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OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

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**ONLINE EFL CLASSROOM INTERACTION AND STUDENT
ENGAGEMENT DURING COVID-19 EMERGENCY WITH
2ND GRADE STUDENTS**

AUTHOR:

Andrea Marcela Pesantes Carrión

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OBTAINING THE BACHELOR DEGREE IN ENGLISH
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MANAGEMENT**

PROJECT ADVISOR

Mariela Vásquez Barros, MSc.

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CERTIFICATION

We certify that this research project was presented by Andrea Marcela Pesantes Carrión as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

PROJECT ADVISOR

Mariela Fátima Vásquez Barros, MSc.

DIRECTOR OF ACADEMIC PROGRAM

González Ubilla, Stanley John, MSc.

Guayaquil, on the 8th day of March of 2021



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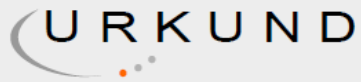
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DEDICATION

I dedicate my project to my family and to a few of my friends. A special feeling of appreciation to my loving parents, Jorge and Patricia, whose words of encouragement and perseverance stick in my heart.

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GRADE

Mariela Fátima Vásquez Barros, MSc.

Project Advisor

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ABSTRACT

The issue in this research acknowledges the online English as a foreign language classroom interaction and how student engagement was evidenced during COVID-19 emergency during the 2020 – 2021 school year with 2nd grade students from three different schools with different socioeconomic status in the city of Guayaquil. To address this circumstance a descriptive study with a mixed methods approach was designed. To gather data, four observation sheets with qualitative observation notes were applied to teachers and students, and a survey just to the teachers. After the analysis of the research tools findings, it was found that the virtual classrooms have different environments depending on the socioeconomic status, however the students, were most of the time, engaged and motivated because of the work of the teachers. The digital resources teachers used during the online sessions played an important role within the students' motivation and engagement. It was also found that parents from lower middle socioeconomic status schools were present in the class, sometimes interfering with lessons.

Keywords: COVID-19, pandemic, engagement, classroom interaction, online class, EFL, 2nd grade students.

INTRODUCTION

The COVID-19 pandemic has triggered the greatest disruption of education systems in history, affecting approximately 1.6 billion learners in more than 190 countries in all continents. Closings of schools and other learning environments have affected 94 per cent of the world's student population, up to 99 percent in low and lower middle-income countries. (United Nations, 2020)

Since education is a human right and cannot be held in the traditional way, schools and other institutions have continued to give instruction through online sessions. This situation has raised awareness among educators in Ecuador on the importance of adapting classroom management and techniques to the virtual environment. Typically, it takes a while for teachers to understand the various techniques and strategies that can be used in a specific classroom. Teachers' roles alongside instruction are motivation. Generally, the best way for teachers to help students maintain their motivation is to apply meaningful methodologies that have been proved to work. According to Davis & Murrell (1993, p.5) "The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities".

This descriptive research explores the relationship between student involvement and classroom interaction in second grade students throughout online sessions during the 2020 – 2021 scholastic year. By observing educators performing during virtual lessons, it could be explained how they try to overcome this change of not having the students in the physical classroom. Students' engagement and interaction methods and techniques used during this emergency setting will be characterized for evidencing the issues the teachers faced amidst this pandemic.

JUSTIFICATION

The COVID-19 pandemic has led teachers to realize the relevance of student engagement and classroom interaction, as well as the relationship between them, and the necessity of implementing the classroom management strategies used onsite in the virtual experience.

This research work is relevant for second grade teachers. It will help analyze the relationship between student engagement and classroom interaction in online education. Knowing the connections, the teachers will select the best approach to motivate students to promote a more interactive learning process. Educators could also reflect on their own performance and how this influences the class engagement.

This project is a significant reference for future educators as guidelines for managing online classes more effectively. It is also a precedent of the work which was carried out amid the COVID-19 pandemic. Teachers had to manage behavior during virtual sessions independently from students' socioeconomic status and the home context. This paper will serve as a key in the application of procedures that will benefit 2nd grade students' engagement and motivation within English language instruction.

Finally, school principals will also benefit from the results of this research since they will reflect the approach teachers are using in their virtual classrooms. This will lead to new decisions over the classroom management for improving interaction and students' engagement.

PROBLEM STATEMENT

COVID 19 is an illness caused by a type of coronavirus. It was first identified in Wuhan, China, in November 2019. It expanded across China and the entire world within months. The World Health Organization (WHO) Director-General Tedros Adhanom Ghebreyesus, concerned by the rapid spread of the virus, announced on March 11, 2020, that COVID 19 could be categorized as a pandemic, since more than 118.000 cases had been reported in 114 countries, and 4291 deaths had been recorded. Globally, as of November 2020, there have been 54,301,156 confirmed cases of COVID-19, including 1,316,994 deaths, reported to WHO (2020).

The COVID 19 Pandemic has affected people socially and economically all over the world. According to the United Nations (2020), it has also interfered with the education system, because nearly all governments have decided to close schools and universities in order to stop or slow down the spread of the virus, thus affecting next to 1.6 billion students in more than 190 countries and all continents. The Ecuadorian Ministries of Government and Education decided to suspend on-site classes on March 13, 2020. The Minister of Education, Monserrat Creamer, claimed that an educational platform will be enabled starting on March 16, 2020. She also invited the Ecuadorian residents to remain calm since there have not been any reported COVID-19 cases nor in the administrative, teaching staff, or student sectors. Besides, Creamer stated that this decision was only an extreme safety measure as part of the COVID-19 prevention campaign.

Ecuador, as a developing country, has a limited access to internet connexion. According to the INEC (2019) (the Ecuadorian institute of statistics and census), only 45.5% of the population had access to the Internet at home. A recent study made by UNICEF (2020) Ecuador demonstrated that only 37% of all Ecuadorian homes have internet access, which means that 6 out of 10 students cannot continue their studies through digital platforms. They also reported that in rural zones, only 16% have access to this service. In addition, the level of poverty in the country increases the connectivity issue.

According to INEC, 64.2% of the population is in extreme poverty; out of this percentage, 9 to 43% use the internet, 11% have a PC at home, and only 1 or 2 cell phones per family. This means that they do not have enough devices to connect to online classes and to work remotely at the same time, deepening the problem.

Allen, Rowan & Singh (2020, p.233) explain the point of view of teachers in general about teaching during the pandemic,

Teachers and teacher educators are transitioning through a particularly uncertain time in terms of their professional lives and work. The rapid move to online modes of delivery in order to keep students engaged in learning – from early childhood through to the tertiary sector – has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space, but also become sufficiently adept in navigating the requisite software [...] In others, particularly many schools, the move to the online space is presenting considerable hardship as teachers struggle to adapt to what might well be the “new normal” for quite a period of time.

This adds to the fact that teachers and students feel physically and mentally tired because of the amount of time they spent in front of their screens. Dr. Annapareddy in Mehdi, (2020), states that people who spend long periods of time “without the right posture and the right kind of study desk, at a certain point, are bound to complain about extreme pain on their backs, shoulders, and neck muscles.” He also informs that some of his patients have experienced stress, headaches, and muscle fatigue, which leads to performance decrease; all of this due to bad posture. Mental health is also linked to this problem. According to No Isolation, (2017), a research virtual portal, the lack of social interaction affects children's development directly. For instance, they cited a previous research made by Lacey, Kumari, and Bartley (2014) that showed that “socially isolated children tend to have lower

subsequent educational attainment.” If students feel unattached to their learning process, they will probably not succeed in it.

As stated by Burden (2020), classroom management requires teaching exercises to create a learning environment that promotes positive social interaction, constructive involvement in learning, and self-motivation. During COVID-19 pandemic, not only has the way of teaching been altered, but also the behavior students have. For instance, there have been several teachers who have reported that it is hard to control behavior through a device. Students can refuse to appear on camera or can turn off their microphones. If they are too young, they might have difficulties joining virtual meetings or controlling their devices. Also, students might not have their own private, quiet space to log on to class. As a consequence, the teacher might spend time helping one student and the rest of the class would be affected by this. Additionally, it's difficult to foster connection with the teacher and the students. For this reason, students may be disruptive, disrespectful, rude, because they do not feel empathetic with the people on the other side of the device. Most importantly, it is hard to maintain the students' attention during the 45 minutes of the class. These issues added to physical and mental tiredness from both sides, teachers and students, cause poor classroom management, and therefore, the students' learning process is affected.

RESEARCH QUESTIONS

How do EFL 2nd grade teachers use classroom management techniques to cope with behavior during online classes during the COVID-19 pandemic throughout the 2020 – 2021 school year?

How do EFL 2nd grade teachers use classroom management techniques to cope with students' engagement during online classes during the COVID-19 pandemic throughout the 2020 – 2021 scholastic year?

GENERAL OBJECTIVE

To analyze the relationship between students' engagement and classroom management strategies EFL teachers used in their online classes with 2nd graders during the COVID-19 pandemic throughout the 2020 – 2021 school year.

SPECIFIC OBJECTIVES

- To observe EFL 2nd grade teachers from three different educational institutions during online instruction
- To gather data concerning EFL classroom management techniques and strategies during virtual lessons with 2nd graders
- To collect examples of typical behavior in 2nd graders during EFL online sessions
- To measure student's engagement during virtual instruction

CHAPTER I: THEORETICAL FRAMEWORK

Student Engagement

The concept of student engagement has been broadly analyzed by several authors. For instance, Olson & Peterson (2015) describe student engagement as “the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” They also added that students should be “inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise disengaged.” (p. 1)

Anderson, Christenson, Sinclair, and Lehr (2004) assume that engagement implies positive behaviors, such as paying attention, and participation, as well as a feeling of belonging to the school environment.

Gunuc (2014), named several authors that have contributed to the definition of student engagement. For instance, he mentions Bomia and colleagues (1997) and how they explained that willingness, needs and success in the learning process are part of the students' engagement. Additionally, Krause and Coates (2008) in Gunuc (2014) stated that high quality in learning results are related to the students' engagement.

According to Archambault and colleagues (2009) in Olson & Peterson (2015), student engagement can be categorized into behavioral engagement, emotional engagement, and cognitive engagement. The first type, behavioral engagement, includes rule compliance and classroom, and extracurricular activities involvement. The second type which is affective engagement, includes student experiences, attitudes, feelings, and perceptions towards school; also, the student's sense of belonging, interest in learning, and the fact that they enjoy school. The third type of engagement is cognitive engagement, which according to Bloom's taxonomy, involves the processes of remembering, understanding, applying, analyzing, evaluating, and creating in the students' learning process.

Olson & Peterson (2015), have analyzed how these components relate to engagement and they have divided these relationships as follows:

Motivation and engagement. It is clear that the motivation of the student is intertwined with engagement; these words are not synonymous, however. To describe the beginning, course, intensity, and perseverance of action, motivation is described as a theoretical construct. (Brophy, 1998). Although both cover a range of student activities, motivation is unique to goal-directed behaviors, while all positive behaviors are included in student engagement.

Connectedness. The physical experience of a student inside their school is an element of engagement and reflects the interaction of a student with the school or school climate's external environment. The school environment can have an effect on how a student feels "connected" to their school. Therefore, one avenue by which schools can affect student participation is the school environment.

Continuum of engagement. As previously mentioned, student involvement exists on a continuum from disengaged to engaged (Bryson & Hand, in Olson & Peterson, 2015). It is important to determine the level of student involvement in a school because school failure and dropout are often the final outcomes for these students (Blondal & Adalbjarnardottir, in Olson & Peterson, 2015). While students may be disengaged, they may be academically effective. Disengagement measures include the emotions of a student towards school and attitudes while at school. It is essential to measure student engagement in order to reduce student failure and dropout. minimize student failure and dropout, it is crucial to assess student engagement.

Parent engagement. Parent participation, or parent involvement, is another aspect of student engagement. Parent engagement is characterized as parents working to improve the growth of children and adolescents (Strait & Rivera, in Olson & Peterson, 2014). Parent participation improves student academic and behavioral performance, thereby increasing student

involvement. (Henderson & Mapp, (2002); Jeynes, (2003), in Olson & Peterson, 2015)

Martin & Bolliger (2018) state that students' participation improves the engagement, the motivation to learn, and decreases the sense of loneliness, which increases the success of students in online courses. Real-world interaction is important for student success in online courses. Student engagement is characterized as the psychological investment of the student in an effort aimed at learning, understanding or mastering the information, skills or crafts that are intended to be promoted by academic work, Newmann, Wehlage, & Lamborn, (1992) in Martin & Bolliger (2018). Student interest in online learning is very important because it seems like online learners have less opportunities to connect with the school. It is therefore necessary to build multiple opportunities in the online environment for student engagement. Engagement techniques seek to include meaningful learner interactions, providing active learning experiences, such as engaging in collaborative group work, initiating presentations and conversations for students, actively exchanging resources, designing hands-on assessment tasks, and incorporating studies and reflections.

According to Himmelsbach (2019), engaged students are more interested about a subject, maybe more enthusiastic about it. Increased participation can help strengthen the motivation of students and, in turn, improve student learning, success and achievement, as well as overall learning performance. Students are asked to participate in their own learning process and often also in course design in a classroom that stresses participation. To improve student participation, teaching techniques can be used by any instructor. These vary from basic improvements that can be made to a full redesign of the curriculum, course delivery and evaluation methodology for the next class. Himmelsbach (2019) shares some student-centered learning strategies:

a) Strategies for teaching

Active learning: Build an atmosphere of teaching and learning tailored for student engagement, such as encouraging students to address a question, individual reflection, sharing of thought pairs and problem-solving in the community.

Participatory teaching: The various talents, experiences and learning styles of students are provided for by this student-centered approach to pedagogy. Self-regulation and self-reflection are the focus of participatory teaching; basic techniques involve using different teaching approaches and different means of evaluation.

Flip the classroom: Flip the conventional relationship of lecture-homework 1. Via materials such as pre-recorded recordings, students research the subject matter individually and outside class. Class is then spent on learning based on students, such as working through questions, debating or working in groups.

Classroom technology: Students expect to be continuously linked and want instant feedback. To include active learning activities and to keep students involved outside the classroom, online and mobile technologies can be used.

Writing: Activities such as journaling and one-minute papers will help to keep students active in the classroom and develop the ability to learn.

b) Strategies based in the curriculum

Set expectations: Ask students what they expect from you at the beginning of a course and then aim to fulfill those expectations. When they have a successful relationship with the teacher, students are more involved.

Integrated curriculum: not compartmentalizing subjects, but integrating disciplines. For instance, some medical schools have moved away from isolated teaching subjects such as physiology and anatomy, and have moved

to studying organ systems in which students learn the physiology and anatomy associated with that system.

Make the course important: Students want relevant and meaningful courses to be relevant. To teach, use real-world examples; if the course is applicable to a particular occupation, ensure that it is compatible with the occupation's current needs.

Cooperative learning: To help students meet learning objectives in partners or small groups. Group work may involve projects, debates, assessments and laboratory experiments, sometimes with students talking to their peers about a lesson.

Authentic learning experiences: Students discuss issues in the real world and try to find a solution through approaches such as inquiry and experimentation. Ideally, others or the society would profit from the solution. When students learn by focusing on their real-world learning experience, experiential learning is a further improvement of this, and is an efficient teaching technique.

Social media: Exchanging related content, uploading instructional videos on YouTube and promoting ongoing discussion groups are possible applications for social media. Strict directives for use, however, must be put in place and implemented.

Online Classroom Interaction

According to Richmond & Cummings (2005), successful online distance education courses should be focused on decisions on instructional design that will have the greatest effect on learning for students. This may involve decisions relating to course delivery structure, contact between instructor and student, suitable tasks and activities that are conducive to online learning, and the efficient use of online resources. The teacher who seeks to consider how best to organize successful learning environments that promote different

types of student learning and modes of learning may first want to understand the distribution of students' four learning styles.

a) Learning Styles

Assimilative Style. The assimilative learning style is characterized by the inductive ability to reason. Kolb (1984) in Richmond & Cummings (2005) indicated that "creating theoretical models to assimilate disparate observations into an integrated explanation" is one of the greatest abilities of the assimilator. Assimilators concern themselves rather than individuals and social encounters with ideas and abstract concepts and are concerned with abstract, logical rather than functional aspects of theories. The learning styles of reflective evaluation and abstract conceptualization are integrated by individuals who use the assimilative form.

Accommodative Style. In comparison to the assimilative model, accommodative learners succeed by following instructions, meticulously preparing, and gradually finding new experiences to accomplish tasks (Kolb, (1984) in Richmond & Cummings (2005)). They are defined as opportunistic, motivated by action, and risk-takers. The accommodative mark comes from their capacity to adapt to changing conditions. Many who are accommodative, unlike assimilative learners, solve problems in an intuitive trial-and-error way rather than through thorough analysis of data, and rely heavily on others for knowledge rather than on their own analytical capacity (Grochow, (1973; Stabell, (1973) in Richmond & Cummings (2005)). Concrete knowledge and constructive exploration include the learning styles associated with accommodative learners.

Convergent Style. Kolb in Richmond & Cummings (2005), implies that the greatest power of the convergent learner is the ability to solve problems effectively, make decisions and apply practical solutions to solve issues. In general, these individuals do well on standard traditional intelligence tests because, through hypothetical deductive reasoning, they can organize information and thus converge to one answer (Kolb, (1976; Torrealba, (1972) in Richmond & Cummings (2005)). Hudson (1966) in Richmond & Cummings

(2005), indicates that people with this style of learning are well trained to manage their emotions and tend to deal with technical tasks and problems rather than interpersonal and social experiences. Convergent learners draw from the abstract conceptualization and active exploration styles of learning.

Divergent Style. The divergent learner is better at tasks involving "imaginative ability and meaning and value awareness" (Kolb, (1984) in Richmond & Cummings (2005). Individuals with this learning style have the capacity, from several viewpoints, to recognise specific examples of a concept and to produce various qualities about this concept. They are then able to arrange these characteristics by how each quality interrelates with each other, which then provides the whole definition with a major "gestalt." They are called brainstormers, are emotionally focused, prefer to observe rather than act, and tend to be very imaginative. The learning styles of individual interactions and analytical reflection are favoured by divergent learners.

An online classroom starts with communication through computers. Bowman in Su et al., (2005) states that each stage in CMC (computer mediated communication) in online classes includes exchanging information in a social environment, development and application of knowledge.

A teacher should have online experience and CMC skills, in order to provide specific instructions that allow them to effectively encourage, support, moderate online discussions, and maintain meaningful learning through online discussions (Su et al., (2005)).

Martin, Parker, and Deale (2012) stated that the online interactions advantages are the way teachers and students communicate through text, audio and video, thus expressing their emotions.

Online Classroom Principles

According to Hacker & Niederhauser (2002), there are several learning concepts to choose from, but they narrow their attention to five that have empirical support that is especially solid. In the first place, effective teachers

need learners to become active participants in their preparation. By asking them to construct deep theories, justifications, self-learning, and explanations for what they're thinking and doing. Second, the grounding of learning is in the effective use of examples. Third, it does not improve collective problem solving. Not basic problem-solving skills, but general metacognitive knowledge of how to use problem-solving techniques, where, and why. Fourth, efficient instruction uses performance-corrected feedback (that is, learners are provided with neither too much nor too little input depending on their success). Fifth, successful instruction has been introduced into the motivational elements within it that improve self-efficacy and perception.

Garrison (2005) explains that two integrated procedures are a significant educational experience: reflection and debate. These are two inseparable components of educational inquiry. The advantage is given to reflection in an online learning experience in a way that is not feasible in the quick and free-flowing face-to-face world. In order to express oneself in a group environment, face-to-face classroom experience requires verbal dexterity, spontaneity, and trust. In most campus-based classes, reflection and even debate are significantly reduced due to student numbers and obsolete pedagogical methods. An online learning environment represents a pattern of interaction "group-centered" versus a "authority-centered pattern" of a face-to-face environment. In addition, there is a tendency in the online world to draw on the comments of others (higher conversation flow), relative to the face-to-face "turn-taking" environment.

Garrison (2005) also states that education is a learning experience designed in a standardized way to produce intended results. There is also the possibility that the targets can be met in an expeditious way. As such, providing the teaching presence that will structure, encourage and form a positive and worthwhile learning experience is the role of the educational leader. That is, the design, facilitation and direction of the learning experience must be committed to considerable thought and consideration. It is these definitions which are used in an online learning sense to frame the discussion of the educational environment and experience.

Design: It is a difficult challenge to build an online learning experience. When planning for an online learning experience, text-based (reading and writing) communication is the dominant mode of collaboration.

Educational designers have to adapt to the medium's strengths and limitations. The ultimate objective is to build an inquiry group where learners are actively active and responsible learners. The challenge is to build a sense of community and maintain it. To build an online learning environment is to take special account of front-end social and cognitive challenges that go way beyond determining what content will be covered.

Facilitating Discourse: Discourse is the essence of an approach to teaching and learning in education that is collaborative-constructive (i.e., investigation). Care must be taken to ensure that students are engaged and the dialogue is rich and important. To maintain a sense of belonging to a research group and that students are active in a meaningful way. The goal is to maintain social presence when improving cognitive presence. In terms of understanding when and how to question and challenge learners and someone to collaboratively direct conversation, this requires a good teaching presence. Discourse facilitation involves the weaving of both social and cognitive presence. Online learners demonstrate higher levels of satisfaction and register higher levels of learning when their teachers discern such successful discourse facilitation.

Direct Instruction: Direct instruction is about leadership in education and pedagogy. That is, educational leadership that offers disciplinary emphasis and structure/scaffolding, but where options and opportunities exist to take responsibility for one's learning. It is a collaborative-constructivist approach where there is social sharing of learning (i.e. cognition). This is the pathway to an educational experience that is meaningful, systematic and worthwhile. Students remain active and concentrated on achieving the desired results of learning.

Assessment: Finally, assessment is a very significant part of an educational experience. It talks, from a formative point of view, to the importance of

dialogue to recognize misconceptions. The challenge is to engage with all the students in deep discussion. Because in the online world, there is a greater potential for involvement, rigor of speech, and permanence of thinking, this could have a benefit for formative evaluation. An online environment can prove to be a challenge in terms of summative evaluation. Next, think twice about measuring involvement. This might well weaken genuine cooperation. The other problem is seeking a rubric and the time to determine involvement. Participation should be in the student's best interests if the events are important and meaningful. Collaborative learning's other challenge is whether to give all students the same grade, have individual duties that relate to the team project, and whether to employ some sort of self-evaluation.

Online classroom components

Berge (2002) states that interaction with and between students and teachers, and student rehearsal and practice can be done with technology as easy and familiar as chalk or markers and a board; books, writing tools, and paper; and conversation with and between teachers and students in the familiar face-to-face classroom. When they take place, the participants can see and hear each other and the educational proceedings.

Berge (2002) explains that these tasks are still conducted in an online classroom, but they must be technologically mediated as teachers and students are not in the same place. Technologically mediated delivery systems are increasingly taking the classroom, the instructor, and their peers to the desktops of students in their homes. An additional advantage of technologically facilitated educational practices is that learners can store and access a record of proceedings asynchronously (that is, at times other than when they originally occurred).

Although the delivery of instruction in the classroom is not a global standard to which all other instructional delivery methods must be judged, it's still the most common for teachers and students, claims Berge (2002). Educators also aim to recreate this familiar learning experience with the use of a variety of technologies. As in the in-person classroom, a combination of media is required in the online classroom to accomplish the educational process. The

quality and meaning of the educational experience should guide the choice of the components of any combination of distribution media, but this is not always the case, sadly.

Berge (2002) also describes that the educational system designer must make certain media selection decisions in conjunction with pedagogical nature, in addition to the basic purposes of the computer in the online classroom. These include how static the material is going to be, how dense the content is going to be, what the interaction level will be, and whether or not the instruction will be in real time.

Static Versus Dynamic Subject Matter. Media collection is one of the main decisions teachers make. A cost-effective means of high-density data storage may be selected for information that is static or that changes slowly over a period of years (for example, textbook, videotape, or audiotape). In comparison, interactive web sites, e-mail, and chat rooms make it possible for students to distribute rapidly evolving content. Similarly, for beginner learners, timely feedback also means that to encourage these learning moments, the most productive contact between students and teacher takes place in real time, or as close to real time as possible.

Density of Content. A strong rule of thumb relates the "density" of the material to the time-mode and choice of distribution medium when making delivery media decisions (Berge & Collins, (1993) in Zane L. Berge). For high-information content (dense) materials, some type of documented (asynchronous) distribution medium that can be viewed and checked is suitable and useful to learners. Books and other written materials, videotapes and audiotapes, which are accessible through web pages, are normally selected for this purpose. One note of caution: long documents supplied via web pages are boring for students to read on-screen and are usually printed out. This may not be a challenge for individual students with their own printers, but it can be a major obstacle for students who have to pay a printing price per page or who share laboratory facilities at remote sites with others.

Interaction. There are basically two kinds of contact when it comes to learning. One happens when a student engages with information individually. The other is more social: a student talks about the content with others (Berge, 1996; Schrum & Berge, 1998 in Zane L. Berge). For efficient, effective, and affective learning, both types of interaction are needed. In distance education, having an atmosphere in which all forms of interaction can occur is especially important. Social discussion about the content traditionally occurred only between professor and student, but with online courses it is increasingly possible for students to communicate with each other, even though geographically and temporally isolated (Collins & Berge, 1996 in Zane L. Berge). A distance learning objective is to build an environment that fosters trust between students and the teacher, and aims to encourage a cooperative and collaborative experience that encourages students to learn from the materials of the course, the teacher, and each other. Such interactions are enabled by the design and careful selection of contact channels in the delivery system of distance education.

Synchronous Versus Asynchronous Delivery. A closely related concern to students' experiences with the professors is the essence of interactions between students. Synchronous activity, such as in the in-person classroom, demands that all interested people, regardless of their physical location, be present at the same time. Educational activities in real time can be carried out by means of broadcasting. Synchronous interaction exists using video conferencing in some "high end" online classrooms. Text-based interactive "chat" is actually more likely to be used. Asynchronous interaction, on the other hand, takes three main forms: electronic mail, group conference systems, and interactive messaging systems. Experience shows that it's almost always best to merge delivery systems. The best learning environment can typically be created by using real-time and asynchronous interaction in combination. The combination can be selected based on the choice of the teacher and the needs of the instructional designer.

Classroom Management

Classroom management should not be only associated with the concept of discipline, according to Garret (2014), because it could interfere with effective teaching. He also states that a well-managed classroom is not equivalent to an “orderly and quiet environment.” Garret claims that in reality a productive environment can create noise, learning requires talking, sharing, discovering, experimenting.

Garret (2014) also affirms that punishment and rewards are not key for an effective classroom management as many teachers believe. According to him, this would result in a behavioristic approach, where the implementation of externally controlled incentives would be necessary. On the contrary, effective managers seldom need this type of program in his view. Another problem he explains is the fact that some teachers believe that effective classroom management depends only on the degree their students are engaged in their class. He declares that engaging instruction is important, but not the only element that needs to be considered in a well-managed classroom.

Evertson & Weinstein (2011) emphasize that classroom management has two goals: creating an environment for academic learning and creating an environment for social-emotional learning. Academic learning refers to learning content specified in state content standards (learning to read and write; learning to reason; learning science, math, and social studies; and so on). Social-emotional learning promotes growth in social skills and the ability to express emotions maturely. Classrooms are well managed only if the teacher has created environments that promote both of these kinds of learning.

Dodgson (2016) states that establishing a positive atmosphere in the classroom can create a familiar environment where learners can be comfortable and feel ready to learn. In order to obtain this, routines, rules, and clear signposting of lesson stages are indispensable to have engaged learners. For instance, starting the lessons with songs or active routines will indicate students that the lesson is about to begin. Besides, using indicators

such as hand claps or a fixed phrase to signal the start or end of an activity will let learners know what to do next. This should be accompanied by consistently applied rules to build a well-managed classroom.

According to Johnson (2016), good classroom management should be more than just being strict or authoritarian, or being organized. He states that in order to have a classroom “run smoothly as a well-oiled learning machine,” it is necessary to build a designed learning environment which promotes certain behaviors and discourages others. Johnson claims that there are five components of effective classroom management which will help establish strong structures that motivate student learning:

1. Developing effective rapport
2. Teaching students classroom routines
3. Taking advantage of the time
4. Lesson plans should foretell students’ behaviors
5. Implementing standards of behavior for encouraging student learning

Behavioral Engagement

As stated by Nguyen, Cannata & Miller (2016) several research studies show that the degree of student participation varies based on the type of experience provided by the school and the teacher, whether it is secure or not, and the opportunities that teachers offer in their classrooms. Behavioral engagement concerns issues related to student behavior in the classroom, student participation in school-related activities, and student interest in their academic work. Studies focused on student activity in the classroom assess student conduct with relation to classroom or school expectations, objectives or guidelines. Students may either exhibit positive conduct (i.e., when a student meets classroom standards or school expectations) that is an indicator of higher student interest, or may exhibit negative behavior (i.e., when a student is disruptive in the classroom or disobeys the administrator) that is a symbol of a lower level of involvement or disengagement. The second dimension of behavioral engagement is student involvement in school-related activities, consisting of classroom interaction. School participation research focuses on encouraging students (e.g., retention,

positive interactions) at school-sponsored activities that offer insight into the student's desire to be part of the school. The third element of behavioral involvement is the participation of students in their academic work, which refers to the concrete behavioral actions exhibited by students to indicate their desire to participate in classroom activities as well as their willingness to overcome challenging content. Research under this dimension provides insight into classroom activities that result in measurable student participation, including dedication, focus, questioning, and contributing to group discussion.

CHAPTER II: METHODOLOGY

The following study has a general aim to analyze the relationship between students' engagement and classroom management strategies EFL teachers used in their online classes with 2nd graders during the Covid 19 pandemic throughout the 2020 – 2021 school year. The research methodology applied will give answers to these two questions: How do EFL 2nd grade teachers use classroom management techniques to cope with behavior during online classes during the Covid 19 pandemic throughout the 2020 – 2021 school year? How do EFL 2nd grade teachers use classroom management techniques to cope with students' engagement during online classes during the Covid 19 pandemic throughout the 2020 – 2021 scholastic year?

The methodology selected for this research was the descriptive research. According to Lans & Van der Voordt (2002), the descriptive research is a methodological way of collecting knowledge with a precise description of reality. The topic of description can relate to facts and wishes, to plans and realized buildings, to individuals and material objects. Texts, sketches, charts, graphs, statistical notions (mean, spread), maps such as a city or a feature chart, websites and databases can be viewed as results. The definition can concentrate on different variables and on the relationships between variables.

Nassaji (2015) claims that the aim of descriptive research is to identify the characteristics of a specific phenomenon. Its scope is rather concerned with what has happened, the how and the why are not seen as relevant. For this reason, observation and surveys are frequently used to gather information (Gall, Gall, & Borg, 2007). The data might be collected qualitatively, but the use of frequencies, percentages, averages, or other statistical studies indicate a quantitative analysis.

Dudovskiy (2016) states that descriptive research may be explained as a statement of affairs, as it is actually the case that the researcher has no influence over variables.

Descriptive research is aimed at shedding light on current issues or problems through a data collection process that enables them to describe the situation more adequately than was possible without using this method. In essence, descriptive studies are used to describe various aspects of the phenomenon. Dudovskiy also explains that descriptive research is used in its popular format to describe the characteristics and/or behavior of the sample population. An important feature of descriptive research is the fact that while descriptive research may use a number of variables, only one variable is required for a descriptive study. Three main purposes of descriptive studies can be explained by describing, explaining and validating research findings.

Dudovskiy even describes that descriptive studies are closely linked to observational studies, but are not limited to observational data collection methods. Case studies and surveys can also be specified as popular data collection methods used in descriptive studies.

Advantages of Descriptive Studies

- Effective study of non-quantified subjects and problems
- The probability of studying the phenomenon in a fully normal and unchanged natural environment
- The ability to combine qualitative and quantitative data collection methods
- Less time consuming than quantitative studies

In Williams' (2007) perspective the descriptive research approach is a basic research tool that explores the situation as it actually exists. Descriptive study includes the identification of characteristics of a specific phenomenon on an empirical basis, or the discovery of the association between two or more phenomena.

Mixed Methods Approach

The mixed method approach was selected since apart from gathering quantitative data from the survey and the observation sheets it was also needed to observe the behavior of the students during the teaching sessions,

in order to collect specific behaviors not mentioned in the structured research tools.

According to Creswell (2014) the mixed method is an approach which involves the compilation of both quantitative and qualitative data, the incorporation of the two data types and the use of distinct designs that may include philosophical assumptions and theoretical frameworks. The basic principle of this method of investigation is that the combination of qualitative and quantitative methods offers a more complete understanding of the research problem than either approach alone. The researcher believes that the compilation of different types of data offers a more comprehensive understanding of the research issue than either quantitative or qualitative data alone. The research starts with a large survey to generalize the findings to the population and then, in the second step, focuses on qualitative, open-ended interviews to obtain detailed views from participants to better clarify the initial quantitative survey.

Williams (2007) claims that with the Mixed Methods approach, researchers use methods for gathering or evaluating data from quantitative and qualitative research approaches in a single sample. In other words, researchers are collecting or analyzing not only numerical data, which is typical for quantitative research, but also narrative data, which is the standard for qualitative research in order to resolve the research problem specified for a specific research study. For example, in order to collect a mixture of data, researchers may distribute a survey containing closed-ended questions to collect numerical or quantitative data and perform an interview using open-ended questions to collect narrative or qualitative data. The Mixed Methods approach is an extension rather than a substitution for quantitative and qualitative approaches, as the latter two research approaches will continue to be useful and significant. The aim for researchers using a mixed-method approach is to build on the strengths and minimize the limitations of quantitative and qualitative research methods.

Johnson, Onwuegbuzie & Turner (2007) argue that the Mixed Methods approach is an abstract and functional process that is focused on qualitative and quantitative research. It recognizes the value of conventional quantitative and qualitative research, but also provides a powerful third-paradigm choice that often delivers the most insightful, detailed, balanced and useful research results. In addition, the Mixed Methods approach provides an important approach to generating important research questions and presenting relevant answers to those questions.

According to Heyvaert, Maes & Onghena (2013), the Mixed Method approach is a research methodology that promotes the combined use of qualitative and quantitative research components to address complex questions. The Mixed Methods approach, integrating qualitative and quantitative research components, is used to combine these qualitative and quantitative research results into a single systematic examination.

Molina-Azorin (2016) agrees that the Mixed Methods approach is the synthesis and application of qualitative and quantitative approaches in the same sample. The ultimate goal and core principle of the Mixed Methods Approach is that the use of quantitative and qualitative techniques in conjunction offers a greater understanding of research issues and complex phenomena than either approach alone. A deeper interpretation can be accomplished by triangulating one set of findings with another and thereby improving the validity of inferences.

Data Gathering Tools

The following research study uses two data gathering tools, an observation sheet applied to students and teachers; and, a survey applied to teachers.

Kawulich (2011) states that observation is used in the social sciences as a means for gathering data on individuals, systems and cultures. It is also a tool used routinely to gather data from teacher researchers in their classes, social workers in community environments, and psychologists recording human behaviour. Observation is used both in quantitative and qualitative

research. There are two primary types of findings. Participant observation, which includes being both an observer and a participant in the environment under study, and direct observation, which involves observing without communicating with objects or individuals under study in the setting. The role of the researcher in the observation setting is an important factor for the validity of the analysis. The consistency of the data obtained and the relationship with those observed are influenced by the role of the researcher in the study environment. Observations can allow the researcher to have access to certain aspects of the social context that may not be obvious to the general public – those backstage events that the general public does not see. They offer researchers the opportunity to provide a rich and comprehensive overview of the social context.

According to McClelland (1994) surveys offer a cost-effective and accurate way of obtaining feedback that can be both qualitative and quantitative. A survey may provide reliable and relevant data through careful design, testing and thorough administration. In addition, the Code of Ethics of the Survey must also be adhered to in that the data generated must be interpreted in a manner that faithfully reflects the facts as they have been established. Coughlan, Cronin & Ryan (2009) explain that a survey is a non-experimental research method used to collect information on the occurrence and relationship of variables in a predetermined population. The applications involve collecting data on perceptions, actions and the frequency of incidents. For most modern researchers, sample surveys are more cost-effective and simpler to perform than population surveys when collecting information; however, this increases the probability of both representation and calculation errors.

The data gathering tools were selected to address specific objectives. First, in order to observe EFL 2nd grade teachers there have been designed four observation sheets which were adapted from the work of Madike (2015). Regarding the second specific objective about gathering data concerning EFL classroom management techniques and strategies during virtual lessons with 2nd graders an observation sheet was adapted from Martin & Parker

(2014). Finally, to measure the student's behavior and engagement an observation sheet was adapted from the work of Maroco et al. (2016), and Sullivan et al. (2012). As a complementary gathering tool, a survey was adapted from Martin & Parker (2014), which aims to rate the use of features within the teaching applications, and how do they perceive virtual classroom

Protocol

Four observation sheets were applied during the virtual lessons of three elementary schools in Guayaquil. A letter was sent to each institution asking for permission and a link was received to access the virtual classrooms.

Four Observation Sheets	Applied to	Procedure
Factors in Classroom Management	7 Teachers	Permission was granted by the authorities from the three education institutions to observe the online classes, just once per session. There was no interaction between the observer and the participants.
Development of Engagement	7 Teachers	
Students' Engagement	Students from 7 classrooms	
Students' Behavior	Students from 7 classrooms	

A survey was sent to 9 teachers via email and WhatsApp using Google Forms. The contact emails and phone numbers of the teachers were shared by the authorities.

CHAPTER III: RESEARCH ANALYSIS

The following statistics charts show the four observation sheets application results during the online classes, and the survey instrument applied to teachers.

Observation Sheet, Factors

Apps easy to use

7 responses



Figure 1, Apps easy to use. Created by the author.

This graph shows that all the teachers in the three elementary schools used applications to follow. During all the observed lessons the students were able to understand how to use these apps with no difficulty even though they were not permitted to manipulate them.

Easy to follow

7 responses

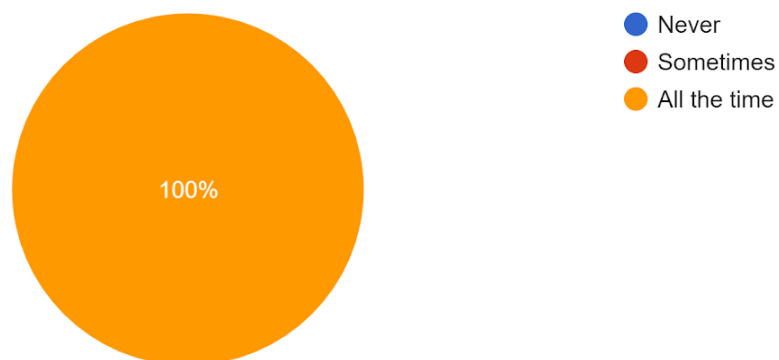


Figure 2, Easy to follow the online lessons. Created by the author.

This graph indicates that it was easy to follow all the classes in the three elementary schools. With no trouble, students were able to fully understand and keep up.

Elicit peer support

7 responses

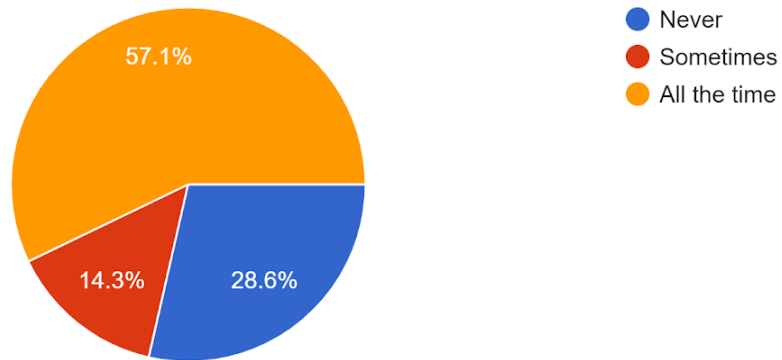


Figure 3, Elicit peer support. Created by the author.

This graph indicates that peer support is sought by the majority of teachers from the three different elementary schools. Sometimes during the online session, only a few teachers elicit peer support. Nearly a fifth of the teachers surveyed do not evoke peer support, this was seen in two of the three schools.

Expertise with technology or use of ICT

7 responses

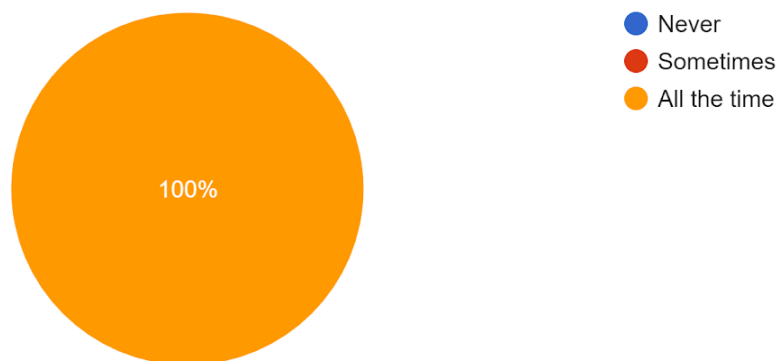


Figure 4, Expertise with technology or use of ICT. Created by the author.

This graph shows that all teachers demonstrated skills in technology or the use of ICT in the three elementary schools. (They managed video conferencing and additional apps for teaching, LMS, Learning Management System)

Interested in improving teaching

7 responses

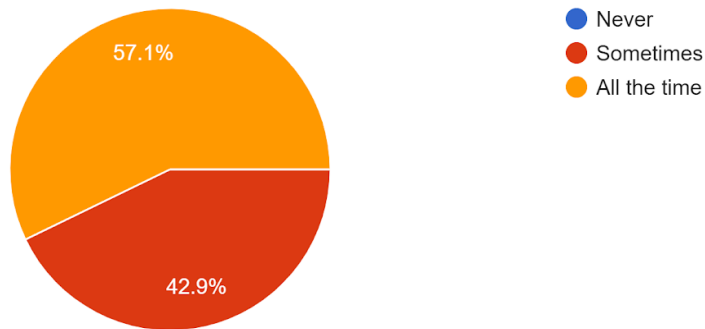


Figure 5, Interested in improving teaching. Created by the author.

This graph indicates that there was interest in enhancing teaching for the majority of teachers from the three elementary schools. To describe this item it was necessary to observe the quality of the presentations. One of the schools used elaborated slides to catch the students' attention vs another school which just had a PowerPoint presentation.

Promotes a sense of community

7 responses

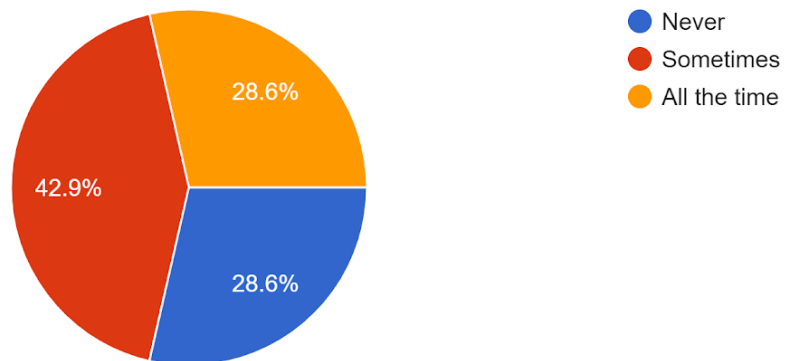


Figure 6, Promotes a sense of community. Created by the author.

This chart illustrates that during the online session, most of the teachers from the three elementary schools encouraged a sense of community for some time. Promoting a sense of community was done in one of the schools all the time during the class by letting the students help each other to solve the assignment, and by encouraging social presence among the students. There was never any sense of community encouraged by the other two schools.

Students' motivation

7 responses

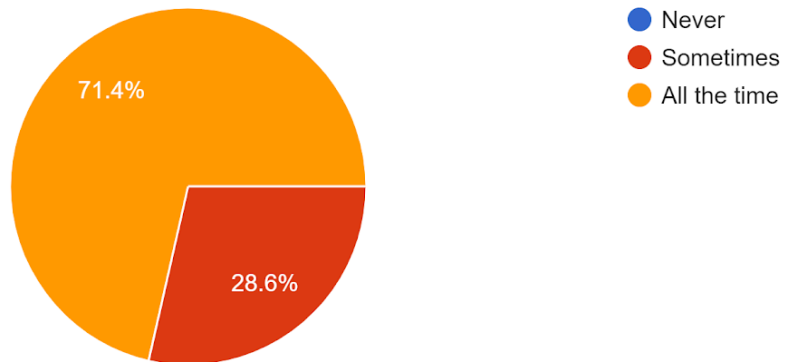


Figure 7, Students' motivation. Created by the author.

This report demonstrates that during the online session, the majority of the teachers from the three elementary schools motivated students all the time. In the other two schools, students were encouraged by the teachers, but only for some time during the session.

Observation Sheet, Students' Behavior

The following graphs represent the students' behaviors observed during the online sessions.

Deliberately disrupting the flow of a lesson

7 responses

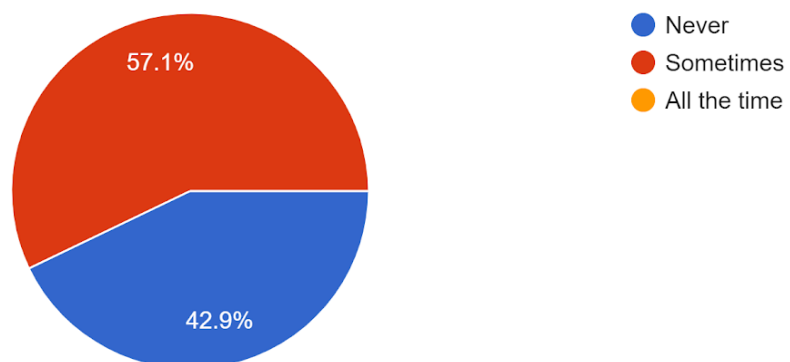


Figure 8, Deliberately disrupting the flow of a lesson. Created by the author.

This chart indicates that the majority of students from the three elementary schools intentionally disturbed the flow of the class some time during the online session. The other half never disturbed the class' flow.

Making distracting noises intentionally

7 responses

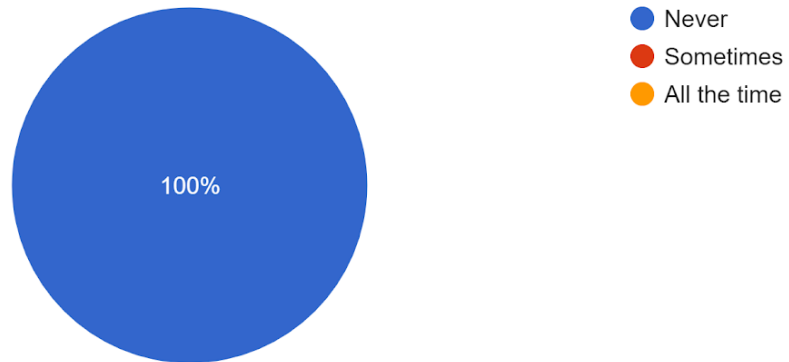


Figure 9, Making distracting noises intentionally. Created by the author.

This graph illustrates that during the online session, the students of the three different schools never purposely made disruptive noises.

Making impertinent remarks

7 responses

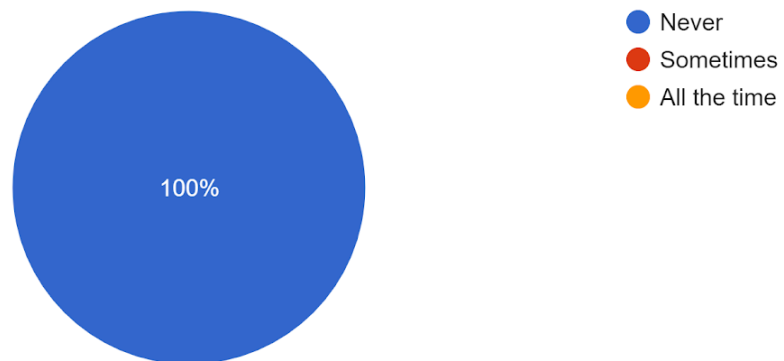


Figure 10, Making impertinent remarks. Created by the author

This chart demonstrates that during the online session, the students of the three different schools never made impertinent remarks.

Moving around the room unnecessarily

7 responses

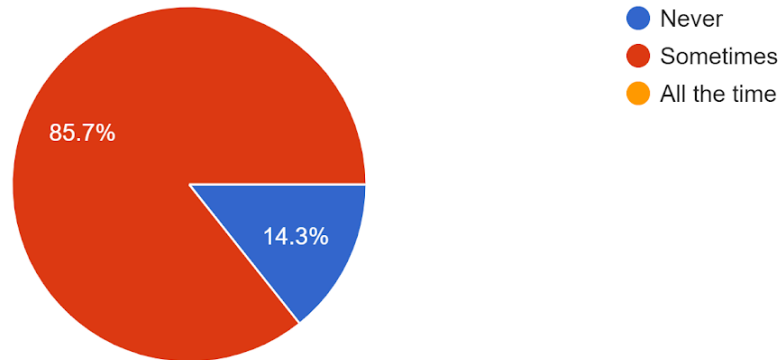


Figure 11, Moving around the room unnecessarily. Created by the author.

This study shows that during the online session, the majority of students from the three elementary schools moved unnecessarily around the room for some time. During class, the rest of the students never moved anywhere.

Talking out of turn

7 responses

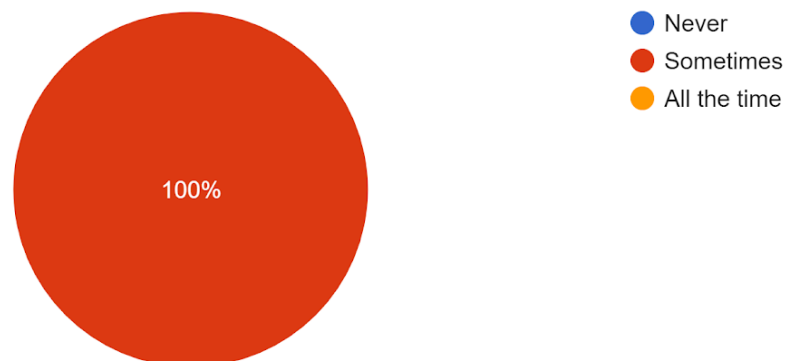


Figure 12, Talking out of turn. Created by the author.

This graph shows that the students of the three schools spoke out of turn during the online class for some time.

Using a laptop or iPad inappropriately

7 responses

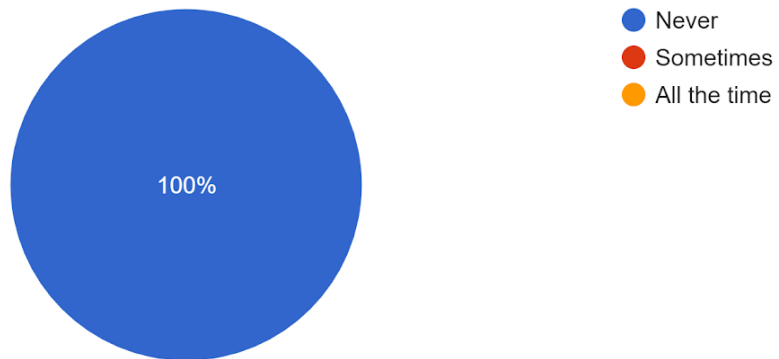


Figure 13, Using a laptop or iPad inappropriately. Created by the author.

This graph indicates that the students of the three schools never used the laptop or iPad improperly during the online session.

Disengaged Behavior

Avoiding doing schoolwork

7 responses

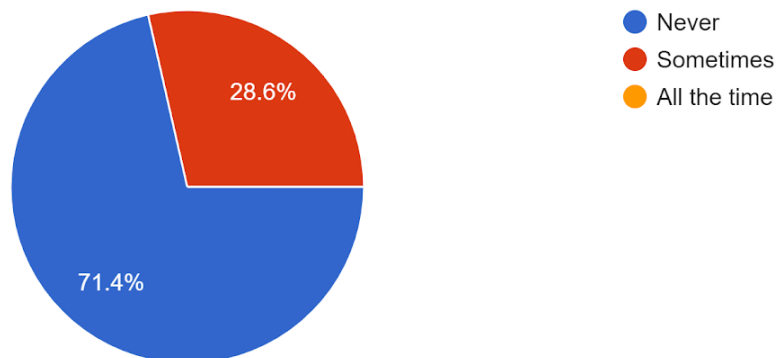


Figure 14, Avoiding doing schoolwork. Created by the author.

This report reveals that the majority of the students from the three elementary schools never stopped doing schoolwork during the online session. During class, just the 28% of the students avoided working for some time.

Being late for class

7 responses

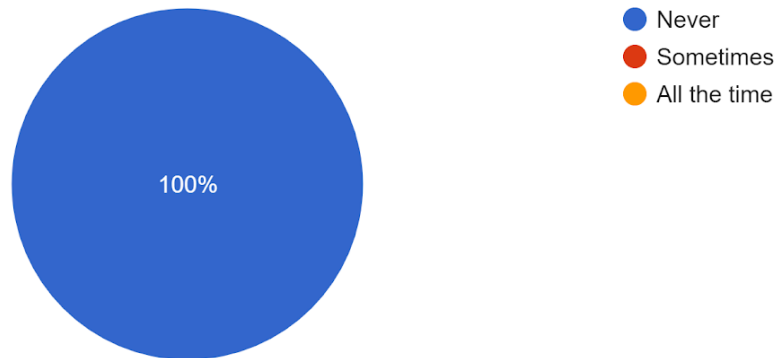


Figure 15, Being late for class. Created by the author.

This chart shows that the students were never late for class at the three different schools.

Disengaging from classroom activities

7 responses

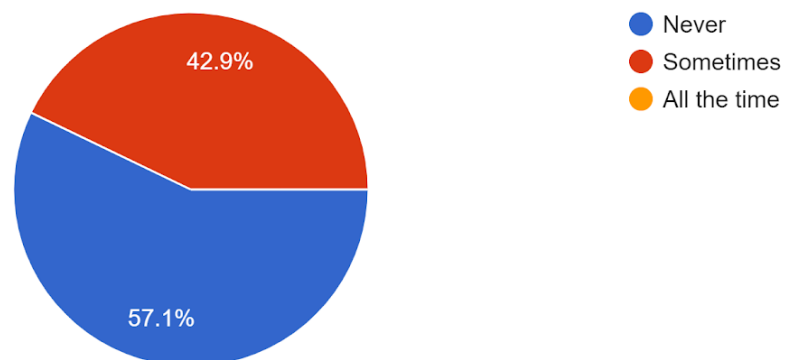


Figure 16, Disengaging from classroom activities. Created by the author.

These percentages show that during the online session, the majority of students from the three elementary schools were never disengaged from classroom activities. Almost the other half of the students displayed disengagement some time during the class.

Anti-social Behavior

Excluding peers

7 responses

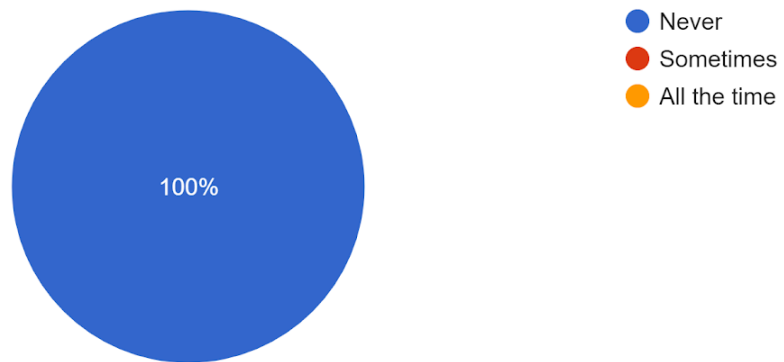


Figure 17, Excluding peers. Created by the author.

This chart indicates that the students at the three different schools never excluded their classmates.

Verbally abusing other students

7 responses

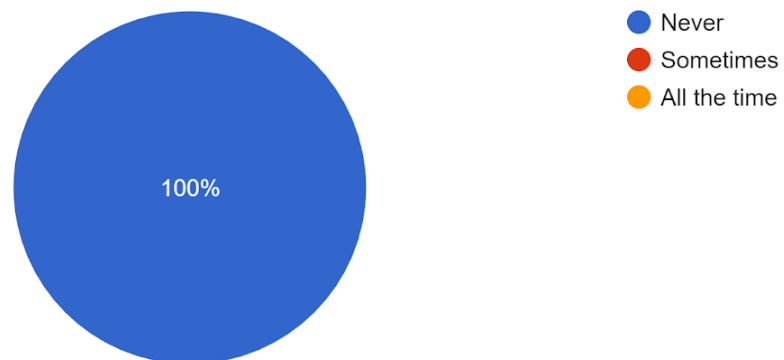


Figure 18, Verbally abusing other students. Created by the author.

This graph indicates that the students at the three different schools never verbally insulted their peers.

Verbally abusing teachers

7 responses

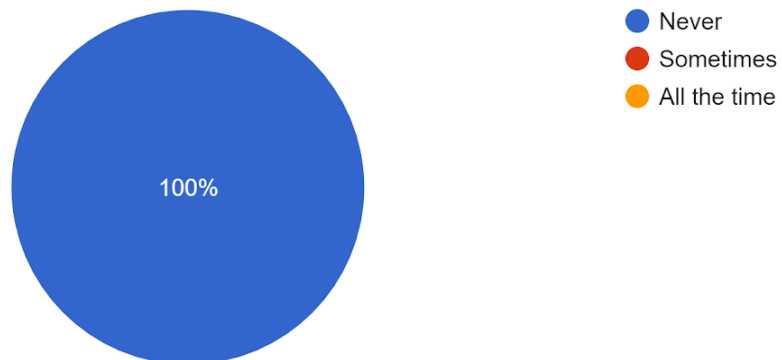


Figure 19, Verbally abusing teachers. Created by the author.

This graph shows that teachers were never verbally insulted by the students at the three different schools.

Observation Sheet, Students' Engagement

The following graphs represent the students' engagement observed during the online sessions.

Students finish classwork activities on time

7 responses

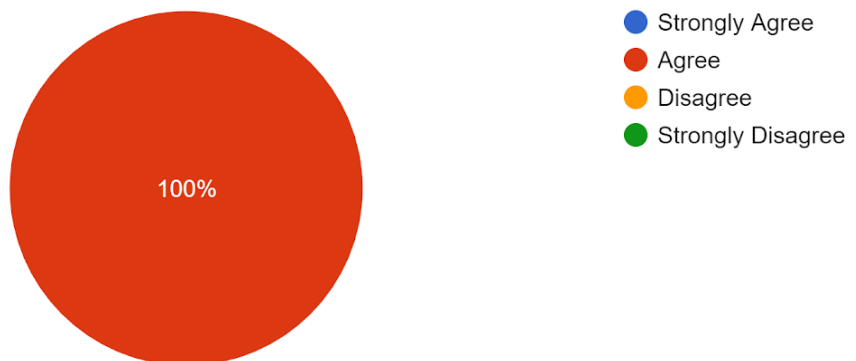


Figure 20, Students finish classwork activities on time. Created by the author.

This graph indicates that the students of the three schools completed their tasks in time.

Students participate actively in class

7 responses

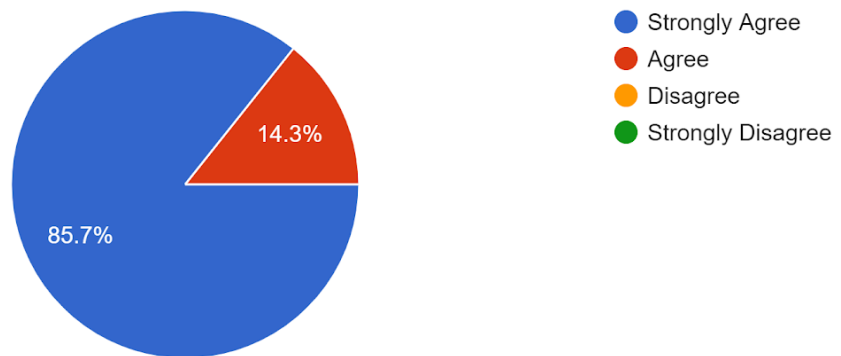


Figure 21, Students participate actively in class. Created by the author.

According to this chart we can observe that all students participated during the online sessions.

Students pay attention in class

7 responses

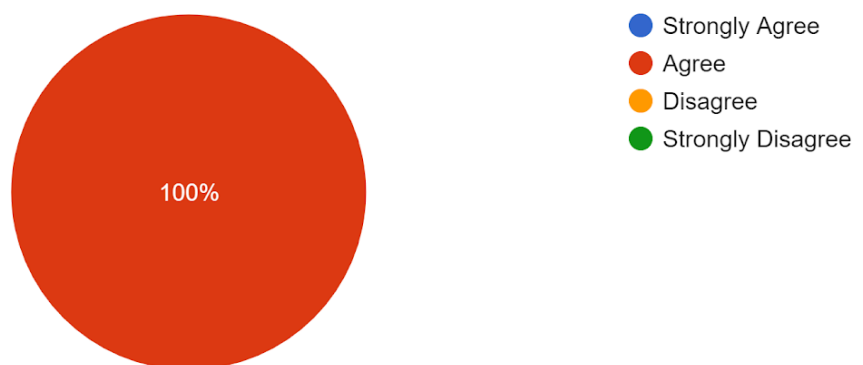


Figure 22, Students pay attention in class. Created by the author.

This data illustrates that, during the online session, the students of the three schools were always paying attention.

Students show excitement during class activities

7 responses

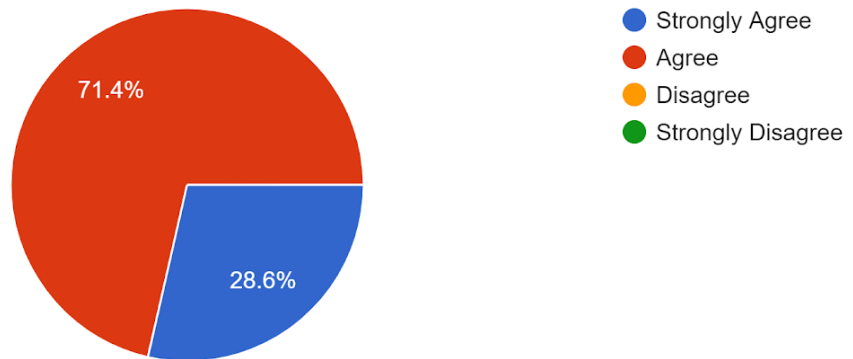


Figure 23, Students show excitement during class activities. Created by the author.

This graph demonstrates that the majority of the students showed excitement during the virtual classes.

When in doubts students ask questions

7 responses

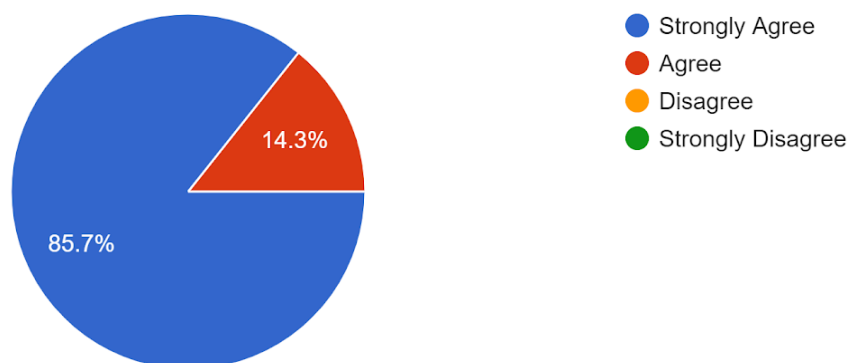


Figure 24, When in doubts students ask questions. Created by the author.

Most of the students did not hesitate to ask questions during the sessions.

Observation Sheet, Teachers' Engagement

The following graphs show the teachers' engagement observed during the online sessions.

The teacher explains things clearly

7 responses



Figure 25, The teacher explains things clearly. Created by the author.

The teachers of the three schools were always explicitly describing things during the online session.

The teacher gets angry quickly

7 responses

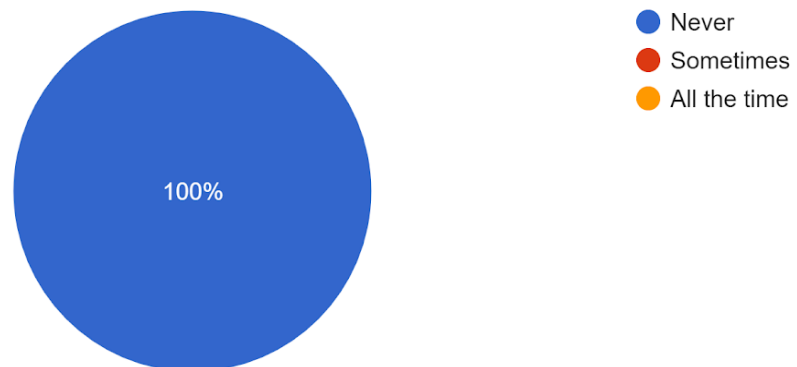


Figure 26, The teacher gets angry quickly. Created by the author.

The teachers at the three different schools never got upset.

The teacher gets angry unexpectedly

7 responses

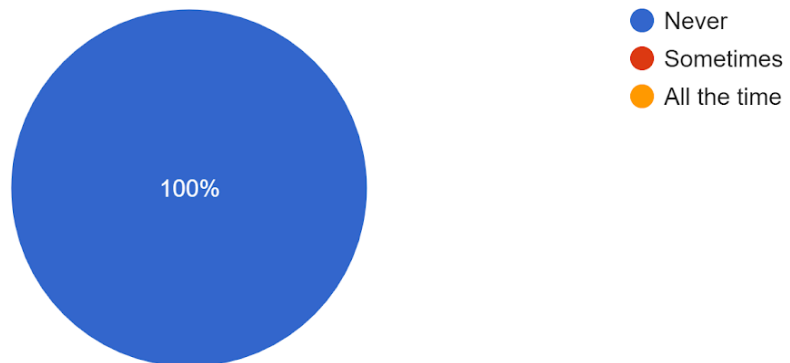


Figure 27, The teacher gets angry unexpectedly. Created by the author.

During the online sessions, teachers from the three different schools never got mad abruptly.

The teacher has a sense of humor

7 responses

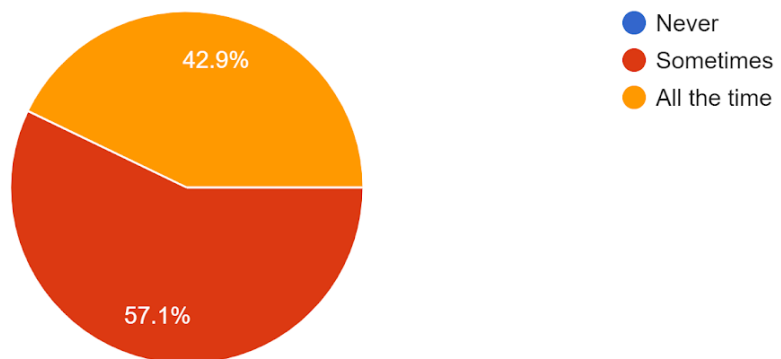


Figure 28, The teacher has a sense of humor. Created by the author.

The teachers from the three elementary schools showed sense of humor during the session.

The teacher holds students' attention

7 responses

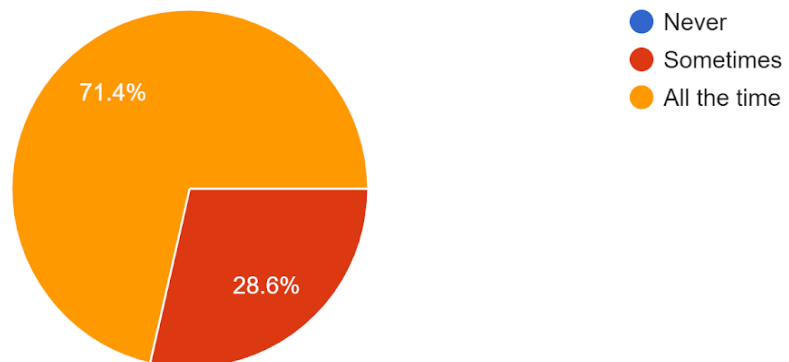


Figure 29, The teacher holds students' attention. Created by the author.

Most of the teachers in the three elementary schools were able to gain the interest of the students during the entire session. The rest of the teachers were able to keep their students' attention for a while throughout the class.

Teacher is hesitant

7 responses

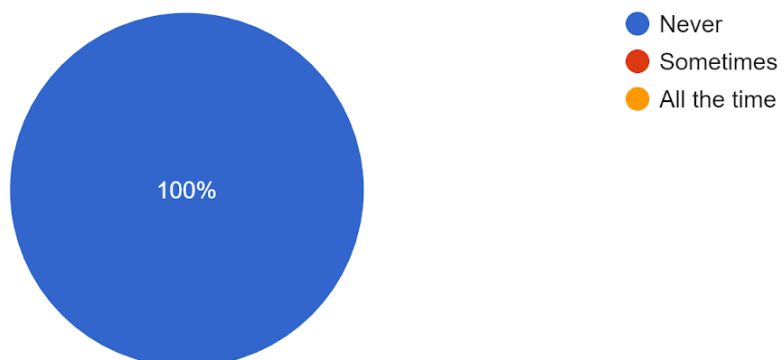


Figure 30, Teacher is hesitant. Created by the author.

The teachers from the three different schools never hesitated during the online session.

Teacher is impatient

7 responses

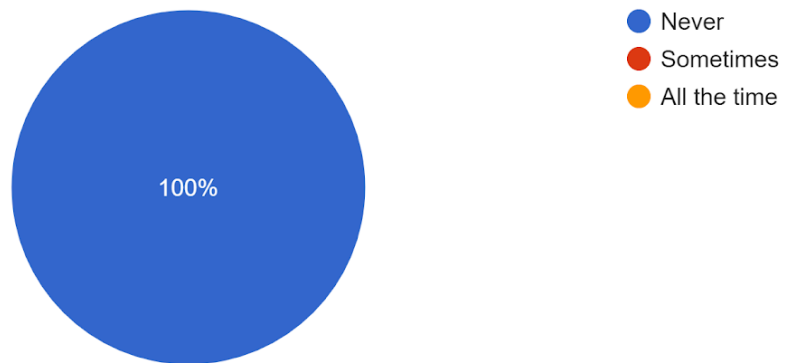


Figure 31, Teacher is impatient. Created by the author.

The teachers from the three different schools were never impatient during the online session.

The teacher is open to answer questions

7 responses



Figure 32, The teacher is open to answer questions. Created by the author.

The teachers of the three schools were always open to answer questions during the online class.

The teacher is willing to explain things again

7 responses



Figure 33, The teacher is willing to explain things again. Created by the author.

The teachers in the three schools were always willing to clarify things again during the online lesson.

Teacher seems uncertain

7 responses

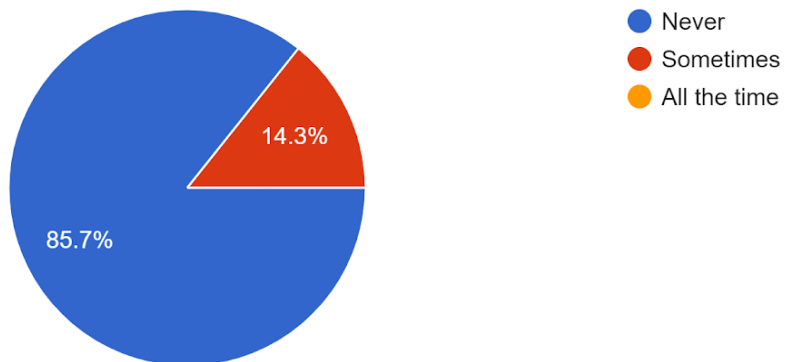


Figure 34, The teacher seems uncertain. Created by the author.

The majority of the teachers in the three elementary schools were never unsure during the whole session. The rest of the teachers showed some hesitation.

The teacher talks enthusiastically about her/his subject

7 responses

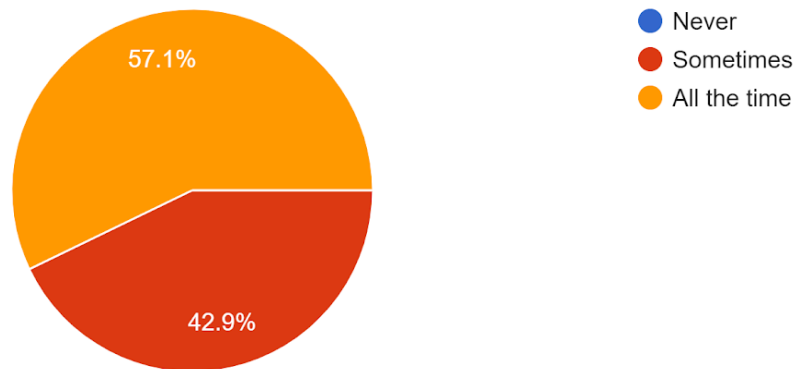


Figure 35, The teacher talks enthusiastically about his/her subject. Created by the author. The teachers in the three elementary schools demonstrated passion for the topic during the session.

Survey to teachers, resources found in conferencing apps.

Breakout Rooms

9 responses

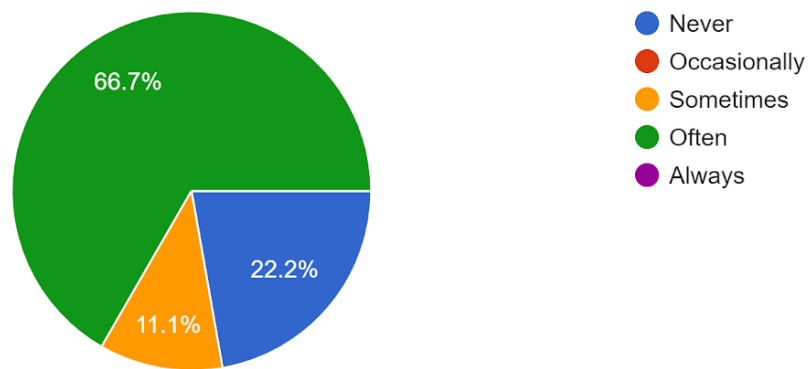


Figure 36, Survey to teachers, breakout rooms. Created by the author.

This graph shows that the majority of the teachers from the three different elementary schools plan breakout rooms activities. Almost a quarter of the surveyed teachers mentioned that they never used breakout rooms. Just a few teachers reported that they sometimes used this resource during the classes.

Chat

9 responses

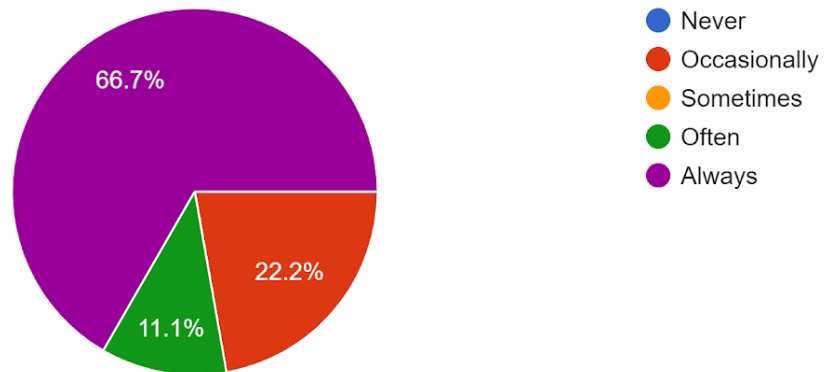


Figure 37, Survey to teachers, chat. Created by the author.

This chart shows that most teachers in the three different elementary schools always use the chat during the online session. Almost a quarter of the teachers surveyed state that they sometimes use the chat. Few teachers confirmed that they often use this resource during classes.

Hand-raising

9 responses

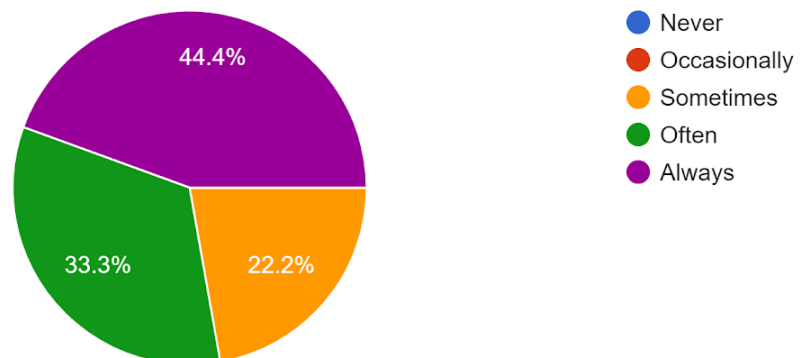


Figure 38, Survey to teachers, hand-raising. Created by the author.

This study shows that most teachers in the three elementary schools always use the hand-raising button during the online session. More than a quarter of the survey participants note that they often use this button throughout the session. Few teachers sometimes use this resource during classes.

Polling

9 responses

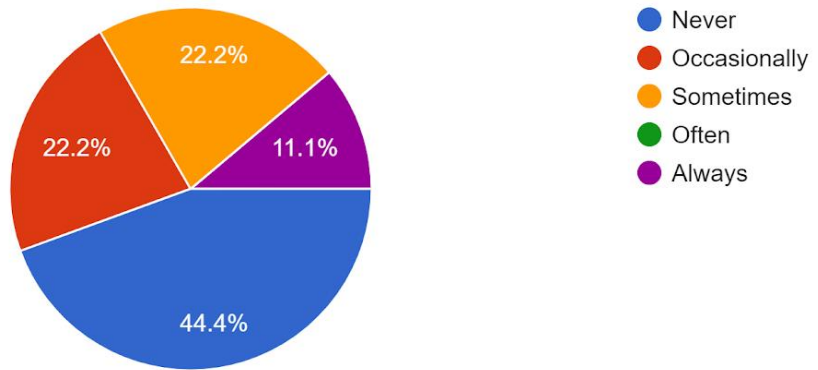


Figure 39, Survey to teachers, polling. Created by the author.

Polling is the least used resource. Sometimes it was used by the rest of the teachers.

Reactions

9 responses

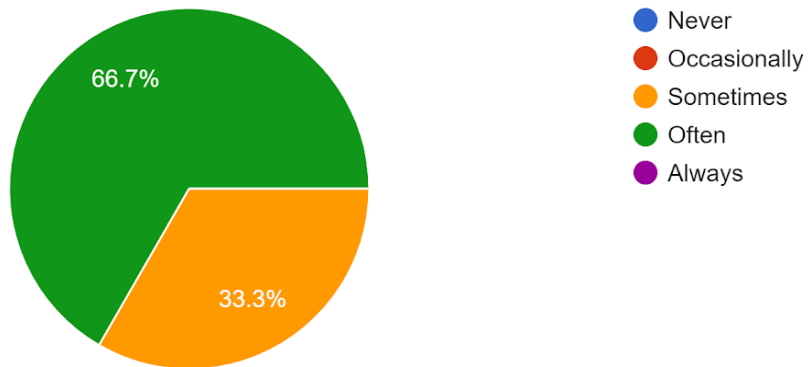


Figure 40, Survey to teachers, reactions. Created by the author.

This figure shows that most teachers in the three different elementary schools often use reactions during an online session. More than a quarter of the teachers surveyed state that they often use reactions during the session.

Sharing screen

9 responses

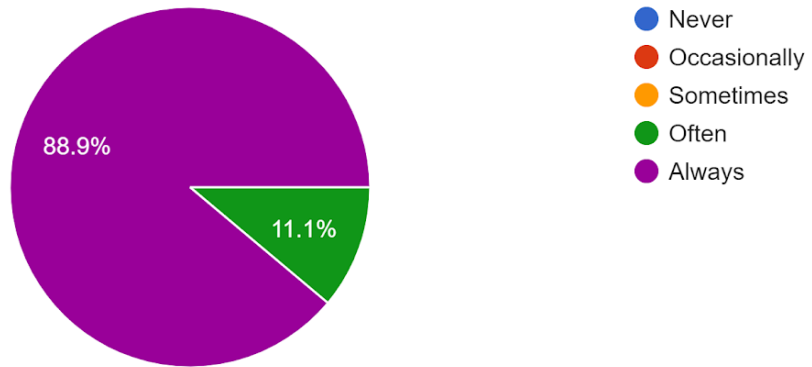


Figure 41, Survey to teachers, sharing screen. Created by the author.

This chart indicates that most teachers in the three different elementary schools have always shared the screen during the online session. Few of the survey participants stated that they often share the screen during the class.

Sharing web links

9 responses

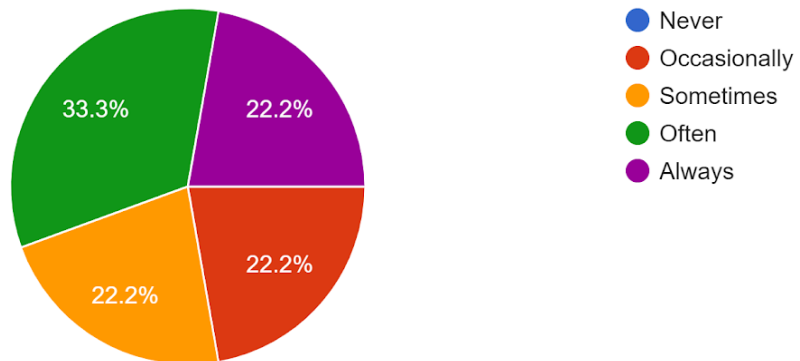


Figure 42, Survey to teachers, sharing web links. Created by the author.

It was very common that teachers shared web links with the students with some frequency. There is little frequency variation among the schools.

Adapting to virtual classroom

Virtual classroom indicates an advantage over current ways of teaching

9 responses

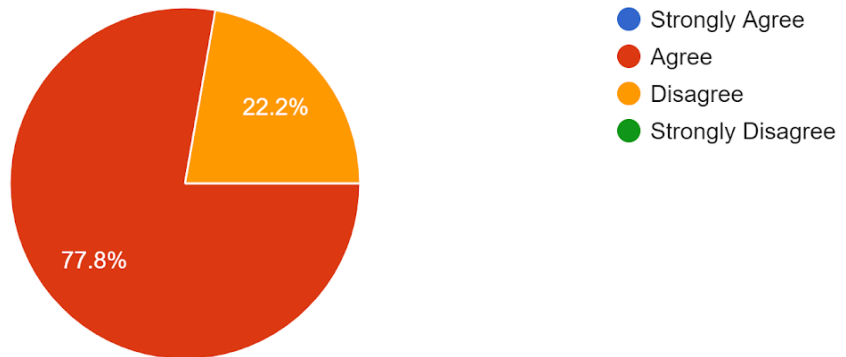


Figure 43, Survey to teachers, virtual classroom indicates an advantage over current ways of teaching. Created by the author.

Most of the teachers think that the virtual classroom represents an advantage over current ways of teaching. A quarter of them disagree with this statement.

The virtual classroom is compatible with existing values, needs, and experiences

9 responses

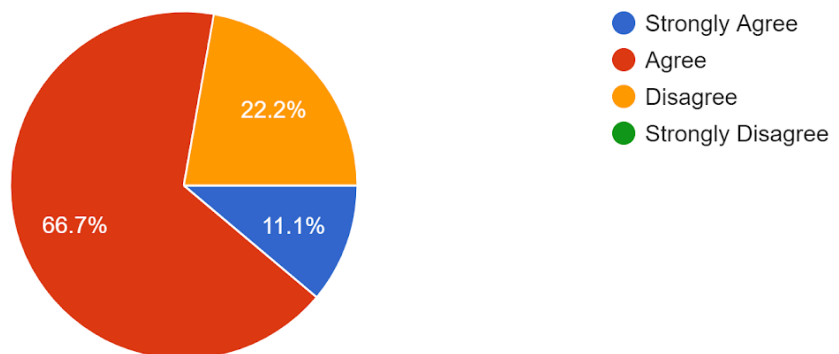


Figure 44, Survey to teachers, the virtual classroom is compatible with existing values, needs, and experiences. Created by the author.

The majority of the teachers agreed that the virtual classroom goes along with existing values, needs, and experiences.

Qualitative Data, observations

This qualitative data was gathered from the notes taken during the observations in the online sessions at the three institutions mentioned.

- The students from an upper socioeconomic status were always working by themselves, without any parental control. They did not require help from their parents.
- Students from a lower middle socioeconomic status, always had their moms sitting with them during the classes. Moms were giving the answers to their children and helping them throughout the sessions.
- In the physical environment of the students from the lower middle socioeconomic status, noise coming from other people, and the TV set was perceived, causing the child to disengage from the class.
- A mom from one of the schools interrupted the class to excuse her child from not finishing an assignment, and asked for extra time to do it.

CONCLUSIONS

- It seems that the teachers and students were able to use the different resources effortlessly, such as the chat, hand-raising, polling, breakout rooms and sharing web links.
- Peer support is not commonly elicited in the lower middle socioeconomic status schools.
- Teachers from the lower middle socioeconomic status schools need to improve the sense of community among students.
- Some teachers were more interested in improving teaching than others by the use of more elaborated slide shows.
- Teachers were devoted to motivating students by explaining things clearly and repeating themselves if necessary. They used a sense of humor, when explaining the class, they were enthusiastic. They never got angry at students.
- Teachers found that the virtual classroom represents an advantage over current ways of teaching, nonetheless, some of them think that the virtual instruction does not go along with existing values, needs, and experiences.
- Students showed a typical behavior according to the age of second graders.
- Students were paying attention, engaged, asking questions, and finishing activities on time; however, it was noticeable that some of them could be disengaged because of environmental noises.
- Students never showed anti-social behavior.

RECOMMENDATIONS

- Parents should provide their children a suitable environment for the virtual classes, away from distracting noises.
- Parents ought to leave their children alone for some time during their lessons in order to develop students' independence.
- It is advisable that teachers keep up with digital teaching resources for enhancing engagement and classroom interaction, considering that this pandemic is not going to end promptly.
- Teachers must plan activities where peer support is promoted, since this will boost classroom interaction.

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APPENDIXES

Factors

* Required

1. School *

2. Apps easy to use

Mark only one oval.

- Never
- Sometimes
- All the time

3. Easy to follow

Mark only one oval.

- Never
- Sometimes
- All the time

4. Elicit peer support

Mark only one oval.

- Never
- Sometimes
- All the time

5. Expertise with technology or use of ICT

Mark only one oval.

- Never
 Sometimes
 All the time

6. Interested in enhancing student learning

Mark only one oval.

- Never
 Sometimes
 All the time

7. Promotes a sense of community

Mark only one oval.

- Never
 Sometimes
 All the time

8. Promotes social presence among students

Mark only one oval.

- Never
 Sometimes
 All the time

9. Students' motivation

Mark only one oval.

- Never
 Sometimes
 All the time

Disruptive Behavior

* Required

1. School *

2. Deliberately disrupting the flow of a lesson

Mark only one oval.

- Never
- Sometimes
- All the time

3. Making distracting noises intentionally

Mark only one oval.

- Never
- Sometimes
- All the time

4. Making impertinent remarks

Mark only one oval.

- Never
- Sometimes
- All the time

5. Moving around the room unnecessarily

Mark only one oval.

- Never
 Sometimes
 All the time

6. Talking out of turn

Mark only one oval.

- Never
 Sometimes
 All the time

7. Using a laptop or iPad inappropriately

Mark only one oval.

- Never
 Sometimes
 All the time

Disengaged Behavior

8. Avoiding doing schoolwork

Mark only one oval.

- Never
 Sometimes
 All the time

9. Being late for class

Mark only one oval.

- Never
 Sometimes
 All the time

10. Disengaging from classroom activities

Mark only one oval.

- Never
 Sometimes
 All the time

Anti-social Behavior

11. Excluding peers

Mark only one oval.

- Never
 Sometimes
 All the time

12. Verbally abusing other students

Mark only one oval.

- Never
 Sometimes
 All the time

13. Verbally abusing teachers

Mark only one oval.

- Never
 Sometimes
 All the time

Students' Engagement

* Required

1. School *

2. Students finish classwork activities on time

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. Students participate actively in class

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Students pay attention in class

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. Students show excitement during class activities

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. When in doubts students ask questions

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Development of Engagement

* Required

1. School *
-

2. The teacher explains things clearly

Mark only one oval.

- Never
- Sometimes
- All the time

3. The teacher gets angry quickly

Mark only one oval.

- Never
- Sometimes
- All the time

4. The teacher gets angry unexpectedly

Mark only one oval.

- Never
- Sometimes
- All the time

5. The teacher has a sense of humor

Mark only one oval.

- Never
- Sometimes
- All the time

6. The teacher holds students' attention

Mark only one oval.

- Never
- Sometimes
- All the time

7. Teacher is hesitant

Mark only one oval.

- Never
- Sometimes
- All the time

8. Teacher is impatient

Mark only one oval.

- Never
- Sometimes
- All the time

9. The teacher is open to answer questions

Mark only one oval.

- Never
- Sometimes
- All the time

10. The teacher is willing to explain things again

Mark only one oval.

- Never
- Sometimes
- All the time

11. Teacher seems uncertain

Mark only one oval.

- Never
- Sometimes
- All the time

12. The teacher talks enthusiastically about her/his subject

Mark only one oval.

- Never
- Sometimes
- All the time

Classroom Features

How often do you use the virtual classroom features listed below?

* Required

1. School *

2. Breakout Rooms *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

3. Chat *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

4. Hand-raising *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

5. Polling *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

6. Reactions *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

7. Sharing screen *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

8. Sharing web links *

Mark only one oval.

- Never
- Occasionally
- Sometimes
- Often
- Always

Classroom Innovation

How would you rate the virtual classroom on the following characteristics of innovation?

9. Virtual classroom indicates an advantage over current ways of teaching *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. The virtual classroom is compatible with existing values, needs, and experiences *

Mark only one oval.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree

11. Virtual classroom is simple to use *

Mark only one oval.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree

Observation notes during the online classes

1. Colegio Menor

2. El Rosal de los Niños

3. Nuestra Señora del Carmen

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Andrea Marcela Pesantes Carrión**, con C.C: # 0920686664 autor/a del trabajo de titulación: **Online EFL classroom interaction and student engagement during COVID-19 emergency with 2nd grade students** previo a la obtención del título de **Licenciada en Lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

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Nombre: **Andrea Marcela Pesantes Carrión**

C.C: **0920686664**



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Online EFL classroom interaction and student engagement during COVID-19 emergency with 2nd grade students		
AUTOR(ES)	Andrea Marcela Pesantes Carrión		
REVISOR(ES)/TUTOR(ES)	Mariela Fátima Vásquez Barros		
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RESUMEN/ABSTRACT (150-250 palabras):			
<p>The issue in this research acknowledges the online English as a foreign language classroom interaction and how student engagement was evidenced during COVID-19 emergency during the 2020 – 2021 school year with 2nd grade students from three different schools with different socioeconomic status in the city of Guayaquil. To address this circumstance a descriptive study with a mixed methods approach was designed. To gather data, four observation sheets with qualitative observation notes were applied to teachers and students, and a survey just to the teachers. After the analysis of the research tools findings, it was found that the virtual classrooms have different environments depending on the socioeconomic status, however the students, were most of the time, engaged and motivated because of the work of the teachers. The digital resources teachers used during the online sessions played an important role within the students' motivation and engagement. It was also found that parents from lower middle socioeconomic status schools were present in the class, sometimes interfering with lessons.</p>			
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CONTACTO CON AUTOR/ES:	Teléfono: +593-990956528	E-mail: andreapesantes18@gmail.com	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE)::	Nombre: Jarrín Hunter, Ximena Marita		
	Teléfono: +593-4-6043752/593-9-99614680		
	E-mail: xjarrin@yahoo.com ; Ximena.jarrin@cu.ucsg.edu.ec		
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