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*Reasons that influence students' participation during online LEI classes*

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Presented by:

Berenice Escalona Méndez

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Thesis director:

Vicky Ariza Pinzón



*“Reasons that influence students’ participation during online LEI classes”*

This Thesis has been read by the members of the committee of

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

And it is considered worthy of approval in partial

fulfillment of the requirement for the degree of

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Thesis Director



PhD Vicky Ariza Pinzón

Committee Member



Mtra. Rosalba Leticia Olguín Díaz

Committee Member



Mtra. Dalila Ortiz López

## **DEDICATION**

I dedicate this thesis project to God for allowing me to be alive in this important moment in my professional life.

Also, I dedicate this project to my parents, I would not know what to do if they were not with me. It is my family who has supported my decisions, but most of all, they have loved and encouraged me to follow my dreams. When I think of all the obstacles I do not how I got over many problems; there were sometimes times when we did not have enough money and I had to buy my bus tickets every day to go to school. I really am grateful to be their daughter.

Moreover, I want to thank my brothers. Jorge took me to the bus station for two years, I could not make it without him, and I could not get to school since it was two hours from home. And my little brother. Daniel is the youngest, I wanted to be a guide, so he can follow his dreams too, and continue studying to achieve great goals.

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## **ABSTRACT**

The current teaching-learning method has changed because of this pandemic. Most countries have not returned to face-to-face classes, so some teachers are still struggling with teaching online. There are some teachers who do not know how they can implement new and interactive activities to make students participate and learn at the same time. That is why the use of different digital materials in online classes can be effective to motivate students to participate in online classes. The **purpose** of this research is to explore the reasons why LEI students in online classes do participate or not following these research questions: what are the reasons for LEI students to participate or not during online classes? And what do LEI students suggest promoting participation in online classes?

Then, the findings were reasons to participate during online classes: a well-prepared class, liking the class, when students were obliged to participate, and learners participated when they felt confidence and trust from their teachers. There were also reasons such as motivation and the lack of opportunities that made students not participate in their online classes. However, during this study, a research question arose. This study is not just focused on reasons to participate or not, but also suggestions for teachers to improve their online classes. For instance, adding videos, games, interactive activities, critical thinking, and research tasks, and a relationship of trust between teacher and students is critical because students learn effectively. To conclude, I encourage you to rethink how you can improve your online class because participation is crucial for students.

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# CHAPTER 1

## Introduction to the study

### Introduction

Online instruction was not expected to be as important as it is nowadays because of the COVID-19 pandemic. Teachers and students who had never used a computer, even the ones who know about technology, did face a lot of problems when starting the ERT (Emergency Remote Teaching). For several months, some teachers did not know how they would change their approaches or methods, so it caused students' participation, the class engagement, the presentation of topics and even assessment were not as practical as they used to be in face-to-face classes.

As for students, starting the ERT was not as they thought, this new online learning modality affected their performance because they were getting used to using a computer to learn. At the beginning, their assignments were not as they would imagine because some teachers did not use other tools apart from PDF documents, so students did not feel motivated enough, and they lost track of what they were learning.

Then with better organized online classes by the institutions, students started to get used to learning online, but some of them could not keep up with the assignments or even the understanding of the topics. During their classes, students did not pay attention because they were at home, and they were doing something else instead of paying attention and asking questions if they did not understand anything. According to Cassany (2021), online classes are not as good as expected because some teachers do not know what to do in this modality. Some teachers do not know what



material to include as they are not used to technology, they continue using physical books, PDFs and note-taking. But for students, those materials are not attractive.

Participation in online classes has not been active because some teachers do not provide the correct materials, or they do not use attractive and effective digital tools. As Sung-Hee Jin (2017) says, students participate better in a collaborative way in face-to-face classes, but in online environments, engaging them to participate is difficult because they do not have enough background knowledge or the right materials to participate.

Different applications, platforms and activities have been used in order to attract students' attention, but it is not enough for students. Students do not feel like actually learning, so they stop doing the activities and participating in the class. Some platforms are not designed to track students' participation immediately, so students do not do their tasks during the class. Furthermore, the purpose of this research is to explore the reasons why LEI students in online classes participate or not.

## **1.1 Problem**

The current teaching-learning method has changed because of this pandemic, most countries have not returned to face-to-face classes, so some teachers are still struggling with teaching online. There are some teachers who do not know how they can implement new and attractive activities to make students participate and learn at the same time, for example, during my classes I noticed teachers' struggles, I did not have online classes, I just had to turn in some tasks to some platforms and I never talked to teachers in video calls. Students' performance during online classes has not been as expected by some teachers and even the institutions, for instance, I did not understand completely what I was doing, but at the end of the day I turned my tasks in.

That is why the use of different digital material in online classes can be effective to motivate students to participate in online classes.

## **1.2 Rationale**

The beginning of this research started with my own online classes; I noticed that teachers did not use the proper material for months. Thus, students were not interested in the classes, they did not participate actively, and some students were connected but did not answer when the teachers called their names. I was not completely motivated as well to participate and being in online classes either.

But, in one of my online classes, I really enjoyed participating and learning about all the topics. I realized this teacher was using different activities, platforms, and applications to make her students participate in class, and even homework was not boring to do. I remember one assignment in which I had to plan an English class for adults, so I looked for the platforms this teacher was using, and I got an idea. I used social media such as Instagram, Facebook and YouTube to find teachers who were teaching online. And I was amazed by all the information I found.

Designing a lesson plan for adult learners, I learned how to use new platforms that engage students. Therefore, I became interested in the use of different digital materials to enhance students' participation in online classes. Now I want the LEI community to know about it, so they feel motivated to actively participate in their online classes, thus this research is relevant because it has not been carried out in LEI.

## **1.3 Significance**

This research will be useful for the LEI community because this can help students to participate in online classes. Using different digital materials will increase active participation, and

students' motivation for online classes. As Israeli (2020) says, online participation is a challenge in virtual classrooms, and it involves teachers making sure that students speak as the rest of the group. So, using different digital material in online classes will not make students bored because of the features.

Also, the different digital material described in the following chapter is accessible for any teachers who want their students to participate and engage in their classes but also for students who are in their teaching practice semester or in social service semester. So, for future teachers who want their students to be actively participative the use of different digital material is a great idea to start implementing.

#### **1.4 Research questions**

The questions that guided this research are stated as follows:

RQ1 - What are the reasons for LEI students to participate or not during online classes?

RQ2 – What do LEI students suggest promoting participation in online classes?

#### **1.5 Summary**

This chapter presented the introduction of this research which is the influence of using different digital material to enhance students' participation during online LEI classes. Different points were described such as the introduction and the purpose, the problem, the rationale, the significance, and the two research questions.

## **CHAPTER II**

### **Literature review**

This chapter presents information from previous research which is related to online learning. There are four sections, the first section is about online instruction. The second section concerns students' participation during online classes. The third section takes a look at technology in online instruction. The fourth section considers digital tools and resources used in online classes.

#### **2.1 Online instruction**

Online instruction is not a new modality, it has been carried out for some years. Online instruction did not take place just because of COVID-19. According to Casey (2021) online courses have reached more than 7.1 million students all around the world since 2013. Thus, online instruction during the COVID-19 lockdown has also contributed to the number of students learning online.

Unfortunately, Casey (2021) also says that in an online environment, students do not know what to do and behave, that is why it has been difficult for some teachers to organize their classes, and most crucial, how to engage students to participate because students also do not know how to manage online classes. First, the lack of electronic devices and internet connection make it difficult for students to be in online classes.

##### **2.1.1 Emergency Remote Teaching (ERT)**

Because of COVID-19, by the end of June 2020 more than one thousand million worldwide students had been affected by the closure of schools according to UNESCO (2020), COVID-19 affected the educational system, so it was decided to change the teaching methods, but some teachers and even some institutions did not know how to deal with the lockdown, face-to-face classes had to be adapted, so every student could learn.

However, online classes are a misunderstood term by some teachers, as Hodges et al (2020) claim, what some teachers did during the COVID-19 crisis is not distance nor online classes, but it is actually called Emergency Remote Teaching (ERT): this term refers to “the temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances, and its purpose is to provide access to instruction and support temporarily. ERT is set up quickly and available during a crisis or emergency.

Yundayani et. al (2021) describes that ERT becomes notable during the pandemic COVID-19 situation. ERT is the sudden change of instructional delivery to an online delivery mode due to a catastrophe, and it is different from the online courses which are initially planned and designed to be delivered digitally. ERT illustrates how crises can lead to immediate change in the learning environment, people, technology, design of the space, and physical objects in the social and cultural context.

ERT places the teacher as the first person to respond to the educational crisis by changing resources, arrangements, and a way of communication with students. Hence, ERT as reported by Yundayani et. al (2021) describe that ERT can be a three-step framework for understanding and promoting learning in emerging crises: inquiry which is the classification of available resources into constants and variables, and the design of educational experiences.

Yundayani et. al (2021) also states that ERT and online learning should not be understood as the same. ERT requires resources to be available digitally to provide students with the correct material as they were in face-to-face classes. However, Ferri et al. (2020) said that there are some technological challenges that are highly related to internet connections because it can be unreliable, and many students do not have access to the necessary electronic devices. Furthermore, there are

problems associated with the lack of digital skills from teachers and students, and the lack of structured content.

### **2.1.2 Online education**

As for online education, whether it is learning or teaching, it has been studied for many years. What Hodges (2020) states is that various research studies, theories, models, and assessment criteria have to do with online learning and online teaching. Thus, at the beginning of the lockdown because of COVID-19, teachers did not start using online education, but ERT.

After several months, institutions all over the world changed to online education since it was not possible to return to schools. In terms of Morgan (2015), online education is given some characteristics which teachers should try:

- Innovative technologies might enhance online learning environments.
- Elements which reflect what the students' interests are.
- Make sure to take the right step when students express personal problems.
- The presentation of the content should be consistent considering students' learning styles.
- Motivate students in online classes.
- Work on their technology skills as much as possible.
- Foster and support effective communication between students.
- Keep communicating with students.
- Give immediate feedback to students.
- Help students as much as you can.

Ans at the end, online classes will be successful if teachers carry out them considering these characteristics of online education.

## **2.2 Students' participation during online classes**

A concern in this research is participation in online classes because not all students can keep up with the situation. Not all students participate in online classes. Vonderwell and Zachariah (2005) confirm that in some cases, the teacher performance may be the problem, the use of materials in each class may not be engaging, the evaluation criteria for an assignment may not be the expected or students may not be able to be in online classes due to affective factors such as their background knowledge, among others or technical factors. Despite these problems, there is no doubt that students' participation is essential in online classes.

Garas-York (2020) states that students' engagement has to do with things that are critical for their learning. Also, in online classes, the teacher is the one who creates opportunities, so students participate in activities to promote engagement and consequently learning. When students are engaged, they participate and make contributions to the class, so at the end it is an indicator of their learning.

A key piece of information from Dennen (2005) is that students' participation does not measure how much they know, but it is necessary for an activity to be successful and to contribute to students' learning. Additionally, participation will not just happen on its own since students look to the teacher to shape their interactions.

### **2.2.1 Affective factors**

Yukselturk and Top (2013) said that what affects online learners' achievement are motivational factors. Some students are not completely ready for an online learning environment which affects their learning; it means that they do not know how to manage their time, organization, etc. Also, the lack of confidence because they are relying on an electronic device and their online skills are not effective; some students do not participate because they are afraid of not being heard and being

ignored. When they want to participate, they think someone else is smarter than them, so they do not contribute to the class.

In addition, Meşe, E. & Sevilen, Ç. (2021) said that some factors included the following: course satisfaction; it means students from this study did not like the content because they expected more, self-determination: it means that the online learning environment clearly required the participants to develop new studying habits, which was a challenge for them such as sitting in front of a computer just to take classes. Finally, students' need for socialization, they wanted to have interactions as face-to-face classes.

### **2.2.2 Academic factor (Language proficiency)**

The level of the target language can also be a problem because it can affect students' confidence. In a class there are various levels, so when students want to participate, they deal with some problems when trying to express themselves. According to what Brown (2009) says, the main challenge is the communication barrier that affects the participation for non-native English speakers and even the ones who have high English proficiency.

From a study, Wan (2021) affirms that most East Asian international students have faced some problems in their courses since their speaking skill is not developed enough even though they have passed the TOEFL. This means when they finally want to participate, the class may already move on to another topic, so they do not get the chance to participate because of the language level.

Wan (2021) found that students are willing to perform properly being with native speakers, but they are afraid of getting negative feedback from native speakers, so there is low students' participation. They do not feel confident to participate in the class, so they do not answer questions voluntarily, and try not to get involved in the class.



Ushida, E. (2003) discovered that students felt anxious because they did not have a good language level even though they had advanced technological skills. What affected them the most was their lack of knowledge of the second language.

### **2.2.3 Technical factors**

Technical problems also affect students' participation in online classes. Since ERT, students could not keep up with the online classes. Li and Lalani (2021) have affirmed that students without reliable internet access and/or technology struggle to participate in online classes. When the teacher asks them to participate, students cannot contribute to the class because at that exact moment, their internet connection was unstable, or they really do not know how to use the digital platforms, so it affects their learning. While 95% of students in Switzerland, Norway, and Austria have a computer to use for their schoolwork, only 34% in Indonesia do. In the end, the lack of internet and computers have affected students in their learning process during ERT, and online classes.

Li and Lalani (2021) found that in the US, there is a notable difference between students who have wealthy background and disadvantaged students: 15-year-old students from a wealthy background said they had a computer to work on, while 25% of those from disadvantaged backgrounds did not. Even though some institutions along with governments have provided the necessary digital tools to students who need them, such as in New South Wales, Australia, some others are concerned because of how the pandemic affects online learning.

Moreover, Ferri et al (2020) confirmed that there are differences between rural and urban areas. In rural areas, there are several obstacles to accessing computers and laptops across Europe. One of the main problems observed in all countries was insufficient bandwidth which produced delays or

connection failures during lessons and video conferences. In fact, not all geographical areas are reached by a broadband connection which means that in some cases there is an obstacle for people to connect. This problem also occurred in Estonia, where digital tools are part of everyday learning and e-learning days are part of curricula.

### **2.3 Technology during online instruction**

Li and Lalani (2021) state that students who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. Also, students keep 25-60% more information when they learn online compared to only 8-10% in a face-to-face class. It is due to the students being able to learn faster online since e-learning needs 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace; they can go back and re-read, skipping, or accelerating through concepts as they want.

Nevertheless, Li and Lalani (2021) confirm that online learning depends on the age of students in order to be effective. Thus, when working with children a structured environment is needed as kids are more easily distracted. And to make the best use of online learning, it needs to go beyond replicating a physical class through video but instead using a variety of tools and engagement methods that improve inclusion and learning.

In the words of Yundayani et al (2021) using the correct methods in online classes can be useful to students to be together in their learning process regardless of being in lockdown. Online classes have an advantage because of technology. Consequently, varied learning techniques can be efficiently applied. The use of technology not only promotes exchanges, but it also influences students to be active learners rather than memorizing concepts and not taking part during online classes.

Gregg and Shin (2021) said that engaging students in online learning has been a significant challenge for higher education institutions during COVID-19. Students reported having trouble with technology issues such as not having stable internet connection, attempts to use technology that failed, and poor pedagogical choices and course administration practices. In addition, Gregg and Shin (2021) informed that student participation in academic support services has decreased badly during lockdown.

As Cadamuro et al (2021) have written, the use of technology as traditional tools is not sufficient. For example, sending documents so students can do their assignments is not the appropriate way to teach and engage students. Digital tools and resources should go with the characteristics of the students and promote an active and effective learning process. Viewed in this way, the actual challenge concerns using technology effectively to trigger the students' learning process taking advantage of their potential and allowing them to master their learning weaknesses.

What Cadamuro et al (2021) found is that some teachers demonstrated the importance of promoting the use of technology to engage students in online learning. However, other teachers felt anxious, so they need training activities to make them confident when using technology. Therefore, Cadamuro et al (2021) results suggest that students would like to participate in interactive activities during online learning. This means that teachers should surely transform traditional teaching into practical activities during online classes, but teachers reported low levels of job satisfaction because of engagement which indicates that online classes need to be planned carefully and the use of effective digital tools and resources should be attractive for students in order to keep them learning.

As a result, Cadamuro et al (2021) suggest that providing teachers with technical knowledge allows them to utilize innovative technologies by taking most of the features that make them one-in-a-kind: tools capable of promoting an active role of the student, encouraging participation.

Moreover, BALORAN et al (2021) said that students were not only highly satisfied that their learning needs were met in the online learning environment during the COVID-19 pandemic, but also with how teachers established online communication and provided constant feedback on students' performance online, and the effective delivery of online learning contents by teachers.

Teaching online is providing learning materials online that help increase students' engagement. Teachers may organize course contents and employ online teaching strategies to help students feel emotionally, cognitively, and socially engaged throughout the online learning process. Further, teachers may strengthen communication and feedback practices online. The school administrators may invest time in continuous assessment on the quality delivery of online learning, course satisfaction, and learning engagement and use these assessment results for policymaking and academic management decisions.

#### **2.4 Digital tools and resources in online classes**

As Lamphere (2020) has stated that if colleges manage teaching online successfully, what the future holds for traditional instruction will not be the same because classes will be effective, and students will learn significantly. What students and teachers have been through because of COVID-19 lockdown will shape the face of online instruction for many years to come. Online instruction was something some institutions would never need to implement, they now have a new skill set and, surely, a new appreciation for how useful technology is.

Lamphere (2020) summarized that many institutions have been overwhelmed getting all free resources online. Smaller institutions struggle to determine what is the most useful and feasible number of upgrades for their staff to add and maintain during the lockdown. Free resources limit

teachers and students in online classes but buying subscriptions for some teachers is difficult because institutions do not offer them the right materials.

Lamphere (2020) has used the Google platform which is the first open resource option. Google offers users video conferencing, video production, real-time recording via YouTube, and collaboration and storage on Google Drive. As well, Lamphere (2020) gives more options such as Zoom for video conferences, Screencast-O-Matic is an open software to record videos as content for online courses and Camtasia which records the user's screen with narration to create how-to tutorials.

On one hand, Mucundanyi and Woodley (2021) affirm that students with limited resources struggle to access advanced technologies and sometimes teaching courses use advanced technologies, but there might be free digital tools with the basic features to support learning. Some digital tool developers and software companies provide free access to educators who are willing to teach using their digital products. On the other hand, expensive technologies can deepen learning and allow students to achieve their courses' objectives.

Mucundanyi and Woodley (2021) also say that encouraging students to use various tools increases their learning and creates an opportunity for real-world situations. Thus, teachers who incorporate technology accept challenges and value collaboration, communication, innovation, and excellence when teaching and learning. Therefore, if possible, educators need to analyze and use free technology tools to improve student learning experiences and reduce the cost of education.

In the words of Mucundanyi and Woodley (2021, p. 97) "sharing free digital tools from a teacher's experiences allows other teachers to analyze and explore digital tools". Sharing what digital tools teachers use in online classes can help others to create effective online classes. Sharing free digital

tools is even better for teachers, so they do not waste money, but contribute to students' learning. Also, Mucundanyi and Woodley (2021) found that one of the challenges for the students was the cost of technological tools to adapt to the technology, and most of those students were pre-service and in-service teachers looking for technological tools. As a result, adapting free digital tools has raised student engagement in online classes.

Nkoala (2023) talked about using digital tools for teaching and learning increases students' engagement with course content while facilitating learning with and from one another and the learning facilitator. Thus, digital tools such as social media platforms have interactive discussion and engagement features that provide learners with space to engage in shared meaning-making through collective discussions while also guiding learners into a community of practice. In appendix 1, you can see some examples of tools that are useful for online classes.

## **2. 5 Summary**

This chapter presented some of the background and relevant authors of this research which is the influence of using different digital material to enhance students' participation during online LEI classes. Different points were described such as the characteristics of online education, factors that affected participation in online classes, and technology during the online modality.

## **CHAPTER III**

### **Methodology**

This chapter explains the methodology used in this research. It introduces a qualitative case study to find out the reasons why LEI students in online classes participate or not. The chapter also explains the gathering of information in a natural setting to find out students' experiences related to participation using an interview.

Then, the justification for my choice of methodology is explained; a focus group is used in this study because it is an inexpensive way to gather information, and a small group is needed to carry out the interview. Also, the description of the context and the participants in the Faculty of Languages at BUAP where this research is carried out is explained. Finally, the description of data collection and analysis is done.

#### **3.1 Research Design**

The methodology followed in the present research is qualitative, which is focused on exploring the reasons why LEI students in online classes participate or not, whether these reasons vary according to the use of different digital material, or vary according to other factors such as affective, academic (language proficiency) or technical ones.

According to Paltridge and Phakiti (2015) the fundamental objective of qualitative research is to reach to the bottom of what is going on in all regards of social behavior. It is likely to do this within specific social settings, for instance, schools, factories, or hospitals in which they are considered a culture of activities. The roots of qualitative research are rigidly connected with social and cultural anthropology and with ethnography.

As summarized by Paltridge and Phakiti (2015) when talking about applied linguistics, qualitative research has been mainly applied to the linguistic aspects of communication, and unfortunately it has been quite limited; but currently it is being applied to many scenarios from the politics of language teaching to the non-linguistic environment of language behavior.

In education, Nimehchisalem (2018) says that qualitative research explores what happens in language classrooms by studying teachers' perceptions of communicative language teaching and their approaches to it, teacher collaboration, contribution of team teaching to development of good practice, parents' involvement in their children's language development, student writing and feedback, beliefs and previous writing experience on the writing process, language environments, classroom interaction among others.

In this study, qualitative research is relevant because it involves the researcher reporting multiple perspectives about online classes, identifying factors involved in the situation and mostly illustrating what emerges from the participants to find out the reasons why LEI students participate or not in online classes. Furthermore, this will be a case study since Cohen et al (2007) state that it is useful to catch unique features within the participants of this research, and these unique features might hold the key to understanding the problem which is the participation in online classes. The research design described above attempts to respond to the following research questions:

RQ1- What are the reasons for LEI students to participate or not during online classes?

RQ2- What do LEI students suggest promoting participation in online classes?



### **3.2 Description of the context.**

This research is carried out at the school of languages of the Benemérita Universidad Autónoma de Puebla. This Faculty is an educational institution located in Puebla City. This institution is dedicated to preparing future English and French teachers. This research is focused on students from the English teaching major. This research aims to explore the reasons why LEI students in online classes participate or not. Participation was a problem in online classes during the COVID-19 pandemic. Thus, the use of different resources is a way in which students may participate actively in online classes.

### **3.3 Description of the participants**

During the entire qualitative research process, according to Creswell (2014) the researcher focuses on learning the meaning that the participants hold about the problem or issue because they are the key in the research, and the essential idea in qualitative research is to learn about the problem from participants.

The participants of this research are part of the English language department, and they study the bachelor in English Language Teaching. Therefore, in this research one male and five females were considered, they are between 22 years old and 24 years old. These participants belong to the generations 2017 and 2018, better known as LEI and they are under the program called Minerva. Moreover, to obtain what is aimed in this research, a group of four 21-year-old people from different classes at LEI was chosen to pilot the instrument because they have experienced online classes during the pandemic.

### **3.4 Focus Group as an instrument**

The instrument to collect data is a focus group since Kumar (2011) affirms it is a form in which attitudes, opinions or perceptions towards a problem are explored through an open discussion between members of a group and the researcher. Some characteristics of a focus group described by Kumar (2011) are its low cost, it can be used in different fields such as in education. Its design is straightforward because researchers select a group of people who they think have experienced the problem of the research to discuss what they want to explore. The size of the group is an important consideration because it should not be too large nor too small as this can affect the extent and quality of the discussion. Researchers need to carefully identify the issues for discussion providing every opportunity for additional relevant ones to emerge.

There is another definition made by Gozum (2021), he says that focus groups were developed from the individual discussion technique based on open-ended questions. It is the process of brainstorming and discovery of participants' opinions of a topic given to a small group. Thus, it is defined as a carefully planned discussion environment where the participants can express their opinions objectively.

Also, from what Ochieng (2018) said, focus group is described as a technique where a researcher meets a group of people to discuss a specific topic to gather individual experiences, beliefs, perceptions and attitudes of the participants through a low-key interaction. Also, its application has grown across many disciplines including education, communication and media studies, sociology, feminist research, health research, and marketing research. From these three definitions, in this study the focus group is useful to gather experiences and opinions in a group of six people.

### **3. 4. 1 Description of the instrument**

To carry out the focus group, an interview is used since Creswell (2014) says that there are face-to-face, one-on-one, in person interviews, via telephone in which the researcher interviews by phone. Creswell (2014) affirms that there are advantages when using interviews. They are useful when participants cannot be directly observed, can provide historical information, and interviews allow the researcher control over the line of questioning.

To begin with, the interview is composed of questions related to online instruction and students' participation in online classes. The questions were also guided by the literature in Chapter II and the research questions. Then, the questions were translated into Spanish even though the participants are in the English major, it is better to use their native language to avoid misunderstandings. Next, a pilot of this interview was made with a similar group of participants of this study. According to Cohen et al (2007) a pilot has several functions, principally to increase the reliability, validity, and practicability, so the interview was piloted in the morning on Microsoft Teams. As questions were asked by the researcher. Some errors were corrected because they were irrelevant, and this led the researcher to modify the instrument to apply it to other participants using a better structured interview. Finally, I had the last version of the instrument which was an interview composed of 7 open-ended questions starting from broad questions about their online classes, for instance if they liked their online classes, opinions and the last ones were about suggestions for teachers in online classes to promote participation. See Appendix 2).

### **3.5 Data collection**

This section describes the process to collect data. The first step was to identify students according to what was needed in this study, and I sent a consent letter (see Appendix 3) to participants to inform them they would be recorded during the interview via Microsoft Teams. If participants

agreed to participate, they would sign the letter and send it to me. With six participants, the interview was carried out via video call on Microsoft Teams in the morning on June 18<sup>th</sup>, 2022. Only one participant could not finish giving her opinions because of internet issues. Then, broad questions about online instruction were asked such as what their opinions about online classes were, then questions about participation such a how often they participated in online classes, and suggestions they would tell teachers about online classes. Finally, the recording was downloaded from Teams for the analysis of data.

### 3. 6 Data Analysis

This section describes the analysis of the data collected. The first step was downloading the recording. Then, the transcription was done on Word. I listened to it several times to improve any misspelled sentences or words. Next, the data was analyzed, so I carried out a sort of theme analysis because I designed a table with three columns (research question, instrument question, and participants’ response) to organize and obtain the responses of **the research questions**. After I had the participants’ responses, I designed a table with the main categories that identified the reasons for students to participate or not during online classes (see table 1).

Research question	Categories
Reasons for LEI students to participate during online classes	A well-prepared class
	Liking the class
	Obligatory reason
	Confidence and trust from teachers
or not during online classes	Motivational reason
	No opportunity

Table 1. LEI students’ reasons to participate.

The second table described students' suggestions to promote participation in online classes (see table 2). These findings will help to respond to the research questions in the following chapter.

Research question	Categories
LEI students' suggestions to promote participation in online classes	Adding videos
	Dynamic classes
	Interactive activities using apps and different platforms which make the class fun as well as interesting
	Critical thinking activities
	A relationship of trust between teacher and students
	Research tasks

Table 2. LEI students' suggestions

### 3.7 Summary

In this chapter, the methodology was addressed. This was qualitative research which focused on understanding online participation in online classes. The context and participant were described as well as the description of the focus group as the instrument to collect data. Then, how data was collected and analyzed.

## CHAPTER IV

### Results

In this chapter I will address the results of the data collected in this study. The results are explained according to the two research questions which are better described in the next sections. First, there are the reasons for students to participate or not in their online classes in LEI, and the second one regards the participants' suggestions for teachers during online classes.

#### **4.1 Reason for LEI students to participate during online classes**

As we have seen, the participation in online classes during or after the pandemic was affected, there are still situations in which students could participate. For example, the results of this study indicated that the students participated during online classes mainly in four situations: for having a well-prepared class from the teachers, liking the class and obligatory situations, and having their teachers trust. In these following sections, a better explanation is given.

##### **4.1.1 A well-prepared class**

Students participated in their online class because class was well prepared, they had many activities in which they could feel involved and share their thoughts. Students like a class in which the teacher assigns different activities and students think that the explanations of the topics are understandable and that makes them participate in their online classes.

For example, participant 2 did not have online classes totally. Most of the time they just had to turn in some documents, and during their online classes they participated a little. This means that a well-prepared class is necessary so students can participate actively.

**Q6P2:** “no era como que mi clase fuera totalmente en línea solamente me dejaban la tarea y en ocasiones hacían una reunión para que participáramos, pero era muy raro.”

Another example is participant 3. When there was a class in which the teacher explained well, they did not have many questions about the topic, and they thought they were learning. However, there were some classes which they did not want to participate at all because of the teacher.

**Q6P3:** “pues yo en mis clases si participaba poco, porque dijera mi compañera, es que **había profes que sí te explicaban muy bien** y creo que a veces ya no tenía tantas dudas que me resolviera, **o había otros profesores con los que sí de plano no quería participar, ni siquiera me daban ganas de participar en su clase...**”

#### 4.1.2 Obligatory reason

As was mentioned earlier, Dennen (2005) said that participation is necessary in a class to contribute to students' learning. Even though students said they participated in their online classes because they were obliged to do it, they shared their opinions.

According to what was asked during the interview, participant 1, 2 and 3 agreed that students just participated in their online class when the teacher called their names. They felt obliged to participate in their online classes when teachers called their names randomly.

**Q6P1: si igual a mi... (inaudible)”**

**Q6P1:** “... era fuerza de que... nos decía la participación pues ésta no sé cuánto **entonces es obligatorio participar**, pero pues sí.”

**Q6P2:** “... ella solamente como para **obligarte a que tú participaras** era que te preguntaba; escogía un nombre al azar y te preguntaban...”

**Q6P3:** “en mis clases por ejemplo los profesores, este...ponían vídeos (inaudible) y pues tenías que participar, o si no luego nos ponían como en grupitos para dar ideas o sugerencias del tema que estemos viendo en clase o si no pues ya de plano, este, como **que obligaban a que participaras** y yo te preguntaban directamente acerca y ya pues dabas tu opinión.”

#### 4.1.3 Confidence and trust from teachers

According to Yukselturk and Top (2013), some students are not completely ready for an online learning environment which means that some students lack confidence. Students participated in their online classes when they felt trusted by the teacher, and the confidence teachers would give

them. Students need to feel trusted so they can participate as was discussed by participant 2, 4 and 6. Their participation depended on their teachers because, as claimed by Yukselturk and Top (2013) some students do not participate because they are afraid of not being heard and being ignored.

**Q4P2:** “yo la verdad me mantendría en el 5, yo creo que la mitad porque como te mencioné antes sí participaba, pero **era muy raro que yo participara debido a mis profesores** y así, pero en sí hubiera (inaudible) creo que, si hubiera participado más, pero debido a mis profesores me quedo en el 5.”

**Q4P4:** “bueno yo considero que depende el profesor ¿no? y la confianza que también te dé, eh, porque en mi caso con algunos profesores participaba más que con otros, **en algunas clases literalmente no decía nada, entonces yo considero que es, que depende la materia y el profesor para que participe.**”

**Q4P6:** “no me motivaba participar a veces por los mismos maestros.”

#### **4.1.4 Liking the class**

According to Garas-York (2020), when students are engaged, they participate and make contributions to the class, so at the end it is an indicator of their learning. Students participated in the classes they liked, not the content, but how the teachers taught and the ways the class was managed. Also, in online classes, teachers are the ones who create opportunities, so students participate in activities to promote engagement and consequently learning.

So, the participants from this research agreed with participants 1 and 3 on the following: students participated the most in their favorite online class, they liked participating actively.

**Q5P1:** “yo también podría un 5 porque digamos sí me gustaba... sí participaba mucho en esa clase...”

**Q5P3:** “yo creo que como un 7 porque lo vuelvo a recalcar casi no participaba, eran raras las clases en las que sí me agradaba participar...”

## **4.2 Reason for LEI students to not participate during online classes**

So far participation has been the main topic in this chapter, so the reason for LEI students to not participate during their online classes are discussed. For instance, students did not participate when they could not meet with their teacher, or they did not have the opportunity to do it. There is also



their motivation; when they were not motivated because the class was boring, they did not participate. These two reasons are better explained in the following sections.

#### **4.2.1 No opportunity**

According to Morgan (2015), online education is when teachers work on their technology skills as much as possible, so students have an enjoyable experience, but most important really learn. Also, innovative technologies might enhance online learning environments. However, students did not have online classes, and what they just did was turn in some homework on different platforms and there was no interaction between students and teachers.

Also, Cadamuro et al (2021) have written that the use of technology as traditional tools is not sufficient. For example, sending documents to print, so students can do their assignments is not the proper way to teach and engage students. This scenario happened during LEI online classes, furthermore, students did not participate actively.

From what participant 1 and participant 2 said, their teachers did not use the resources available, so they could not participate and interact with their classmates. And when there was a chance to have a video call, they rarely participated because they saw their teacher not worrying about improving their classes.

**Q5P1:** “no había interacción y por más que querían que participáramos, no se podía.”

**Q5P2:** “en mi caso solamente participaba una o dos veces en ocasiones hacían una reunión para que participáramos, pero era muy raro.”

## **4.2.2 Motivational reasons**

Since the classes were online due to the COVID-19 pandemic, students did not feel motivated to participate in the classes. As Morgan (2015) said, in online education, teachers should motivate students and help them as much as they can, so they keep learning. Students did not participate in their online class because they did not feel motivated enough since their online class was not what they expected it to be.

As we can see, participant 5 and participant 6 said that they did not participate in their online classes because of their teacher or even their classmates, but they consider they could have done better. This is what Yukselturk and Top (2013) claim, students do not participate when they think someone else is smarter than them, so they do not contribute to the class.

**Q5P5:** “en mi caso calificaría mi participación con un 7 porque a pesar de participar en las clases no era suficiente y considero que pude haberlo hecho mejor.”

**Q5P6:** “5, porque me hubiera gustado participar más ya que no me motivaba participar a veces por los mismos maestros o los compañeros.”

## **4.3. LEI students’ suggestions to promote participation in online classes**

In this last section, all participants discussed some suggestions to promote participation in online classes which can benefit both teachers and learners. A better explanation is given about different and interesting strategies for teachers to motivate students to participate in online classes such as dynamic classes, interactive activities, apps and different platforms which make the class fun as well as interesting, critical thinking activities, a relationship of trust between teachers and students, games using the classes’ topics and research tasks.

### 4.3.1 Dynamic classes

Students want to play games in their online classes to have a better interaction with their classmates and teachers. By playing games, they can participate actively. What Cadamuro et al (2021) states are that digital tools should be used to promote an active and effective learning process.

As for participants 1, 2, 3 and 5 they agreed on having games in which the class topic is included such as memory games for vocabulary, crosswords, word search activities and so on, interaction, dynamic classes, so students share their opinions.

**Q7P1** “yo también que (inaudible) las dinámicas que también involucran un poco de juegos porque estar sentado ahí bastante tiempo este, sí cansa porque si nada más nos la pasábamos escuchando algo así

**Q7P2** “yo sugiero que hiciera las clases más dinámicas ... entonces a mí me gustaría que las que las clases se hicieran de un modo más dinámico en donde los profesores hagan actividades como comentaba de mi maestra qué hacía los memoramas, o que hacía la sopa de letras y eso ... y eso a mí me gustaba porque era un poco más dinámico aprendía de una mejor manera porque todo era en línea y no solamente tenía que estar escuchando 1 o 2 horas al maestro.”

**Q7P3:** “... ahora en línea que también está muy fácil realizar actividades de juegos y eso también va recalcando tu aprendizaje”

**Q7P5** “... También poner juegos en clase de temas actuales para que los alumnos den su opinión.”

### 4.3.2 Adding videos

The use of technology not only promotes exchanges, but it also influences students to be active learners rather than memorizing concepts and not taking part during online classes. As Yundayani et al (2021) said, consequently, varied learning techniques can be efficiently applied. And that is what students want to have in their classes. Videos are efficient when learning, especially for those students who learn through this way. The videos should not be long since students can get bored and do something else instead.

That is a suggestion from participants 1 and 3, adding short videos to the class so learners can activate their brains and participate according to what they watch.

**Q7P1:** “tal vez vídeos, pero no videos tan largos”

**Q7P3:** “también otra cosa que me parece bien es que siga utilizando por ejemplo los vídeos.”

### **4.3.3 Interactive activities using apps and different platforms**

Interaction during online classes is essential since students need to work with their classmates to learn effectively. When students communicate with others, they can learn from others. A key piece of information from Dennen (2005) is that students’ participation does not measure how much they know, but it is necessary for an activity to be successful and to contribute to students’ learning. Additionally, participation will not just happen on its own, learners need to interact.

Participants 1, 4 and 6 discussed the following: teachers should implement interactive activities because they noticed they did not want to participate even though they wanted to do it. These participants suggest creating breakout rooms on the different platforms’ teachers use, in this way, students work in teams and give feedback to each other, they can express their opinions and they socialize to create better relationships. They also said that teachers should not present slides full of text because that does not promote any interactions and learning. Finally, they mentioned some platforms teachers can use to create the lessons (you can see some examples in Appendix 1).

**Q7P1:** “que involucraran más actividades así de juegos, o de interacción porque casi no había interacción y por más que querían que participáramos, no se podía.”

**Q7P4:** “interacciones entre los alumnos como por ejemplo decían los breakout rooms, o actividades en plataformas como Genially, Canva, Nearpod, o cosas así, el chiste es que en esa forma pues también nosotros nos motivamos en participar y querer compartir lo que pensamos.”

**Q7P6:** “que están más enfocadas en crear un buen ambiente para la interacción, comunicación, cooperación, socialización e intercambio de experiencias y que no solo sea texto o diapositivas.”

Students want their online classes to be fun, so they suggest using apps and different platforms.

As participant 3 said, there is a tool teachers can use; Kahoot, in this way questionnaires or

comprehension questions can be done in a fun way and each student is participating as well as they get feedback on the questions, they get incorrect.

**Q7P3:** “también algo que me ha... bueno ya lo han estado aplicando, pero no la mayoría, por ejemplo, las de aplicaciones como kahoot que siente que hacen que también, este, los temas en clase sean más interesantes porque te ponen como preguntas y ahí tú también vas como que retroalimentándote y a la vez como que divirtiéndote entonces como que si era más amena la clase.

#### **4.3.4 Critical thinking activities**

Another suggestion is the use of critical thinking activities. For example, participant 4 explained that during the activities, students share their opinions and interact with their classmates. Li and Lalani (2021) confirm that in order to make the best use of online learning, online classes need to go beyond replicating a physical class through video but instead using a variety of tools and engagement methods that improve inclusion and learning.

**Q7P4:** “yo... digo que iba a decir que actividades que requieran como pensamiento crítico o algo así como decía intercambiar ideas, opiniones, interacciones entre los alumnos”

#### **4.3.5 A relationship of trust between teacher and students**

There is another suggestion from participant 5 which is the improvement on the relationship of trust between teachers and students. That is what Garas-York (2020) states, in online classes, the teacher is the one who creates opportunities, so students participate in activities to promote engagement and consequently learning. When students are engaged, they participate and make contributions to the class, so at the end it is an indicator of their learning. Also, Vonderwell and Zachariah (2005) confirm that in some cases, the teacher performance may be the problem. Students need their teacher to motivate them and not say that they lack some knowledge when everybody is in the class.

**Q7P5:** “Desde mi punto de vista sugiero que el maestro transmita confianza porque si el alumno siente temor en clase difícilmente participará, también no exponer al alumno porque tendrá inseguridad y desmotivación.”

#### **4.3.6 Research tasks**

Finally, the last suggestion is related to research tasks. Students want to look for information before their class so they can participate actively and know about the topic, so they do not have further questions. In this way, learners just complete their learning with what the teachers present in the class. Mucundanyi and Woodley (2021) said that encouraging students to use various tools increases their learning and creates an opportunity for real-world situations. Thus, teachers who incorporate technology accept challenges and value collaboration, communication, innovation, and excellence when teaching and learning.

**Q7P5:** "... dejar como tarea investigar brevemente el tema que aprenderán para complementar lo que el maestro explicará, así el alumno participará con mayor confianza porque tiene una idea acerca del tema, este un método que me ayudó mucho, sin embargo, no todos los maestros lo usan."

#### **4.4 Summary**

In chapter four the two research questions were answered, explained and backed up with the responses of the participants. In the next chapter, some conclusions will be presented as well as some implications to foster participation in online classes, the limitations of the study and final comments.

## **CHAPTER V**

### **Conclusion**

The purpose of this study was to explore the reasons why LEI students participate in online classes or not. Along the chapters, we reviewed the introduction to this study, the literature, the research methodology and the results. In this last chapter, a summary of the research is presented, the limitations as well as the significance of this research in its immediate context and recommendations for further research.

#### **5.1 Summary of the findings**

As we could see, online classes due to the pandemic were unexpected but they were also really important and necessary for learning and teaching. This study was done because online classes during the pandemic were not encouraging for students. Some did not pay attention, and most important, they did not feel encouraged to actively participate. Participation was affected in online classes.

The main findings related to both positive and negative aspects of participation. The positive aspects for LEI students to participate in online classes are related to liking the class; it means that students participated when the teachers prepared the class. The last reason, students participated when they were obliged to participate, teachers call students' names so they could participate, so they shared their opinions, it was not because they wanted to do it, but in the end, they participated.

Secondly, there were some reasons for LEI students not to participate in online classes. The first one is when they did not feel motivated and due to the lack of opportunity, students could not participate actively. Some students did not have a video call during the pandemic, they just turn in their homework or assignments on different platforms. In conclusion we can say that the teachers' role is important for students to participate in online classes.

In chapter 2, participation was related to the use of technology since it was an important aspect during online classes; from the use of the platform for the video call to the problems to get connected to the internet, but these six participants did not talk about having trouble connecting to the internet so I can say that not all learners had issues with the internet connection. Also, the language proficiency was supposed to be a problem for students, but participants did not mention this problem.

After this study, it can be concluded that despite the difficulties in participation patterns derived from the pandemic, there are some alternative strategies for increasing participation during online classes. For example, the use of technology is important for students in online classes. Videos are efficient when learning, especially for those students who learn through this way. The videos should not be long since students can get bored and do something else instead.

Also, interaction during online classes is essential since students need to work with their classmates to learn effectively. By creating breakout rooms on different platforms, students work in teams and give feedback to each other, they can express their opinions and socialize to create better relationships. Using games is also a suggestion for teachers to promote interaction. Furthermore, teachers should not present slides full of text because that does not promote any interactions and learning.

Other suggestions include critical thinking activities, improvement in the relationship of trust between teachers and students and the development of research tasks. Looking for information before the class is an activity which can help students actively participate and know about the topic, so they do not have further questions. Thus, learners complement their learning with what the teachers talk about in the class.



## **5.2 Limitations of the study**

During this study, I faced different limitations which I consider affected the results. The very first one was that I had to change my topic. At first, I wanted to research about just platforms and the impact of them on students during online classes, but due to the circumstances, I changed the focus of this study, so I researched about participation. Then, another limitation was that I could have had more participants during the data collection. Some students could not help me because they did not have time or their internet connection was not the best and since I did all this work online, this aspect affected me a lot. I wanted to do the interviews face-to-face because I wanted to avoid some problems like having technical problems since some participants could not speak all the time. I think some responses from the participants might be incomplete and therefore the analysis may be as well.

Finally, the last limitation was related to the instrument design. I think I could have had more questions so participants could have given more specific ideas about participation in online classes.

## **5.3 Suggestions for further research**

Something that is missing in this research is learning how the platforms were used in real online classes. Students' perspectives about this aspect can be addressed. Also, teachers' practice to improve their way they introduce grammar topics or content topics can be researched. Different platforms can help teachers and students to improve their learning. I could suggest researchers try to implement the participants' suggestions in their own classroom to improve students' participation since it is important to create an effective learning environment.

## **5.4 Reflection**

From this study, I learned that a thesis project is not a straightforward process because you need to follow certain steps that are completely important, and if one is missing, your study might not be what you expect. The aspects of research that were difficult and time-consuming for me were the data collection and data analysis because I had to carry out these steps online during the pandemic. First, I had to search for information that supported my study in the second chapter. It was a little difficult for me because I was not used to the digital library, so I had to learn how to look for useful information for this study. The participants were not available at any time, so I had to wait some time to meet with them.

This research taught me a lot about participation and its importance in online classes. As a teacher, we need to encourage students to share their ideas and opinions to create effective learning. I learned how teachers can create a participative environment using technology thanks to the participants' suggestions because I had never thought about those ideas. Finally, I want to thank the participants for sharing their opinions and helping to get this thesis project done. I encourage you to keep learning.

## **5.5 Summary**

In this chapter, you found the conclusion to this study about reasons for LEI students to participate or not during their online classes during the COVID-19 pandemic. A summary of the findings, some limitations and suggestions for further research were discussed.

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## APPENDIX 1

Examples of digital tools that can be useful during online classes

<b>1. Tools to help with online lessons</b>	
Realtimeboard	It is a free interactive whiteboard tool that can be used on platforms without the screen sharing feature (for example Skype).
Google Drive	It is possible to share documents with students.
Padlet	It is an online noticeboard tool that allows learners to add comments, links, documents and record their voice
PrimaryPad	Teachers create a document that more than one learner can work on at the same time.

<b>2. Tools for developing reading skills</b>	
Breaking News English	There are up-to-date lesson materials based around an up-to-date news report.
News in Levels	There are up-to-date news stories graded for diverse levels.
Learn Kids Short Stories	There are videos of short stories with subtitles.
Cambridge Assessment English– Learning English	There are materials for developing reading skills as well as other skills.

<b>3. Tools for developing listening skills</b>	
Breaking News English	There are up-to-date lesson materials based around the latest news report.
News in Levels	There are breaking news stories graded for various levels.
Learn Kids Short Stories	There are videos of short stories with subtitles.
Cambridge Assessment English– Learning English	There are materials for developing reading skills as well as other skills.
CBeebies	It has games, puzzles, songs etc. for younger learners.
TEDxESL	It has lessons built around TED talks.
Elllo	It has short conversations on audio or video between people all over the world across a number of various levels. It also goes with multiple choice questions and some vocabulary tasks.
Lyricstraining	It is a fun tool that allows learners to type in or select missing words to lyrics as you watch a music video



<b>4. Tools for developing speaking skills</b>	
Voki	Learners can create an avatar and add voice to it by recording themselves speaking.
Flipgrid	Teachers can add a video asking a question and learners add their own videos giving their answers.
Voice Spice	It is a free tool in which learners record themselves speaking and share the link with the teacher and/or other learners.

<b>5. Tools for developing writing skills</b>	
Storybird	Teachers use it to create a short story, a story book, or a poem. This material can be published online anonymously. This tool is designed to be child-friendly, but it is great for adults too.
Book Creator	It allows students and teachers to create a book with their own photos and add text for free.
Make Beliefs Comix	Teachers and students can create simple cartoon strips.
Write & improve	It is a tool in which learners test their writing skill and they receive immediate feedback generated by the computer on accuracy and use of English.

<b>6. Tools for improving pronunciation</b>	
Sounds Foundation Interactive phonemic chart	It is an interactive phonemic chart that can help learners produce sounds in English.
Sounds: the pronunciation app	Learners complete tasks using the phonemic script.
Forvo	learners can listen to the different pronunciations and correct themselves.
English Central	Learners listen to an authentic video and record themselves copying what they hear, they then listen back and compare their answers to the correct ones.
BBC Learning English	There are some free pronunciation workshop videos that can help learners with pronunciation.

### 7. Tools for understanding and practicing grammar and vocabulary

Kahoot	You create free quizzes and play them in class with learners competing against each other or competing in teams.
Quizlet	Teachers create a set of flashcards to review vocabulary and then use them to learn the vocabulary through tasks and games, and teachers and students can use other people's flashcards too.
Quiz Your English	It allows learners to compete against people from all over the world when playing grammar and vocabulary quizzes.

## **APPENDIX 2**

### **Interview in Spanish**

1. ¿Te gustaron las clases en línea? Sí es así ¿por qué? Si no, ¿por qué?
2. ¿Qué opinas sobre el aprendizaje-enseñanza en línea?
3. ¿Qué significa participar para ustedes?
4. ¿Con qué frecuencia participan activamente en sus clases en línea?
5. Del 1 al 10 ¿Cómo calificarían su participación en sus clases en línea? ¿por qué?
6. ¿Qué actividades hacía tu profesor para animarte a participar?
7. ¿Qué sugieres al maestro para animarte a participar activamente en clases en línea?

## APPENDIX 3

### Consent letter

*Facultad de Lenguas BUAP*

#### **Thesis project informed consent**

Title of the study: **Reasons that influence students' participation during online LEI classes.**

Student: Berenice Escalona Méndez of Facultad de Lenguas ([berenice.escalonam@alumno.buap.mx](mailto:berenice.escalonam@alumno.buap.mx) or 244159512) is conducting research on the above topic.

The purpose of this research is to explore the reasons why LEI students in online classes participate or not, if these reasons vary according to the use of different digital material or vary according to other factors such as affective, academic (language proficiency) or technical ones.

If you agree to participate in this study, you will be interviewed. Please be as truthful as possible in answering the questions. You will be asked your name, but no individuals will be identified or traced from this, CONFIDENTIALITY AND ANONYMITY ARE ASSURED. You also will be audio-recorded during the interview on Microsoft Teams. This data will be used as information for this study.

Your participation in this research is voluntary and you can withdraw at any time. You do not have to give a reason for withdrawing from the research and there will be no negative consequences if you decide to withdraw.

When I report on the research, I will ensure that you are not identified. No reference to personal names will be used. I am the only person who will have access to the data collected for the project. Any data I use in reports or publications will be for illustration only. If you wish to have a copy of the final report sent to you, I will arrange for this to be done.

#### **Participant consent**

The participant has been given a signed copy of this form to keep.

I agree to participate in this research.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The ethical aspects of this study have been approved by the *Facultad de Lenguas*. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the institution.

Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Name of researcher: Berenice Escalona Méndez      Date: \_\_\_\_\_