achieve the objectives proposed.

In fact, there are a lot of methodologies for teaching but in this research its important to consider the ones which work in online classes. Lathan (2020) states that teaching theories are based on four parameters. First is the teacher-centered approach which is basically based on the teacher´s autority by giving instructions and assessment. The second one is the student-centered approach where the teachers is considered as a facilitator rather than an authority. The third one and the most important is the high-tech approach where technology takes the role in every activity by using technological devices and internet to get information and learn. The final one is the low-tech approach which states that technology may delay some language skills such as writing and spelling.

METHOD

Jabbarova (2020) proposes that a method is a general procedure in order to achieve an objective which in this case is teaching. In fact, a method is considered as a way for teaching by using different techniques, strategies or activities. It is also important to consider that a method allows to arrange the educational process by giving a sequence to the proposed activities in the learning process.

Lathan (2020) points out that there are many methods which are based on the 4 parameters mentioned before but the most important ones to mention are the methods based on high-tech approach. Fist, the flipped classroom, which is also considered in the teacher-centered approach, where students work in their computers at home and do some problem-solving activities in class. The second one is the inquiry-based learning where the teacher plays role of facilitator and students play an important role in their own learning by doing hand-on projects and research. Therefore, the take advantage of this method by using digital research sites and websites. The expeditionary learning is the third method where students make a depth study of some problems which often are part of their school or communities. This method is also part of the project-based learning and could be applied by using technological tools such as google maps, wise and G Suit. Fourth, personalized learning which takes a great advantage of working with technology since teacher design the learning lesson plans by taking into account learners needs and specific interests. Therefore, they can use online materials in order to engage students

learning. Finally, the game-based learning where students have to solve problems in online quests or games having fun in their learning process.

ACTIVE LEARNING

The Center for Educational Innovation (2018) mentions that active learning is defined as looking for new information, organizing it in a meaningful way and finally explaining it to others. It focuses on the student learning by requiring them to take part in meaningful activities. In this way, the students take the role of leader encouraged by teachers. In other words, active learning proposes to immerse students in many meaningful educative activities where they have the opportunity to think about what are they doing.

Bloom's Taxonomy is one of the most important models which supports the development of active learning strategies. This method is the most used to organize the different expertise levels. There are three domains based on the education activities such as cognition which identifies knowledge-based goals, affective which identifies emotional goals and psychomotor which identifies skill-based goals. However, this method is commonly used in higher education. Giving as a result the use Bloom´s higher order cognitive skills such as analysis, application, evaluation and synthesis. These skills are developed by the use of active learning strategies such as discussions, visual learning, role playing, debates, drama, and cooperative or peer learning. This is how active learning works due to the fact that it allows students to manage their own learning (Bloom, 1969).

According to Sumuer (2018), technological tools are important for students and teachers in order to achieve a successful teaching and also a learning efficacy of active learning strategies and new methods. This statement will conduct us in evaluating tools and methods which are delivered online in order to make material effective and interesting. In fact, active learning is an important way of teaching in face-to-face classes but it's necessary to experiment and adapt this teaching method to different modalities such as the online one.

Strategies to Incorporate Active Learning in an Online Course

A comprehensive curriculum design model must have basic things such as identifying factors of the context, learning objectives, learning activities, assessment and feedback proposed by teachers (Mintz, 2020). In order to engage students in an online environment, it is really important to focus on the appropriate design of the aforementioned components.

(University of Windsor, 2020) mentions some strategies to help with the development of practices online. For instance, building community based on student centered environments, stating some class expectations, using interactive online tools, facilitating the exchange of ideas, providing feedback in each activity and give the appropriate time to complete each one.

Tagami (2020) supports the idea of integrating active learning strategies to encourage students´ participation in virtual environments. It can be done adapting active learning into online courses using a variety of tools. For instance, Poll Everywhere or Piazza are websites that allow students to debate and collaborate. These tools are efficient to keep students actively engaged in lessons and to improve their learning. In fact, the most important thing is to focus on increasing students´ accessibility to different course materials since their participation in class activities is critical to have a success in an online class. In this way some active learning strategies are considered as the most important ones to be applied in the course by using different adaptations which allows teacher and students to work in an effective way.

Think-pair-share

This strategy involves proposing a question, a problem or even a situation to students. First, the think stage involves giving the question to all the class so students think individually about it. The second stage, involves sharing with a partner and discussing about the problem. The final stage involves sharing the solution or findings with the rest of the class. In this way students are developing critical thinking and also practicing the speaking skill.

How to adapt it to online classes

Think: In this stage the teacher gives the question, situation or problem to all the class. Sharing the screen with the question or image that supports the idea of the situation allow students to analyze it in a better way. Teacher must give them from 1-2 minutes to think about it individually.

Pair: Teacher assign pairs in breakout rooms from zoom or teams app. Then, teacher has to explain that they have 5 minutes to discuss about it in their pairs. The question with the instructions can be written on the chat for all the breakout rooms. Teacher can visit different breakout rooms in order to manage the development of the activity.

Share: Teacher closes the breakout rooms and asks for volunteers to share what they agree or the solution of the problem they found. Students must be asked to use emotes or rise hand to participate. Finally, it has to be taken different and enough ideas that support the proposed problem.

Just-in-time

This strategy promotes students to be prepared for the class by reading or working with different materials with topic they are going to check. Therefore, when students are exposed to different complex topics or activities, they will find different problems or doubts during the process. Then, teacher can solve different questions about the topic and reenforce the class by explaining the topic without taking too much time.

How to adapt it to online classes

Teacher has to ask students to search about the topic they are going to check on the internet. It can be given specific web pages or books to check the information. Then, teacher organize groups to work on it through breakout rooms. Students can use different tools such as Google slides, Canvas or Jamboard which allows them to collaborate at the same time. After giving students the time to finish the activity, teacher has to close breakout rooms and asks for volunteers to present what they found. In this part, teacher has to ask for doubts or different problems found during the activity and give feedback. Finally, after some group's explanation teacher has to reinforce the topic by explaining it in just few words focusing in the main points and difficulties found by students. In order to do that teacher can use word, power point or an interactive board to explain that.

Gallery walk

This strategy allows teachers to save time by diving the class in different groups to present a topic such a gallery as it name says. Therefore, everyone has the possibility to check what the others has done without having to wait for each group presentation. In the same way they the possibility to share their work in the same place by saving time.

How to adapt it to online classes

In this strategy, teacher has to create a Jamboard with many pages according to the number of groups. Then teacher has to explain the activity to all the class by giving them the instructions and showing them how to use the website. Teacher has to assign the different groups in breakout rooms and Jamboard pages. Each group has one page to work

on Jamboard. In this way, each group will have the possibility to check the other ones work as a gallery. At the end, teacher choose one or two groups to explain their work by sharing the screen and the rest can check it by using the Jamboard´s link.

Jigsaw

This activity involves an information gap activity where all the class is actively engaged to participate. First, students are divided into 4-5 groups where they have different topics to master in each group. Then, students are divided to form new groups in order to share what they have mastered. Finally, the new group has to solve a problem or work in activity so each student contributes with what they have mastered.

How to adapt it to online classes

It can be adapted to a 5-step process:

1. Teacher has to divide the topic or reading into subtopics or paragraphs. Then, teacher has to divide the class into different groups giving them each topic. In order to do this, teacher can use breakout rooms. Each student from each group has to be given a number.

2. In this step teacher has to provide the material to each group. Google docs or sheets can be used to deliver the content to each group. Additionally, teacher can visit each room asking for doubts or managing the class. Students can use Wakelet to organize the information they have.

3. Once they have analyzed the information and mastered it, teacher has to close breakout rooms. Then teacher assign each new jigsaw group with the numbers provided before.

4. In this step students have to share what they mastered explaining about it to the new group. To do this, teacher has to create different grids for each group in Flipgrid. In this way each expert student can share with the group the section they have been assigned.

5. Finally, teacher has to assign an activity to do with the complete information they have shared in the jigsaw groups so they can work together. Students can work in a poster, diagram or even a quiz. To do this it can be used Quizizz or any other assessment platform. In addition, students can use the Flipgrid information shared to answer the questions or to do the activity.

1.3 Dependent Variable Theoretical Support

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Information and Communication Technology (ICT) refers to those computational tools that process, store, synthesize, retrieve and present information in its most diverse forms (Ortiz de Zárate, Becchi Mansilla, & Lizasoain, 2018). ICTs provide new supports and channels for shaping, recording, storing and disseminating information content. Its origins can be traced back to the 90s, when the combination of computers and communications led to an unprecedented explosion of communication methods. Since then, the Internet has transformed from a specialized tool for the scientific community to an easy-to-use web, changing the patterns of social interaction.

The application of new information and communication technologies is becoming more and more important in all areas of life. Some examples of these technologies are digital boards, blogs, web pages, the Internet, etc. These new communication channels have notable features such as:

- Powerful ability to store large amounts of information. It will change the traditional role of the teacher as a source of information and become a supervisor in the teaching and learning process with students.
- New ways of communicating between individuals. Communication and telematics networks enable the exchange of information between computers in an efficient and transparent manner, breaking down space and time barriers unimaginable in other times.
- Not only can present textual information, but also other symbology. Today is deeply rooted in everyday life, such as audiovisual languages, multimedia, hypertext, etc. (Ramirez, Armas, & Ramirez, 2021).

VIRTUAL LEARNING TOOLS

Virtual learning tools are the elements and means used to achieve the proposed goals. They are necessary for students to learn, recall and expand on new concepts in the course of their academic work, and to explore new learning spaces that build virtual communities, such as collaborative groups that exchange experiences and knowledge. In addition, virtual learning tools can stimulate creativity, help improve writing and reading comprehension skills, and through these skills, students can confidently express what they

have learned in an autonomous way (Torres Martin, El Honrani, & Mingorance Estrada, 2021).

ONLINE CLASSES

Online classes require different demanding skills and the knowledge to manage technological tools. For instance, teachers need to know hot to use different apps and websites rather than just knowing how to teach. Additionally, online classes require the ability to manage interaction and transfer different teaching strategies to an online version. However, teachers have to follow a syllabus with an assigned coursebook so they usually just change it to an online format and continue working on the activities.

Teaching Speaking in online classes

This skill is the most accessible in an online environment since teachers are listening and watching their students all the time. In this way, teachers have the advantage of monitoring their student's language and give them immediate feedback. For instance, teacher can use the chat box or give delayed feedback according to the activity without interrupting the class. Fitria (2020) states that the main advantage of teaching the speaking skill in this modality is that teachers can record the mmeting or activity to check it lather and give feedback. Additionaly, students feel more confident to talk in an activity or lesson since they are not in a face to face class.

Teaching Reading in online classes

This is another skill which can be teached in a good way by using this modality since most of the materials comes from digital texts. For instace, books, readings, worksheets and many materials are first digitalized and then printed. In this way, students and teacher have acces to many resources online to apply a reading activity and complete it without printing it. Moreover, teachers can take parts of texts and highlight important parts to work sharing the screen. Threfore, students attention is attracted to different phrase or language use which they have to anlyze it or remember it. In fact, students can take screenshots to analyze it in their own time or even to practice later if they didn´t undertand something.

Teaching Listening in online classes

In order to listen to audios and videos students needs a good headphones or speakers which can be taken as a disadvantage. However, the teacher not only share the sound by

screensharing since the material is in a web. In this way, students have access to the listening material and they can listen to it in a high-quality way without depending on the teacher's connection which is generally a problem. Additionally, they have to possibility to listen to audios and videos later to practice and identify more words in a self-study way. Teaching the listening skill doesn't have a lot of changes in online classes since teachers were used to work with audios and videos online to present the class in face-to-face classes (Lokanath, Tushar, & Abha, 2020).

Teaching Writing in online classes

Writing is the most difficult skill to teach in online modality since it takes too much time. It usually has to be assigned as homework since it takes time to check grammar errors or language use. However, writing can be a good way to promote students' creativity since there are many tools to use to teach it. Additionally, students can base their texts by watching different examples of text types or looking for linking words which allow them to practice and remember some expressions. Nevertheless, there a disadvantage could be that most of the tools correct the writings errors and students might not realize about what they have to correct next time or writing by hand. Another disadvantage could be that students can copy texts from different websites without doing effort or practicing their skill.

1.4 Objectives

General Objective

To analyze how the use of active learning impacts online classes in students form 3rd year of B.G.U. at Unidad Educativa Ambato.

Specific Objectives

To establish the importance of the use of active learning in online classes.

To identify active learning strategies to enhance online classes.

To determine if active learning contributes to the development of online classes.

Description of the fulfillment of objectives

There were many activities done in order to achieve the objectives proposed on this research. In this way, to fulfill the general objective there were stated three specific objectives which supports the analysis of how the use of active learning impacts online classes.

To achieve the first specific objective, it was carried out a bibliographic research about the use of active learning in online classes. To illustrate, some preliminary studies about the effectiveness of active learning in online classes from different international and national contexts were investigated and described.

Then, in order to achieve the second specific objective, to identify active learning strategies to enhance online classes, the different active learning strategies stablished in a face-to-face were adapted to an online modality. For instance, think-pair-share, class discussion, debates, just-in-time, learning by teaching and galley walk were adapted to be used through the use of online technological tools.

Finally, to reach the third specific objective, the application of Preliminary English Test (PET) was used. This standardized Cambridge test was addressed to two groups of students of third year of B.G.U. at Unidad Educativa Ambato. In both, experimental and control group there was applied a pre-test at the beginning of the experiment. These tests were structured by the use of Google Forms. Then, just the experimental group worked using active learning for about two months with the researcher guidance. The other group continued studying with the same methodology they had in normal classes. After applying the experiment both groups took the test again (pos-test).

In order to determine if active learning contributed to the development of online classes both results from pre-test and pos-test were compared. To do this, a T-student test was used to determine if there is a significant difference between the control and experimental group. This test verified the research hypothesis whether or not it had to be rejected or accepted.

CHAPTER II. METHODOLOGY

2.1 Resources

In this research were used human resources such as the authorities from Unidad Educativa Ambato, the research tutor, the review tutors, the researcher and two groups of students from 3rd BGU "B" at Unidad Educativa Ambato. Additionally, many materials were used such as the Preliminary English (PET) from Cambridge, computer, internet connection, digital learning tools, slides, Zoom app, Microsoft Teams app, learning websites and the different papers which support the bibliographic research. Lastly, the institutional resources which involves Universidad Técnica de Ambato and Unidad Educativa Ambato.

2.2 Methods

Approach

The present research will have a mixed approach, quantitative and qualitative since it aims to describe and analyze the influence of active learning in online classes.

Quantitative approach

Quantitative because the information is collected in a precise and concise numerical form. Therefore, a standardized test (PET) will be applied through the use of Google Forms in order to collect data related to the student´s level of English. The population chosen for this research will be students from 3rd year of BGU at Unidad Educativa Ambato. In this way, a pre-test and a post-test will be applied in a control and experimental group in order to determine the effectiveness of the independent variable. However, just one of the groups will be exposed to the different strategies proposed in Active Learning, meaning that it will be possible to analyze the differences and changes between them during this process.

Qualitative approach

Qualitative because the knowledge of social problems is placed in a real context and reaches an active objectivity in the educational field. In this way, the collected data during the experiment will be analyzed, interpreted and described in order to present clear results and conclusions of the research.

2.3 Research modality

Field Research

The following research is considered as field research since it involves collecting data directly from the reality where the events occur without manipulating or controlling the variables. (Lelissa, 2018). In this way, the research was carried out at Unidad Educativa Ambato with students from 3rd BGU. The data was collected in an online modality through the use of online apps.

Bibliographical – Documentary Research

Moreover, the investigative work is based on the bibliographic-documentary modality since information is taken from technological sources, such as the internet and scientific papers. For instance, papers, books, thesis and publications on the web were analyzed to support both variables. All of them from a variety of authors whose objective is to locate, develop and study several theories, concepts and judgments about the problem factors to be investigated.

2.4 Design

Quasi-experimental research

The research is quasi-experimental because it will be developed with two groups from 3rd year of BGU at Unidad Educativa Ambato. A control group where a pre-test and a post-test will be taken without the intervention of the researcher and continuing with normal classes. On the other hand, an experimental group where the same pre-test and a post-test will be taken but with the intervention of active learning and the different strategies. Therefore, quasi-experimental research will help to determine the effectiveness of the variable application.

2. 5 Level or Type of research

Descriptive Research

The research is descriptive, because it aims to observe the influence that active learning has on online classes. Students will be observed in a naturalistic environment by the researcher in order to interpret characteristics they present during the experiment. Therefore, it will describe whether the use of active learning in online classes has positive or negative effects by interpreting the study of both variables.

Correlational Research

"Correlational studies measure the two or more variables that are intended to know if whether or not they are related in the same subjects and then, the correlation is analyzed" (Hernández & Torres, 2018, pág 72). In other words, the research is correlational since it will reflect the positive or negative direction that active learning has on online classes.

2.6 Procedure

In order to develop this research, the first step was the selection of the group at Unidad Educativa Ambato which were students from 3rd BGU. After that, the application of 7 sessions were planed for 7 weeks. The pre-test and post-test were applied in these sessions. Moreover, the researcher applied different active learning strategies adapting the educational sessions to the online classes' modality by using active learning activities.

The first session was carried out through the use of Microsoft teams. In this session the researcher took the pre-test. This test was asked to be completed in Google Forms in order to collect the results in a simple way. Students worked on it the complete hour and the last minutes the researcher presented the plan and explained how students were going to work the next classes.

In the second session, the strategy gallery walk was adapted and applied in order to teach past continuous tense. In this way, students had to create a story using the grammar presented by the researcher in a joined Jamboard presentation where all the class had access.

In the third session, the strategy just-in-time was adapted and applied to teach the different uses of past continuous. Therefore, students had to search about the topic on the internet by working in groups before the explanation of the teacher. They had to prepare slides in Google slides or Canva with the use of the grammar and examples of each use to present it in class.

In the fourth session the strategy think-pair-share was applied in a reading where students had to discuss in pairs different questions about it and then complete it sharing their ideas with the whole class. Additionally, they participated in a debate about different cultural questions presented by the teacher using expressions for agreeing and disagreeing.

The fifth session students worked in a jigsaw activity, they were given a reading and a question for each group to be discussed. Then, they were assigned in different groups to discuss and answer all the questions. Each member of the first group had to record the answer on Flipgrid so everyone had access at the end to check the information and complete the task.

In the sixth session, students were exposed to learning by teaching strategy where they had to search how to make passive voice from present and past tense. They had to teach their partners when to use it and the structure of the sentences giving examples. To do this they first had to brainstorm the information in Padlet and then use it to organize it and present it. The last session, the same PET exam (post-test) was applied in a different Google form to analyze if the active learning activities influenced in their performance.

Despite the fact that active learning methodology is based on synchronous classes which involves the active participation of students, it's important to mention that in each session it was considered an extra work to be done asynchronously since the time did not allow the researcher to evaluate every activity during the class time. In this way students had the opportunity to practice more time and to be prepared about the topic proposed in each class.

2.7 Population

The selected group to be part of the research were students from 3rd BGU at Unidad Educativa Ambato, an urban institution located in Ambato city, Tungurahua. They were 60 students in total, 22 students from 3rd BGU "B" who corresponded to the control group and 22 students from 3rd BGU "D" who were part of the experimental group. These students had an average of 16-18 years old and they were expected to have a B1 level proposed in the Ecuadorian curriculum according to the Common European Framework of Reference.

2.8 Data collection technique and instruments

The data was obtained through the application of Preliminary English Test (PET), which is a standardized Cambridge test, addressed to students of third year of B.G.U. at Unidad Educativa Ambato. In both, experimental and control group were applied a pre-test at the beginning of the experiment. These tests were structured by the use of Google Forms. Then, the experimental group was working using active learning for 7 sessions with the

researcher guidance. The other group continued studying with the same methodology they had in normal classes. After applying the experiment both groups took the test again.

Both results from pre-test and pos-test were compared. The software to represent the results in different tables and graphics was Excel and then it was analyzed and interpreted by the researcher. Finally, a T-student test was used to determine if there is a difference between the control and experimental group results. This test verified the research hypothesis whether or not it had to be rejected or accepted.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and Discussion of the Results

3.1.1 Pre-test Results

The description of the results presented in this section were obtained through the application of a pre-test to students from a control and an experimental group from 3rd year of BGU at Unidad Educativa Ambato. The pre-test applied was PET (Preliminary English Test) which was designed by Cambridge. Additionally, it's important to clarify that different parts from the listening, reading, writing and speaking tests were taken in order to optimize the time for this application.

Table 1

Pre-test (PET) Control Group

Criteria	Pre-test Average	Expected Average
Listening	3,32	5
Reading	2,59	4
Writing	2,82	5
Speaking	2,91	5
Total	**11,64**	**19**
General Average	**6,13**	**10**

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Figure 1

Pre-test (PET) Control Group
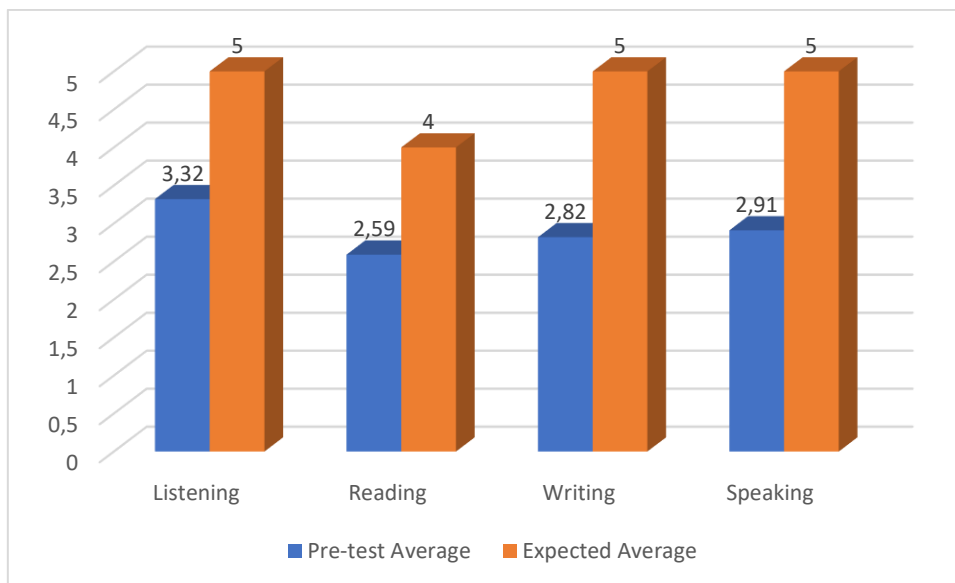
Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Analysis and Interpretation of Results

Table 1 shows that the level of the control group is low since the total average of the group in the test is 11,64 over 19 marks. This average shows that students from the control group just exceed the half of the marks in 10% if we consider that the average obtained represents a 6,13 over 10 marks in our educational system.

In figure 1 it is visible that students got an average of 3,32 in listening, 2,59 in reading, 2,82 in writing and 2,91 in speaking. In this way, it can be concluded that students had difficulties in the English language. The lowest scores correspond to the writing and speaking parts which are the most important productive skills to demonstrate the use of language. For instance, regarding speaking students should be capable of maintain the interaction in a conversation and responds appropriately, use connectors to join ideas and use a range of simple grammatical forms and vocabulary. However, they had difficulties to maintain the interaction and use connectors to join their ideas. The answers given by the students are just simple sentences, only words or incomplete sentences. Regarding the writing part, students should be capable of use a range of appropriate vocabulary and complex grammatical forms according to the content required in the task. Additionally, they should use linking words to connect the ideas in a coherent and cohesive way.

Nevertheless, the ideas presented in the writing section were just sentences without connectors or cohesion.

Table 2

Pre-test (PET) Experimental Group

Criteria	Pre-test Average	Expected Average
Listening	1,95	5
Reading	1,73	4
Writing	2,59	5
Speaking	2,41	5
Total	**8,68**	**19**
General Average	**4,56**	**10**

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Figure 2

Pre-test (PET) Experimental Group
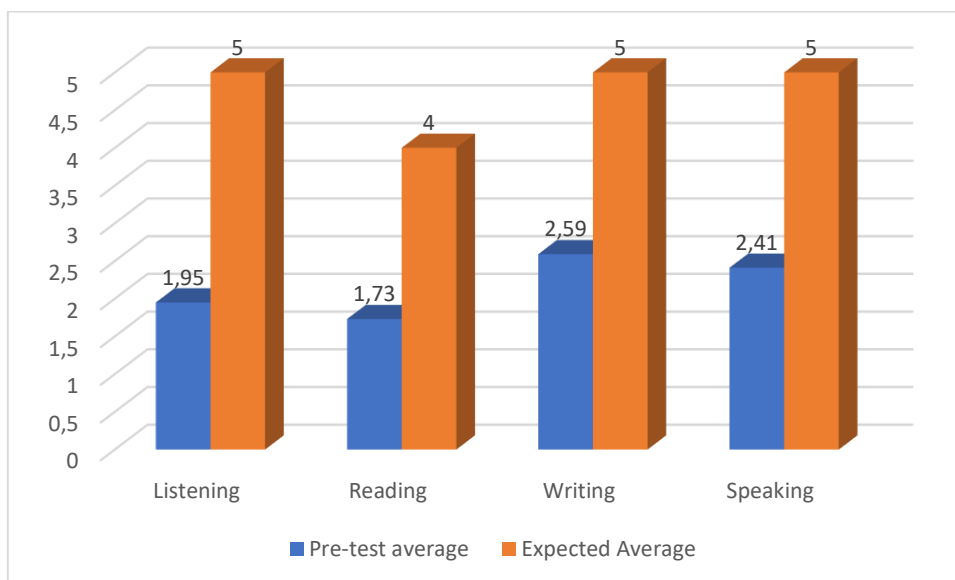
Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Analysis and Interpretation of Results

Table 2 shows that most of students 'knowledge is very low since the total average obtained by the group is 8,68 over 19 marks. In this way, it can be concluded that students from the control group do not even exceed the half of the marks of the complete test. Considering that the average obtained represents a 4,56 over 10 in our educational system, the level of English of this group is really poor.

Furthermore, figure 2 shows that students got an average of 1,95 in listening, 1,73 in reading, 2,59 in writing and 2,41 in speaking. Therefore, these results reveal that most of students had difficulties in the listening and speaking parts which are the most important skills to communicate. Regarding listening skill students should be capable of understand main points about familiar topics such as work, school, leisure, etc. Nevertheless, they had difficulties to understand the main point of the conversations in the test. Regarding the speaking part, students should be capable of maintain the interaction in a conversation and responds appropriately, use connectors to join ideas and use a range of simple grammatical forms and vocabulary. However, they had difficulties to understand the questions, maintain the conversation and answer using complete grammatical structures. According to these results, it is clear that they need to be exposed to a different methodology as active learning to develop their interaction between them and the teacher. In this way, they would have the opportunity to develop their English skills.

3.1.2 Post-test Results

The description of the results presented in this section were obtained through the application of a post-test to students from the control and experimental group. The control group which wasn't exposed to the different sessions. In fact, they continued working with the same methodology and with the same teacher. Otherwise, the results of the experimental group were taken after they continued working with the researcher and the application of different active learning strategies adapted to the curricular topics they were working before.
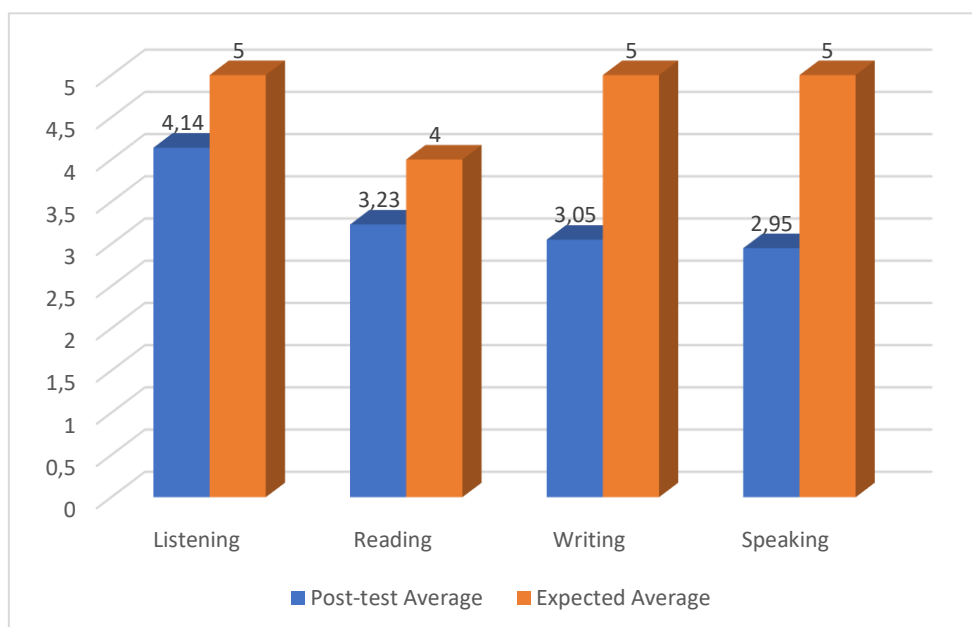
Table 3

Post-test (PET) Control Group

Criteria	Pre-test Average	Expected Average
Listening	4,14	5
Reading	3,23	4
Writing	3,05	5
Speaking	2,95	5
Total	**13,36**	**19**
General Average	**7,03**	**10**

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Figure 3

Post-test (PET) Control Group

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Analysis and Interpretation of Results

The same test was applied to the same twenty-two students which are part of the control group. According to the results, it is evident that most of students had a low improvement in the different skills since the total average obtained by the group was 13,36 over 19 which is the expected total average of the test. Therefore, it can be concluded that students from the control group got an average which represents a 7,03/10 in our educational system. That means that the control group only improve their performance in the test in 9% from the pre-test total average.

According to the data in figure 3, it is notable that the listening with an average of 4,14 and reading with an average of 3,23 were the most improved parts. Nevertheless, the speaking and writing parts were the lowest improved as students continued learning with the same methodology without any intervention to have a better teaching-learning process in order to develop the online class.

Table 4

Post-test (PET) Experimental Group

| Criteria	Pre-test Average	Expected Average
Listening	3,68	5
Reading	2,82	4
Writing	3,18	5
Speaking	3,64	5
Total	**13,32**	**19**
General Average	**7,01**	**10**

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Figure 4

Post-test (PET) Experimental Group
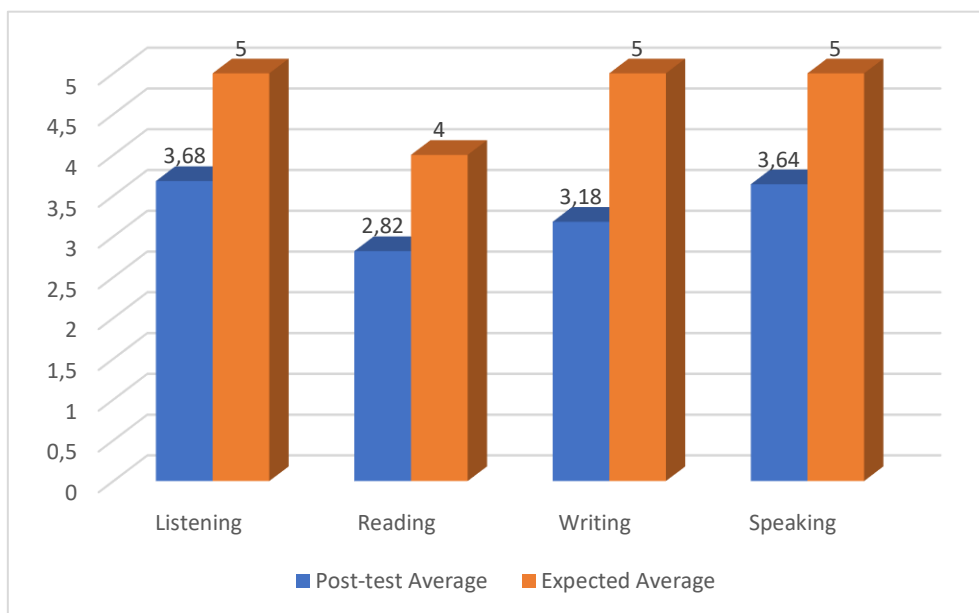
Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Analysis and Interpretation of Results

The same test was applied to the same twenty-two students which are part of the experimental group. The results show that most of students had an improvement in the different skills since the total average obtained by the group was 13,32 over 19 which is the expected total average of the test. In this way, it can be concluded that students from the control group got an average which represents a 7,01/10 in our educational system. That means that the experimental group improve their performance in the test in 24% from the pre-test total average.

In figure 4, it is visible that students got an average of 3,68 in listening, 2,82 in reading, 3,18 in writing and 3,64 in speaking. Therefore, it can be concluded that students had a better performance in the test. It is notable that the listening and reading were the most improved parts since students had the opportunity to learn English trough the use of active learning strategies. Despite the fact that the reading and writing parts were the lowest improved the results are clearly better than the pre-test ones.

Table 5

Pre-test and Post-test (PET) Control and Experimental Group

Criteria	Control Group			Experimental Group		
	Pre-test Average	**Post-test Average**	**Expected Average**	**Pre-test Average**	**Post-test Average**	**Expected Average**
Total	11,64	13,36	19	8,68	13,32	19
General Average	6,13	7,03	10	4,57	7,01	10

Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

3.1.2 Comparative Results

Figure 5

Pre-test and Post-test (PET) Control Group
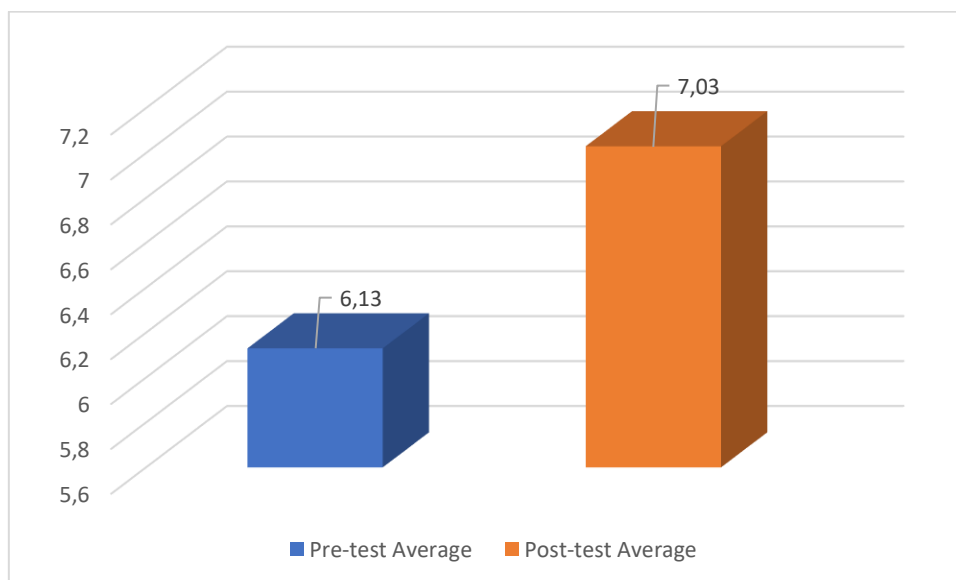
Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Figure 6

Pre-test and Post-test (PET) Experimental Group
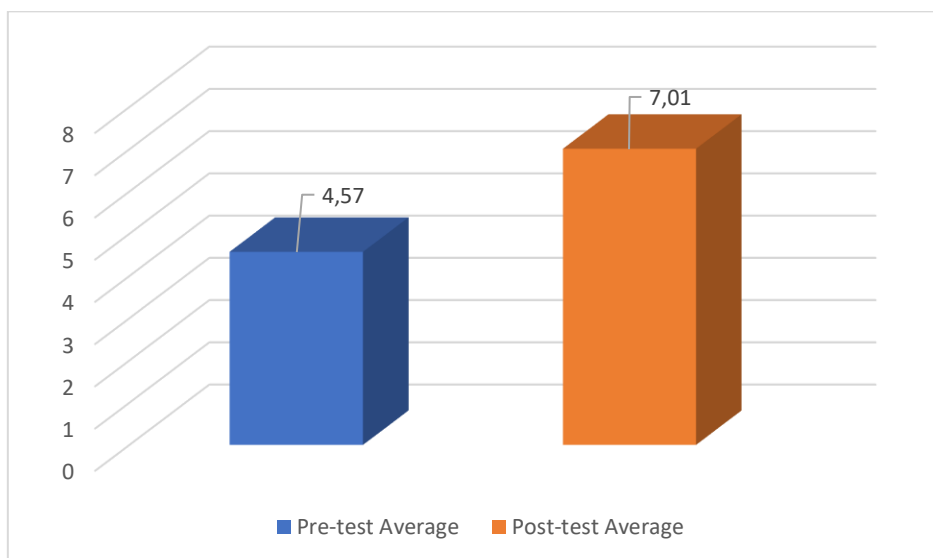
Source: PET aimed to students.
Elaborated by: Toro, J. (2022)

Analysis and Interpretation of Results

Figure 5 represents the comparison between the pre-test and post-test average of the control group. The collected data showed that most of the students in the control group got low scores in the pre-test since the average over 10 marks was 6,13. Additionally, it shows that there is no significant difference in the post-test as the average is 7,03 over 10 marks. On the other hand, figure 6 shows the comparison between the pre-test and post-test average of the experimental group. The results showed that most of the students in the experimental group got low scores in the pre-test since the average over 10 marks was 4,57. Nevertheless, there was a significant difference in the post-test since the average was 7,01 over 10 marks.

Comparing the results between the control group versus the experimental group, it is evident that the most noticeable changes between the pre-test and post-test correspond to the experimental group. To show that, the control group had a 9% of improvement during the experiment while the experimental group had a 24% of improvement during the experiment. It can be concluded that the experimental group has the major percentage of improvement in the test since this group was exposed to work with active learning strategies. Therefore, the use of the active learning strategies adapted to the online modality were crucial in the process of teaching English.

Discussion of Results

This research found several problems related to the 4 English skills in the 3rd year of BGU a Unidad Educativa Ambato. The listening and speaking were the most problematic parts for students. Regarding speaking, students had problems in pronunciation but their ideas were understandable. In addition, they had problems in interactive communication since they didn´t want to talk or interact with teacher or their classmates during the class and the test. For instance, students just used short phrases or answers and repeated the information without using connectors to organize their ideas. Despite the fact that some of them knew the grammatical forms and an appropriate range of vocabulary, they were used to just answer direct short questions from the book or the teacher rather than discussing, maintaining and joining ideas in a conversation, presentation or discussion. Regarding listening, they understand what a person is saying but they had problems to identify what does it mean in the context where people is talking about specific things. Regarding writing, the problems are similar as the found ones in the speaking skill. For example, they had difficulties to write paragraphs or join sentences with cohesive devices. The answers are short ideas saying yes or no without adding too much information or expressing their ideas which makes that the reader is not well informed of the information needed.

In this way, students were exposed to five active learning strategies in which they had to interact all the time with their partners and the teacher by making use of the 4 skills to reach the goal of each task. Consequently, after applying these strategies during the experiment, students showed an important improvement in the class. This is amply demonstrated in the results since the changes in every part of the test was evident. To illustrate, the listening average changed from 1,95 to 3,68, thus students had a better understanding of the ideas expressed in daily conversations. The reading average changed from 1,73 to 2,82 where students developed the comprehension of the main ideas of the text. The writing average changed from 2,59 to 3,18, so students had a better organization of ideas using linking words and explaining clear ideas by using complex grammatical structures. Finally, the speaking average which changed from 2,41 to 3,64, thus students could communicate their ideas in an organized way maintaining the interaction showing a good degree and control of the conversation. To conclude, the most benefitted parts were the listening and speaking skills since students had the opportunity to communicate in a constant interaction during the class.

3.2 Hypothesis Verification

Null hypothesis: The use of active learning does not have a positive impact in online classes with students of Unidad Educativa Ambato.

Alternative hypothesis: The use of active learning has a positive impact in online classes with students of Unidad Educativa Ambato.

In order to verify the hypothesis of this research the collected data during the experiment was analyzed in SPSS (Statistical Package for the Social Sciences) software by applying a T-student test for paired sample means. This test is a tool which helps to identify if the results had a significant difference between before and after the experiment. In this way the results from the pre-test and post-test are compared to determine the p value or the degrees of significance.

Table 6

T-Student Paired Sample Statistics

		Media	N	Desv. Desviación	Desv. Error promedio
Par 1	PRE_TEST	8,6818	22	3,59081	,76556
	POST_TEST	13,3182	22	2,67949	,57127

Source: Pre-test and post-test SPSS statistics.
Elaborated by: Toro, J. (2022)

According to the statistics done in IBM SPSS it can be observed the difference between the means of both samples. The pre-test mean is 8,6818 meanwhile the post-test mean is 13,3182. Therefore, it is evident how much has changed the mean between the pre-test sample and the post-test sample means having a big difference of 4,6364. That means that there is a clear significant difference.

Table 7

Paired Sample Test

		Diferencias emparejadas							
					95% de intervalo de confianza de la diferencia				Sig. (bilateral)
		Media	Desv. Desviación	Desv. Error promedio	Inferior	Superior	t	gl	
Par 1	PRE_TEST - POST_TEST	-4,63636	1,67745	,35763	-5,38011	-3,89262	-12,964	21	,000

Source: Pre-test and post-test SPSS statistics.
Elaborated by: Toro, J. (2022)

After applying a paired t-test, a p value of 0,000 was obtained which is less than 0,05 proposed as a margin of error. That means that the null hypothesis has to be rejected and the alternative hypothesis accepted having a significant difference. Therefore, it can be concluded that the use of active learning has a positive impact in online classes with students of Unidad Educativa Ambato.

CHAPTER IV. CONLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- It was possible to establish the importance of active learning in online classes since before the experiment students' performance was low. The importance of this methodology was shown on students' development of collaborative skills, their encouragement to take risks, the increment of engagement in every activity, students' preparation and problem solving. After applying the experiment, students demonstrated more interaction with their partners and teachers and a better use of language in the online classroom.

- It was possible to identify five different active learning strategies to enhance online classes. The strategies used were think-pair-share, class discussion, debates, just-in-time, learning by teaching and galley walk. Additionally, these strategies were designed according to student´s level and topics, and adapted to an online class modality. Students learned how to use linking words to contrast and phrases to give their opinion. They had the opportunity to participate actively in every activity by taking decisions and discussing with their partners. Moreover, they had the opportunity to practice the language by using online technological tools which helped them to be part of the use of every strategy.

- It was possible to determine that active learning contributes in the development of online classes since after the application of the methodology students showed an improvement in their English skills. In this way, the results showed that a before the use of active learning the class had an average of 4,57 over 10 marks. while after the experiment the class had an average of 7,01 over 10 marks. Therefore, it was shown the effectiveness of active learning in online classes since the traditional methods and low interaction in this modality was causing problems in the English language performance.

4.2 Recommendations

- It is important that teachers pay more attention on different ways of teaching since they can´t be using the same methodology as they were in face-to-face classes. Additionally, they should be instructed in how to use or how to look for technological tools since most of the time they don't use it because they don´t know how to do it.

- The application of active learning strategies in online classes is possible and teachers need to take into consideration more strategies than the proposed ones in this research. To do this there are many technological tools that allows students to be in constant interaction. Additionally, they should consider adapting the book activities to active activities by using online tools since they can't be learning just solving the book pages in a solitary way.

- Taking into account that the less average was gotten in the writing part, it is suggested to pay more attention on activities that develop the performance of this skill by looking for online tools that allows them to do it in an easiest way. In this way, they could reach the best score in each of the skills according to their level.

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ANEXXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 25 de octubre del 2021

Doctor

Marcelo Nuñez

Presidente Unidad de Titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Mg. Anibal Fabian Mayorga Corella en mi calidad de Rector de la Unidad Educativa Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "ACTIVE LEARNING IN ONLINE CLASSES" propuesto por el estudiante Toro Ramos James Steven, portador de la Cédula de Ciudadanía 1805193511, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Anibal Fabian Mayorga Corella

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Annex 2: PET (Preliminary Speaking test) Pres-test and Post-test

Part 2

Questions 8 – 13

For each question, choose the correct answer.

8   You will hear two friends talking about a new clothes shop
    What does the girl say about it?

    A   The staff are helpful.

    B   It only has the latest fashions.

    C   Prices are reduced at the moment.

9   You will hear two friends talking about a pop band's website.
    They think the site would be better if

    A   its information was up to date.

    B   it was easier to buy concert tickets.

    C   the band members answered messages.

10   You will hear a woman telling a friend about an art competition she's won.
     How does she feel about it?

     A   upset that the prize isn't valuable

     B   excited that the judges liked her picture

     C   disappointed that she can't use the prize

11   You will hear two friends talking about the girl's flatmate.
     The girl thinks that her flatmate

     A   is too untidy.

     B   talks too much.

     C   plays music too loud.

12   You will hear two friends talking about a football match.
     They agree that their team lost because

     A   the players weren't confident enough.

     B   they were missing some key players.

     C   the players didn't do the right training.

Questions 11 – 15

For each question, choose the correct answer.

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

---

11   Peter enjoys mountain biking because

    A   it gives him the opportunity to enjoy the views.
    B   he can use the time to plan his work.
    C   he is able to stop thinking about his problems.
    D   it helps him to concentrate better.

12   What does Peter say about cycling during his childhood?

    A   He is sorry he didn't take more care of his bike.
    B   His friends always had better quality bikes than he did.
    C   His bike wasn't suitable for the activities he was doing.
    D   He was more interested in designing bikes than riding them.

13   Peter says he returned to cycling after several years

    A   because he had become unfit.
    B   so that he could enter races.
    C   in order to meet new people.
    D   to replace an activity he had given up.

14   How does Peter feel about cycling now?

    A   He is proud that he is still so fast.
    B   He is keen to do less now that he is older.
    C   He regrets the fact that he can no longer compete.
    D   He wishes more people were involved in the sport.

Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

_____

Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

EMAIL

From: Sandy

Subject: Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

Me too!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Say which I prefer

Also, shall we go climbing in the mountains while you're here?

No, because …

Let me know if you have any questions.

See you soon

Ask Sandy …

Sandy

Write your **email** to Sandy using **all** the notes.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	Performance below Band 1.			

WRITING RUBRIC

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

Source: This test and rubric were taken from B1 Preliminary Handbook for teachers for exams from (2020) retrieved from:
https://www.cambridgeenglish.org/es/Images/504344-b1-preliminary-2020-sample-papers.zip

Adapted by: Toro, J. (2022)

Link Pre-test: https://forms.gle/D48EPjvhnxM2wckh6

Link Post-test: https://forms.gle/8QFxUn9M7if8a2hD8

Annex 3: Pre-test and Post-test scores

Pre-test scores Control Group

CONTROL GROUP PRE-TEST	LISTENING/5	READING/4	WRITING/5	SPEAKING/5	TOTAL PRE-TEST /19	TOTAL /10
Student 1	3	3	5	5	16	8
Student 2	2	1	0	3	6	3
Student 3	5	4	4	3	16	8
Student 4	5	4	4	4	17	9
Student 5	5	4	4	4	17	9
Student 6	3	3	3	3	12	6
Student 7	5	2	4	3	14	7
Student 8	0	1	3	3	7	4
Student 9	5	4	4	4	17	9
Student 10	3	4	4	3	14	7
Student 11	2	1	3	2	8	4
Student 12	5	4	3	3	15	8
Student 13	3	0	1	2	6	3
Student 14	5	2	3	3	13	7
Student 15	2	4	2	3	11	6
Student 16	2	4	1	2	9	5
Student 17	2	4	3	3	12	6
Student 18	5	2	3	2	12	6
Student 19	2	1	1	2	6	3
Student 20	4	4	4	3	15	8
Student 21	1	1	2	2	6	3
Student 22	4	0	1	2	7	4
AVERAGE	3,32	2,59	2,82	2,91	11,64	6,13

Source: Pre-test Control Group
Elaborated by: Toro, J. (2022)

Pre-test scores Experimental Group

EXPERIMENTAL GROUP PRE-TEST	LISTENING/5	READING/4	WRITING/5	SPEAKING/5	TOTAL PRE-TEST /19	TOTAL /10
Student 1	2	4	4	4	14	7
Student 2	3	4	4	3	14	7
Student 3	4	3	4	3	14	7
Student 4	1	2	3	2	8	4
Student 5	5	4	4	4	17	9
Student 6	2	1	2	2	7	4
Student 7	2	1	1	2	6	3
Student 8	2	4	2	3	11	6
Student 9	0	2	0	1	3	2
Student 10	1	2	3	2	8	4
Student 11	1	0	2	2	5	3
Student 12	1	3	2	3	9	5
Student 13	1	0	4	5	10	5
Student 14	1	2	0	1	4	2
Student 15	2	0	4	2	8	4
Student 16	2	1	3	2	8	4
Student 17	2	0	2	1	5	3
Student 18	1	1	3	2	7	4
Student 19	3	1	2	2	8	4
Student 20	3	1	2	2	8	4
Student 21	1	0	3	2	6	3
Student 22	3	2	3	3	11	6
AVERAGE	1,95	1,73	2,59	2,41	8,68	4,57

Source: Pre-test Experimental Group
Elaborated by: Toro, J. (2022)

Post-test scores Control Group

TERCERO B POST-TEST	LISTENING/5	READING/4	WRITING/5	SPEAKING/5	TOTAL POST-TEST /19	TOTAL /10
Student 1	3	4	5	5	17	9
Student 2	4	2	0	3	9	5
Student 3	5	4	4	3	16	8
Student 4	5	4	4	4	17	9
Student 5	5	4	4	4	17	9
Student 6	4	3	3	3	13	7
Student 7	5	4	4	3	16	8
Student 8	2	1	4	3	10	5
Student 9	5	4	4	4	17	9
Student 10	4	4	4	3	15	8
Student 11	4	3	3	2	12	6
Student 12	5	4	3	3	15	8
Student 13	4	2	1	2	9	5
Student 14	5	4	3	3	15	8
Student 15	3	4	2	3	12	6
Student 16	4	4	2	2	12	6
Student 17	3	4	3	3	13	7
Student 18	5	4	3	2	14	7
Student 19	3	1	2	2	8	4
Student 20	5	4	4	3	16	8
Student 21	4	2	3	3	12	6
Student 22	4	1	2	2	9	5
AVERAGE	4,14	3,23	3,05	2,95	13,36	7,03

Source: Post-test Control Group
Elaborated by: Toro, J. (2022)
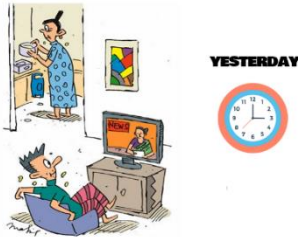
Post-test scores Experimental Group

TERCERO D POST-TEST	LISTENING/ 5	READING/ 4	WRITING/ 5	SPEAKING/ 5	TOTAL POST-TEST /19	TOTAL /10
Student 1	5	4	4	5	18	9
Student 2	5	4	4	5	18	9
Student 3	5	3	4	5	17	9
Student 4	3	2	4	4	13	7
Student 5	5	4	4	5	18	9
Student 6	3	3	3	3	12	6
Student 7	5	1	3	4	13	7
Student 8	4	4	3	4	15	8
Student 9	4	2	3	2	11	6
Student 10	3	3	3	4	13	7
Student 11	3	1	3	3	10	5
Student 12	3	4	3	4	14	7
Student 13	3	4	4	5	16	8
Student 14	3	3	2	2	10	5
Student 15	4	3	3	4	14	7
Student 16	3	3	3	3	12	6
Student 17	4	2	3	2	11	6
Student 18	2	2	2	3	9	5
Student 19	3	3	3	3	12	6
Student 20	4	2	3	3	12	6
Student 21	3	3	3	3	12	6
Student 22	4	2	3	4	13	7
AVERAGE	3,68	2,82	3,18	3,64	13,32	7,01

Source: Post-test Experimentall Group
Elaborated by: Toro, J. (2022)

Annex 4: Lessons plans

LESSON PLAN 1	
Objective: Students will be able to form sentences using past continuous.	
PRESENTATION STAGE • Greetings • Teacher shares the screen. • Teacher asks students to look at the photo. • Teacher asks randomly students to talk about what was happening in the photo and what was the other person doing while this happened. • Teacher gives a short explanation about past continuous structure by using power point slides.	**TIME** 10min
PRACTICE STAGE • Teacher asks students to open the following link: https://wordwall.net/play/25684/914/257 • Teacher explains that they have complete the sentences by using past continuous and past simple. The due time for this activity is 5 minutes. • After students complete the activity, teacher is going to check each sentence with them asking volunteers to participate. • Teacher gives feedback	10min
PRODUCTION STAGE • Teacher gives a short explanation about how to use Jamboard. • Teacher send the link in the chat and explains that each group have to work on one page since all the Jamboard will be able to be visited by the whole class. https://jamboard.google.com/ • Teacher explains that they have to work in groups to create and story by using past continuous and other tenses if they need. In order to do that, teacher uses an example already done. jamboard.google.com/example • Teacher assign the groups on Microsoft teams and explains that they have 10 minutes to work on it. • Teacher manage the groups and asks for questions. • After the 10 minutes teacher closes the breakout rooms and asks if they have finished. • Teacher choose 2 groups to present their story to the whole class. • Teacher gives feedback.	20min

Class Evidence
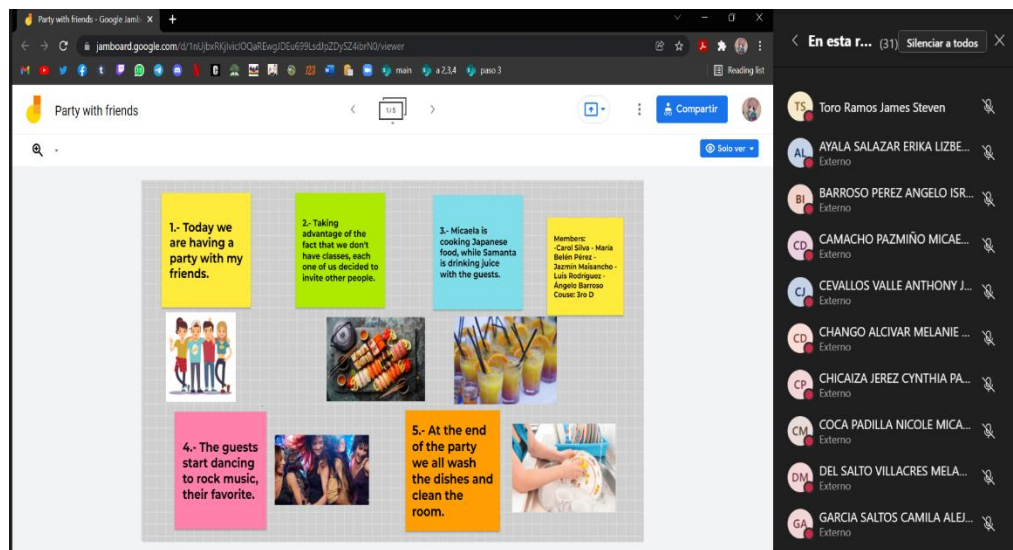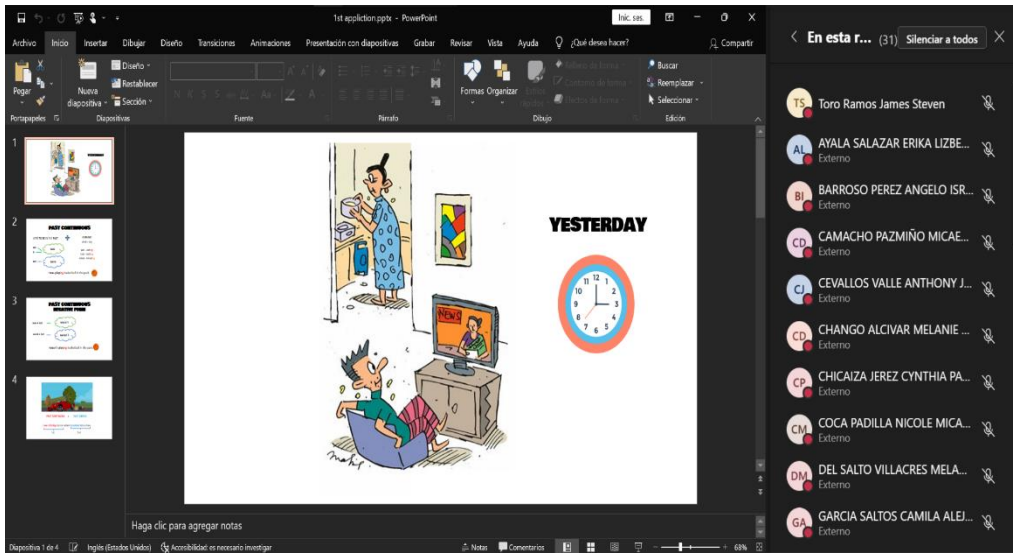
Source: Field research
Elaborated by: Toro, J. (2022)

LESSON PLAN 2	
Objective: Students will be able to talk about actions which were interrupted by another action in the past.	

PRESENTATION STAGE	TIME
- Greetings - Teacher shares the screen. - Teacher asks students to look at the image and question. **What were you doing....** Earthquake - Teacher asks randomly students to talk about what were they doing (when the Earthquake in Ecuador happened, at Saturday night, during the Covid 19 pandemic).	10min
PRACTICE STAGE - Teacher asks students to look for pas continuous different uses. - Teacher explains that they have to work in groups, search for the uses, create a presentation with 3 different uses with examples and then present it. - Teacher assign the groups on TEAMS and manage each one looking for doubts and looking their work. - After students complete the activity, teacher is going to ask for two volunteers' group to present it to the class. - Teacher gives feedback about the presentations. - Teachers present the different uses of past continuous in a short way just to clarify and reinforce the topic.	20min 10min
PRODUCTION STAGE - Teacher asks students to open https://quizizz.com/ - Teacher explains that they have to open the quiz using the following code: 038632 - Teacher explains they have to complete the sentences with past continuous or past simple according to the context. - Teacher gives 8min to complete it. - Teacher gives feedback of each question.	
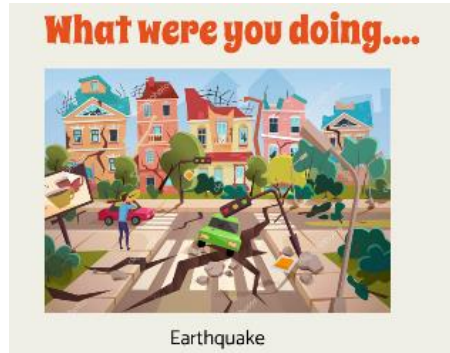
Class Evidence

Source: Field research
Elaborated by: Toro, J. (2022)

LESSON PLAN 3	
Objective: Students will be able to differentiate different cultures.	

	TIME
PRESENTATION STAGE • Greetings • Teacher shares the following video about giving opinions, agreeing and disagreeing. • https://youtu.be/vYg0bK4WZbY • After the video teacher shows some expressions, they can use and share it. • expressions&questions/debate3roBGU	5min
PRACTICE STAGE • Teacher asks students to open the following link: expressions&questions/debate3roBGU • Teacher start a debate explaining they can use the expressions they checked before. • Teacher uses the questions in the link, asking for opinions and students that contrast other opinions.	15min

PRODUCTION STAGE
• Teacher asks different students to read aloud each paragraph.
 	
• Teacher shares the the questions in the teams chat about the reading to make students think individually about it.
   -    Where did the name "Bollywood" come from?
   -    Which film industry is bigger: Bollywood or Hollywood?
   -    What language are most Bollywood films in?
   -    What is masala?
• Teacher give them from 1-2 minutes to think about it individually.
• Teacher assign pairs in breakout rooms from Teams app. Then, teacher explain that they have 5 minutes to discuss about question in pairs and complete the questions in Nearpod app once for each pair. nearpodactivity/3roBGU
• Teacher visits different breakout rooms in order to manage the development of the activity.
• Teacher closes the breakout rooms and asks for volunteers to share what they agree and read their answer in the screen.
	20min

Class Evidence

LESSON PLAN 4	

Objective: Students will be able to change sentences from active to passive voice in simple present tense.

	TIME
PRESENTATION STAGE • Greetings • Teacher shares the slides on the screen. slidespassivevoice/3roBGU • Teacher presents passive voice in the simple past form structure. • Teacher explain the usage of it and asks students to read the examples of each use.	10min
PRACTICE STAGE • Teacher opens and share the page https://wheelofnames.com/ • Teacher put the names of the students and run the wheel of names in order to make the participate in each sentence. • Teacher choose the student to change the sentence in the slide to passive voice. • Teacher chooses another 5 students and asks to change the sentences. • Teacher gives feedback	10min
PRODUCTION STAGE • Teacher gives a short explanation about how to use Flippgrid. https://info.flipgrid.com/ CODE: f5cbff49 • Teacher send the link in the chat and explains that each group have to work on one question of the lecture. • Teacher explains that they have to work in groups to create a short video answer of their own question. • Teacher assign the groups on Microsoft teams and explains that they have 10 minutes to work on it. They have their own group on flipgrid to upload their answer. • Teacher manage the groups and asks for questions. • After the 10 minutes teacher closes the breakout rooms and asks if they have finished. • Teacher change their groups to check the other groups video answers and complete it. • Finally, teacher checks each answer with the whole class.	20min

Class Evidence

Transform sentences

1. Mr Jones watches the film
   The film is watched (by Mr Jones)
2. People speak English
   _____
3. We play volleyball
   _____
4. He reads comics
   _____
5. She does her homework
   _____
6. John writes text messages
   _____
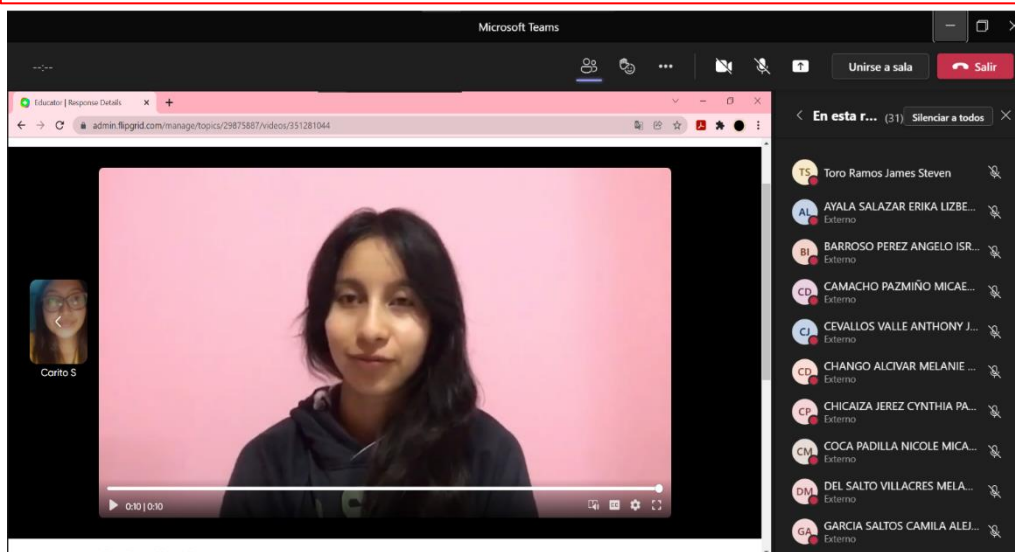
Source: Field research
Elaborated by: Toro, J. (2022)

LESSON PLAN 5	
Objective: Students will be able to change sentences from active to passive voice in simple past tense.	

PRESENTATION STAGE	TIME
PRESENTATION STAGE • Greetings • Teacher shares the screen. • Teacher shows a sentence in passive voice. subject verb object He opens the door. The door is opened by him. subject verb agent • Teacher asks how this sentence could be in the past simple tense.	10min
PRACTICE STAGE • Teacher asks students to look for passive voice in the past simple tense. • Teacher explains that they have find the usage, the structure and different examples. Then they have to plan an explanation like a class. • Students can use ppt or any other tool as canva, goolge slides to present the topic. • Teacher assigns the groups in order to complete the activity. • Teacher manage the groups looking for questions.	10min
PRODUCTION STAGE • Teacher asks students to return to the main session and choose two groups to teach their classmates how to use the passive voice in the past simple tense. • Teachers give feedback. • Teacher send the link to Nearpod to complete the activity about passive voice. • nearpod/com/passivevoice • Teacher check the answers with the whole class.	20min
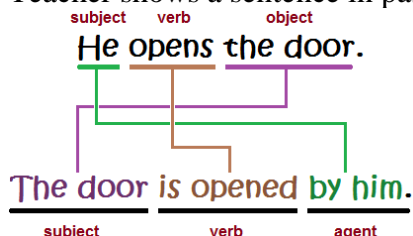
Class Evidence

Source: Field research
Elaborated by: Toro, J. (2022)

Annex 6: Urkund Report

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Document Information

Analyzed document	TESIS COMPLETA .pdf (D126243199)
Submitted	2022-01-27T05:10:00.0000000
Submitted by	
Submitter email	jtoro3511@uta.edu.ec
Similarity	2%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

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W	URL: https://files.eric.ed.gov/fulltext/EJ1141876.pdf Fetched: 2022-01-27T05:11:00.0000000	⊞	2
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W	URL: https://www.montevallo.edu/wp-content/uploads/2020/01/Performance-Evaluation-Averages-Fall-2019.pdf Fetched: 2021-10-26T02:56:44.7470000	⊞	2