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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Reporte del Proyecto Terminal de Aplicación Innovadora del Conocimiento

Web Conferencing as a Teaching Aid for Reinforcement

Procesos de Enseñanza-Aprendizaje del Inglés en el Sistema Educativo Mexicano

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Abstract

This is a report of an Action Research intervention. The thematic concern arose when it was noticed that students at a private university got distracted in class thanks to their portable devices. After preliminary research, it was established that students needed to recover, reinforce and practice what was seen in class in order to obtain proper grades. Adobe Connect, a web conferencing tool was used so as to help students receive extra help from their homes or wherever they had connectivity. After more than two months, students used the tool without any training and received reinforcement through synchronous interaction, peer correction and feedback from the facilitator. Interaction among students led to peer correction, which did not occur as often in class. In addition, students were able to express themselves freely they did not hesitate to express their doubts. Surveys, interviews and photos were used to collect data. Thanks to the web conferencing tool distractors were averted as well as common class interference. After the intervention students were interviewed and they made favorable comments about using the tool. Internet speed and connection are indispensable and if they are not available this type of tool is ineffectual. A proper schedule will also permit the session to have more students. Due to students availability the majority of the sessions were held at night or on the weekend.
Introduction

In Mexico, education is mandatory by law. Educational institutions can be divided into two sectors: public and private. In private schools a monthly tuition is charged. Private institutions offer the mandatory education the government establishes. In addition private schools offer subjects that wouldn't be traditionally found in public institutions, as well as longer school hours. Some of the subjects that are offered are foreign languages and technology. Private schools offer foreign language and Technology as their biggest distinction. Language and technology are essential skills for any professional practitioner.

Students who have the economic means can receive education at private institutions from pre-elementary to university. In any of these educational levels English seems to be the most common foreign language subject. Therefore, it can be said that most private schools’ goal is to form efficient users of English as a second language. Students who attend these private institutions are exposed to English from an early age. Moreover, students in some schools are offered subjects such as mathematics, history and science completely in English.

By the time private institution students finish high school, they can be considered “independent users” of the English language, or B₁ or B₂ users according to the Common European Framework. Once they become university students, as young adults, learners are expected to be more responsible and independent. From my experience, institutions are not forced to implement and enforce strict student conduct codes. This leads students to make use of portable devices during class without the professors’ approval or permission.

I have lived nine years in the city of Veracruz, and I have been an English teacher for the last eight years. I recently began to work in a private university where I instruct advanced groups from various majors. I have noticed a reoccurring matter, students’ constant use of mobile devices distracts them from the contents and activities of the
lessons. After intervening and finding a way to use such devices efficiently and in favor of the class, I still found other factors which lead to low performance and academic risk.

This becomes a major concern when we take into account that students need to complete five mandatory levels of English before they commence the sixth semester of their respective major programs. Since they displayed an ability to use technology without any type of training, I decided to focus this project on the use of a web conferencing tool named Adobe Connect, in order to support students’ learning as well as help them practice what was seen during class. The present report is divided in five chapters. The first chapter deals with the general context of the project, a description of the problem and the project’s objectives.

The second chapter presents a review of literature consisting of theory that supports the methodology used, which is described in the third chapter along with the description of the implementation. The fourth chapter presents the findings and results obtained through data collection. The next chapter presents the interpretation of the data obtained. Finally, the conclusions present a summary of the main points while it intends to discuss the implications as well as the possible limitations in this Action Research intervention.
Context and Focus

There are two sectors in the educational system in Mexico: Public and private. It can be said that there is a main distinction between them, any Mexican citizen may go to a public school, but not every Mexican citizen may go to a private institution. People choose to send their children to private institutions because they can sustain monthly tuition fees. In most cases, schools ask for certain school attire and school supplies apart from the tuition, what I mean by this is that private schools set and create their own rules and regulations.

Whether in a private elementary or university, everyone must follow norms and regulations. However, there are schools that either lack these norms and regulations or do not enforce them strictly. At the university where I work, students like teachers must follow certain rules that may be similar to other schools whether private or public. It was determined, through a previous action research project named “Portable Devices Usage in Class”, that the university has no clear rule on the use of portable devices in class.

Students at this university feel the liberty to use at their devices at any moment, despite the professors’ disapproval. Thanks to the high cost of tuition it can be inferred that students have the latest electronic devices, anything from tablets to ultra books; and thanks to the internet’s instant access to communication applications, students do not like to be disconnected. Taking into consideration some of the variables like technology and Wi-Fi connectivity access students tend to get distracted in class.

Thanks to the lack or limited reinforcement of rules, students do not feel as if they were doing anything inappropriate. On the other hand, there are other universities that have extreme reinforcement rules and even post signs in class where students are notified about what they cannot do in class. In this case there are a few signs in class, but none of them prohibit the use of portable devices in class. Considering this project to be a second loop or general overhaul of the original project, it can be said first, students get distracted with portable devices.
Second, if used productively any portable device can be used beneficially in class, yet class connectivity is essential for any running application or program. Third, students do feel comfortable using their devices in class, but class assistance is still low. Therefore, many of the students fail the course due to their number of absences. Despite having an effective project, there was still a feeling of inconformity. The inconformity stemmed from the pressure students and teachers feel.

The private institution where this Action Research project was implemented, takes into account Languages to be of utter importance. It is tagged as an international university; every student has the opportunity to transfer to another campus or to another university in a foreign country. Consequently, language is a focal point; students must pass at least five levels of English before they enrolled into the third year of their major. Teachers are not affected by the students’ performance, however they must take development courses, and do a lot of collaborative work. It almost seems like giving a class is a small component of an enormous juxtaposed picture.

Retaking the original project named “Portable Device Usage in Class” it was clear that all the problems that stemmed from the project were out of the researcher’s hands. Whenever it rained Wi-Fi would become unstable and fail. Students would miss class and could not take part of the elaborated planned class. Each class given had a sequence and they need to be in class constantly to produce effectively. Students still had academic issues because of the lack of consistency.

Without losing touch of the use of technology, researchers Milagros Cruz and I, Mario Sandoval looked for the best possible solution to those issues. During the winter break, as part of the Laureate network, all teachers were offered to attend a Webinar hosted by Scott Thornbury. All that was needed was a computer and Internet access, as the webinar began I was intrigued by the presentation and his lector. I figured that Adobe Connect, the flash webinar host was incredibly user friendly.

At the time, co-researcher of the previous project, Milagros Cruz, was employed by the British Council and was an online tutor; she worked with the same web
conferencing tool: Adobe Connect. We considered as a solution to the issues seen in the original research and the usual issues seen by language teachers in class, using a webinar to help students. We found that all students had Internet access at home and a laptop. We no longer had to depend and hope for the Internet connection in class, and we figured to continue helping the students who did go to class and cared for their grades and academics.

In its inception I figured that students who worked hard would benefit from extra help or reinforcement and those students who needed to be absent could benefit from recovering the class. The sessions were not made to justify absences, but to help students get a review lecture summarizing the week's lessons. It could also help learners clear up any doubts. It is important to understand that students get distracted in class by others or on their own, in certain occasions the facilitator cannot clear every doubt due to the amount of students in each group.

The main purpose of the project is to give students a space, through technology, where they can feel comfortable enough to ask questions and clear any doubts and reinforce what was learned in class. The main research questions are:

How can a webinar tool like Adobe Connect help students reinforce what was seen in class?

What are the students’ perceptions to the use of a webinar tool like Adobe Connect?
Literature Review

This project’s main purpose is to use a tool that will help students reinforce what was seen in class. It was observed that students got distracted in class thanks to their portable devices. In addition, students had difficulties passing the course due to absences. As a result from preliminary analysis, afternoon sessions were created so as to help students reinforce, and, in some cases cover, what was seen in class. All the students have access to Internet and have a computer with the proper hardware such as webcam, speakers and microphone.

The web conferencing tool Adobe Connect will help support these sessions; in each session students will be able to interact and be shown material containing the same topics covered in class. In order to justify this project as a valid process, first, it is important to know how constructivism as a learning theory helps clarify the learning process.

Gilbert (2010), states that a shift from traditional teaching methods, also known as teacher centered learning to student centered, permit both cognitive and social learning process. He also claims that the emergence technology as new forms of implementation have shifted the learning dynamic. Taking this into consideration, we can say that students are the main focus; they are the ones who control how far they go as well as limiting themselves. As mentioned before, there are two main approaches in this learning theory, cognitive and social constructivism.

Cognitive constructivism proposes that learning is an internal process by which a learner develops his or her knowledge based on what he or she already knows. On the other hand, social constructivism is how a learner builds on interacting with others through social conventions. It is important to clarify that this intervention will happen in a virtual atmosphere with the use of technology as if it were new information albeit it was seen in class. Input is an important element in the second language classroom.

As seen in Ellis (2008), the data students receive must be culturally rich, or material has to be authentic. Research suggests that language learners needa great deal
of comprehensible input, or access to the data of the target language; but this access is most effectively provided by exposure to authentic texts, examples of genuinely communicative language use, rather than materials created solely for pedagogical purposes (such as, the traditional language drills, fill-in-the-blank exercises, and invented dialogues still found in many language books).

This idea of having authentic materials is present in the class since the textbook being used supplies adequate topics to converse and to write. However, as reinforcement these topics must go further. The textbook in class covers grammar topics, listenings, reading and writing. It can be said that “cover” is simply that; students work and teacher revises to see if the classwork is completed, yet it consumes a great amount of time.

Giving proper feedback or clarifying students’ doubts is done; nonetheless not every student receives proper feedback on a daily basis. If we consider a learning aspect only, it can be said that students do receive enough input, however students need to have feedback. In order to understand a language learning process, it is important to say that a language learning process is derived from a learning theory. It is safe to say that the classroom is a social community where interaction and learning occur.

In most cases whenever there is interaction, students or the professor find meaning due to discourse repair. This discourse repair is essential to the learning process, thus comprehensible input through interaction creates negotiation of meaning through repair. “Negotiation of meaning takes place through the collaborative work which speakers undertake to achieve mutual understanding when there is some kind of communication problem. Negotiation of form takes place when one speaker (a native speaker or teacher) elects to address a linguistic problem in the speech of the learner” Ellis (2008, p.224).

In most cases students need to be aware of how they produce the language; in most cases students expect the teacher to make this appropriate because of the
professor’s role. Interaction among students works in the same way, even though input can be questioned here because of interlanguage. Interlanguage is, according to Flanigan (1991), when L₂ learners obtain input from other L₂ learners. For many learners interlanguage talk may be the primary source of input. In classroom contexts, interlanguage talk has been referred to as “tutor talk”.

Through the textbook that is used in class, which is based on Communicative Learning Theory, students usually have to interact through presentations, conversations or open discussions. The use of language through interaction becomes more productive if students learn from their mistakes even more by ones made by other classmates. According to Pica and Doughty (1985) and Porter (1986) Interlanguage talk inevitably occurs in group-talk and it is less grammatical than teacher talk thus, it is possible that exposure to incorrect peer input may lead to Fossilization.

The report produced by Pica and Doughty (1985) showed that when learners corrected each other’s mistakes, they did it wrongly only 0.3 per cent of the time and also that only 3 per cent of the errors the learners produced could be attributed to repetition of a fellow learner’s theory. It can be said that students do not become affected by incorrect input, and when errors are made, they can correct and learn from them. These aspects are not new; they have become fundamental to a proper social setting or in this case classroom setting. As it had been mentioned before, this process takes place in a digital form.

A solution to distraction in the class, where disciplinary action is not usually taken, is the use of technology through distance learning. The entire process seen in class can be seen in a digital interface, interaction continues to be keen, while peer correction helps students become more aware. Bates (2005) says that there are three generations of distance education, the third being considered two-way communications media like the use of Internet or video conferencing to enable interaction between teacher and student.
Bates (2005) adds that “Perhaps more importantly, communication is facilitated among students, either individually or as groups, but at a distance. Third generation technologies result in a much more equal distribution of communication between student and teacher (and also among students).” (2005, p.7) It is necessary to clarify that distance learning will be not completely considered in this intervention. The characteristics mentioned are meant to clarify the use of technology in education and how they can be applied in the immediate context of the university where this project was implemented.

What will be considered is the use of technology or e-learning in a blended learning theory. As mentioned by Dizuban, Hartman, and Moskal (2004)“The novelty of online learning is apparent in the diversity of names given to the phenomenon: Web-based learning, e-learning, and asynchronous learning networks among others. These efforts have been focused primarily on off-campus student populations. With the more recent on-campus emphasis, another set of labels has appeared, including hybrid learning, blended learning, and mixed-mode instruction. The mere existence of so many names for what is essentially a single concept suggests that no dominant model has yet been accepted as a definition of standard practice”(p.2).

They also refer to blended learning as a term which courses combine face-to-face classroom instruction with online learning and reduced classroom contact hours. However, they believe that combining face-to-face and fully online components optimizes both environments in ways that are not possible in other formats. This online environment is possible thanks to today’s culture. As a reminder, the context of the private institution setting and based on preliminary analysis, it was observed that one-hundred percent of the school population had some sort of electronic device. This figure can be supported thanks to the generation known as the Millennial.

According to Dizuban and Picciano (2007) Millennials, people born from 1981-1994, have more technology experience than any other generation including the majority of their professors. They also add, Millennials live in the present and expect
immediacy of technology, allegedly they multitask and change contexts seamlessly and expect this from others. It can be said that these students react immediately by posting or informing their activities or whereabouts immediately through social networks and use the internet as their number one source for information.

It is important to acknowledge that students acquire such skills merely but having access to any form of technology. It is my belief that this generation is not afraid to use technology as new tools. This will help us implement with great ease, I believe students will not need any form of training, and are likely to help us as investigators to find new ways of using Adobe Connect as a Web-Conferencing tool. The possibility to reinforce is substantial.

Web-conferencing will help us create a blended learning atmosphere. According to Bates (2005) “with Web-conferencing, teacher and student can interact visually, graphically, and verbally. Students can step out of a synchronous session without disrupting the lesson, but still notify participants that they have left the session. Students can hold conversations on the side, using text chat or attract the attention of the presenter with having to interrupt. A student can have a private conversation with the presenter/instructor without disrupting the class” (p.181).

Bates (2005) also describes that students and teachers can share documents, whether a lesson or worksheet, websites can be accessed individually or as a group. Sessions can be recorded or save in case revision is necessary. Students can answer questions or surveys and receive immediate feedback. I believe interaction is unavoidable and as a working environment students will be able to help each other out. Classwork will be revisited through other meaningful material so as to reinforce or practice as well as cover a missed class.

Interaction through this means can be supported by Robinson (1984, p.129) “the study found individuals or small groups were effective for the following tasks:

- To clarify student difficulties in course materials
- To promote student discussion of specific issues or topics
- To debate a topic
- To discuss problems of recent written assignments, or strategies for tackling forthcoming ones
- To discuss, analyze or work through previously-circulated printed materials
- To analyze a written text or musical score
- To present short case-studies
- To practice and evaluate sight singing on a musical score
- To negotiate the design of a project
- Lecturing
- Impromptu tutorials or unprepared topics. It is important to mention that the web-conference tool will help students find themselves in an environment that is not unfamiliar to them. Using a blended learning environment may also permit students to reinforce in a schedule that is customized to their needs. Everyone will be in the comfort of their homes. If students do not get distract with other things, students should be able to pay more attention due to the lack of distractors as seen in class.

The thematic concern in this project can be defined as how students use Adobe Connect so as to reinforce what was seen in class. As the literature mentions, this intervention is latent due to the type of student and their economic background. The literature also solidifies a proper learning theory in Constructivism dealt in a social environment. Another key concept that was undertaken was Blended Learning, as it was mentioned it is a concept that has not been clearly defined. It is important in this process because face-to-face and distant learning is used correspondently.

The implementation of the project takes place through a web conferencing tool named Adobe Connect. This tool can sustain interaction through microphone or chat pods. This permits the professor to create a presentation and explain what was seen in class. The information presented in this section supports the use of technology in a blended environment. This Action Research project can only be obtainable if a monthly
fee is paid for the use of the web conferencing tool, and if the users possess the equipment and adequate broadband connection.
Methodology

Background and Design

This project’s inception started with the conclusion of the Action Research Project named “Portable Device Usage in Class”. As a result of the data collected from the aforementioned project, it can be said that this project is a second loop. This project was implemented in the same university, but with a different group. In this occasion I found a solution to the difficulties that were presented, while using technology for innovative purposes. From the previous project, students were able to use their portable devices in class, yet Wi-Fi connectivity was unstable and the planned activities were cancelled frequently.

Another problem was students’ attendance; they did not attend the implementation sessions because of many reasons. Thus, the main concerns are: first, students cannot attend class and miss an average of 13 classes per semester. Second, they continue to get distracted in class thanks to their portable devices and other interference. Third, the tight schedule does not allow students to reinforce and obtain adequate feedback in class.

This new concern with valuable data obtained in the previous project, helped me as teacher-researcher consider a new thematic concern. For this reason, I decided to engage in a new project so as to find a solution to this problem. The type of investigation being undertaken is Action Research. Wallace (1998), states that “Action Research is different from others in that it nearly always arises from some specific problem or issue rising out of our professional practice.

It is therefore very problem-focused in its approach and very practical in its intended outcomes” (p.15). It is very important to emphasize the practicality of Action Research, researchers (teachers) are the ones who control our practices and direct ourselves through quantitative and qualitative data to find new ways of practicing our everyday professional practices. This approach permits us to permeate the core of our immediate environment.
The main purpose of this Action Research project was to provide reinforcement after school to those students who felt the need to practice, review or recover the topics seen in class. The sessions were held through an online web conferencing platform: Adobe Connect. This tool runs on Adobe Flash, which permits the program to run without downloading a program or takes up RAM memory. The interface consists of various pods or screen sections; each pod has a specific role. For example, whiteboard pod or chat pod.

These pods are in different sizes and are organized to cover the screen. When attendees enter the room they can see the whiteboard pod, which covers 70% of the window, as well as three other pods that cover the rest of the interface. The most common pods are: whiteboard, chat, attendees/host, video, and document share pods. They permit the attendee to interact and observe presentations, as well as to receive files that are shared.

Language classes started on February 11th, 2013 a week after the semester had started. This meant we had fallen behind an entire week. A semester is usually sixteen weeks long, and the course textbooks has twelve units which means a unit has to be covered in a week. The school uses Touchstone by Cambridge University Press for English levels one through four. In my case, level five uses Viewpoint also by Cambridge. The particular group I decided to implement with, was my 11am group.

The group consists of a mixture of Engineering, Law and Architecture majors. I chose this group because it was the least numerous. There are a total of nineteen students, seven are female and twelve are male. Their ages range from 18 to 21, and all of them have taken English courses and/or studied at bilingual schools. Students were given a review worksheet taken from the appendixes in the teacher’s edition textbook. These results will be discussed in a future chapter.

During this inquiry week, preceding week 1, I noticed students had difficulty expressing their ideas in English. Additionally, I noticed they seemed to prefer speaking in Spanish. Compared to the other level 5 groups their oral productive skills were less
noticeable. They also mentioned on various occasions English was the longest hour, or would arrive late because they would go to the cafeteria to get some breakfast. Like every group, students had a tendency to take out their cellphones while or after finishing a class assignment.

The new project dealt again with distraction before and during class, while trying to use innovative intervention with the use of technology. This time I did not want to depend on the schools Wi-Fi connection, as well as learners’ commitment to arrive to class and work without getting distracted or distracting others. Subsequently, we acknowledge a new tool used in e-learning, the web conferencing tool named Adobe Connect.

Prior to the decision, we as teachers had been invited to participate in a webinar hosted by Scott Thornbury. As I paid attention to the presenter I noticed I was fully engaged in this description of the Chaos Theory, at that moment I figured giving a lector myself, and wondered if my students could be engaged as I was. I thought it would eliminate all the distractors, and could let them concentrate while at home. There would be no more excuses about getting breakfast nor would they interrupt me while lecturing.

DATA COLLECTION

As part of a preliminary analysis students were surveyed. I had already considered how I would use the tool, the core of the intervention was to help students obtain proper reinforcement especially for those who attended classes, and whose input process was interfered due to common distractors in class. Nevertheless, reinforcement could also be considered support for those students who were absent, tardy, sick, attended mandatory conferences or trips. The survey consisted of 12 questions (see Appendix A) among them the first two were asked to see if they had a computer and internet connection at home.

Having Internet connection at home was key for the implementation, it can be said if they do not have one they would not be able to participate. Thanks to Adobe
Connect we would be able to interact as if we were in a face-to-face session, this is possible if the computer being used by the student has a video camera and microphone. Nevertheless, most computers have them integrated; yet it was necessary to see if the project was attainable.

The fourth question was to see if they had experience with any form of blended learning or e-learning. I was mindful about students working on an online workbook as part of the course, yet I have had students who did not do the online workbook or completed it at work or school. I wanted to see if they worked at home or at least figure out if they were used to working at home. The fifth question dealt with the part of the day, which they worked or at least routinely worked on the online workbook.

The second part of the fifth question was an open question dealing with the specific hour they worked online. The sixth question was very subjective and taking into consideration our main goal, I asked students if they thought extra-help could be beneficial to them. After collecting the data from the survey it was clear I had the proper setting for the implementation.

The second phase of the project was the implementation. There, field notes would be key for proper analysis. Despite not implementing in class or not actually having the group face-to-face, field notes would help me analyze students’ interaction during the web conferencing session. The sessions had a lot of peer correction and it was necessary for me to keep track of students who were being helped as well as for students who were helping other classmates.

Apart from the qualitative factor I wanted to know if students found the presentations and material useful. Observations were also in place, however they were more useful the day after the implementation. Students would describe their feeling the following day. I would also notice improvements or general performance in class. Student’s attitude towards the class would also be observed on a daily bases.

After the implementation I focused on qualitative data, so I could interview my students, before the semester was over. The interview was semi-structured (see
Appendix C) and it involved six students. They were divided into three categories: students who never attended, students who attended sporadically, and students who attended the majority of the sessions.

The questions for the students who did not attend were not the same for those who did attend. The question for those who did attend consisted of what they thought about the sessions, if they cleared all their doubts, and if they found the session supportive and reinforcing. Due to time constraints, it was not possible to interview the entire group; still a questionnaire was applied to the students who did attend the sessions.

This second questionnaire was mainly yes or no questions. It consisted of affirmative and negative statements that covered both face-to-face sessions and the webinar sessions. The questionnaire contained eighteen items. The main goal of the questionnaire was to obtain qualitative data about the sessions. Other instruments used during the project were recordings of the interviews and transcripts (Appendix D).

Another piece of evidence is the didactic material made for the students, for example, Prezi Presentations and worksheets. A session was recorded and its audio is made available. Photographs were taken in the form of screen captures during the sessions in order to provide evidence of the implementation here described.

Implementation

Week 0

To begin it was necessary for us to buy an Adobe Connect account. I paid fifty-five USD for a month. There were cheaper prices, but it would be necessary to obtain a one year license. During this week I set up a new e-mail account, the main reason for this was having a common inbox. A PowerPoint presentation was created to help students step by step on how to use Adobe Connect. Students were shown the flash program’s interface. I explained to my group what pods were, and how each pod had a different purpose like digital board, document share, attendees, chat and video pod.
Student were told to attend the session if they liked and were not forced to go to them. Students were asked if they preferred a specific hour after voting, the best suited hour was 8pm.

Week 1

The first session did not reinforce what was seen in class, it was primarily used to help students get familiarized with the tool’s interface. During the session only three students attended. Since there were only three attendees, students were encouraged to turn on their microphones and speak. One of the female students did not have difficulties doing it, on the other hand the other two students were unable to turn on their microphone. So students used the chat pod to communicate while the female student was able to directly converse with me. Prior to the session, a Prezi presentation was created to show students how to use Adobe Connect. I downloaded a video that demonstrated how to use the tool. Students were able to communicate freely about classwork and the beginning of the semester. After an hour, students were surveyed about the following session.

Week 2

Before the session, whether the same day or a day before, material had to be prepared. The material had to cover the grammar topics seen in class, as well as language use. The two grammar points were defining and non-defining relative clauses, and adjectives with prepositions. A worksheet was created to practice during the session. Students were asked to download the document and had a few minutes to complete it. Then, I asked a student to turn on the microphone and share his answers. As he was reading, participants helped him correct his mistakes. The students who were listening did not have their microphones, but were active in the chat pod.

After finishing the worksheet students, I presented a Prezi with two videos. The first one, provided an overview of relative clauses, and the second one was a video with fanatics who talked about their devotion to artist. The purpose of the video was to see the pros and cons about people who took things too far. Afterwards, I asked them one
by one what they thought about it and asked them to express their belief about. After
the discussion, I asked students to answer an assignment from their books and
complete an exercise that reinforce writing topic sentences. After an hour and fifteen
minutes the session had concluded.

Week 3

The following week on March 12th, 2013, students were sent the access link with
a mistake; I sent the e-mail with the incorrect session hour. Despite the error seven
students attended the session. During this session I decided to quiz the students. I
created a quiz from units one to three, the quiz was not long and covered grammar
points as well as language use. I asked students to share their answers over the chat
pod. This time I did not ask students to turn on their microphones. As the host of the
session I have control over everything, I can change participants’ roles. So I randomly
chose students to host and share the quiz they answered on a Word document.

Week 4

Taking into consideration a second loop and the necessity for midterm exam
sessions I added another group to the review sessions. The new group was ideal for the
sessions; they needed support more than the 11 am group. The new group is a
Touchstone 2 level, the class is imparted at 7 a.m. From the thematic concern
perspective this group was ideal, they required help because the majority of the group
consists of true beginners. I talked to their English 1 teacher and she told me that they
were very lazy and needed a lot of patience and support. They tended to miss class
because they were the only major that had to return in the afternoon to take the class
this is due to having an extensive schedule compared to the other majors. This
semester, Hospitality and Tourism major students were integrated, both majors were
taking a second language because their curriculum does not require it during the
beginning semesters.

As the first weeks passed out of the 23 students in group 2, two had already
stopped going to class. They had expressed the difficulties of waking up at 5a.m. to
attend the class, and decided to fail the class in order to take it in the summer. In addition, 8 students were already in danger of failing because of their absences. In general, the group had a very positive attitude towards the class. They did not repel to the work which needed to be done. They were respectful and very obedient yet, some of the students got distracted with their mobile devices. They just did not have the background with the language, unlike other groups they paid attention. Nevertheless, they would only pay attention if I presented for a short period or if I wrote the topic on the whiteboard. They could abide working with grammatical exercises and dialogue still, they could not pay attention to PowerPoint presentation or any type of digital presentation. They turned in everything, but there were too many absences and lack of concentration due to the fatigue.

I asked the students if they needed extra help, they said yes and I explained how Adobe Connect worked. They did not receive any guided help so as to enter the digital space, all they needed was the link to access the site. The first session had few participants because each career gave me the group email. So the link was not sent individually, and I had forgotten that in some cases when they received the link their email would filter it to unwanted mail or spam. I had only a few attendees during the presentation students were shown how the pods functioned. There were a lot of questions surrounding their availability; due to their schedules, it was difficult to find an hour that suited every student.

I asked them during the week if they felt that the sessions could be held in the evening, some said they could and other said they had other activities. I realized it was unfair for them to have these sessions during the week so, I asked them if the weekends were fine for them. They agreed, they were in favor of having the sessions on Saturdays in the afternoon or Sundays in the morning. Moreover, level 2 did not function the manner level 5 did I realized that the topics had to be worked and doubts had to be cleared. I felt more secure about having Prezi presentations and more authentic material. I wanted to know how they reacted to these materials I had decided to include, because in normal classes students seem to be tired and fatigued.
Week 4 (weekend session)

Since the group had trouble access the session due to difficulties with the email carrier, students were given a review session on Saturday March the 23rd. This was important because midterm exams were after the Easter vacation period. The session was held at 5 in the afternoon as the session started I realized that my presentation was too long. As it was necessary for them to be more productive, I changed my planned activities. I created a series of worksheets with the topics and vocabulary needed for the exam, for the first time I realized that the students would be able to practice in any way.

I added the assignment to the screen pod and I asked students to help me answer. I modeled the activity and I asked a student to take control; I asked her to choose a volunteer or pick a classmate to answer the exercise. She had to type the correct answer; to my amusement she changed the font size and color. As the session progressed students I would turn on and off microphones so the student in charge could hear the answers and type them. She committed mistakes and her classmates would type the correct answer in the chat pod. After an hour and a half the session progressed more than I expected; in addition most students did not complain and reacted positively and appreciatory.

Week 5

After the week of Easter vacation period, students resumed classes. I knew students had a lot to do in their other class because the grading period had begun. I told both groups that the session for that week would be postponed and resumed the second week of April.

Week 6

The 7am group made a big effort to arrive on time to class, yet there was more fatigue from the Hospitality and Tourism groups because they had begun an overwhelming project; they had to inaugurate a restaurant. They had to be at school all
day through the evening, they seemed to be too tired to work or make an effort because of the schedule. I asked them if they wanted to miss Friday’s class as long as they assisted the online session; they agreed immediately. The 11 am group had the session postponed until the following week.

Week 7

After finishing two units there was a lot of material that had to be seen. The 11am group had the session during the regular schedule. The same approach was followed; for the first time a situation occurred that would later become a major issue, the broadband at my home started to troubleshoot. As for the 7am group they had very good assistance, 12 students attended the session. One of the attendee told me the coming Monday that her sister had attended the session as well. I asked her what her sister thought of the session, she replied by saying her sister really enjoyed it. The group made my time during the session very enjoyable because they had a lot of doubts and they were able to clear any doubts they had.

Week 8 / 9 / 10

The same approach was followed during the following sessions. I had to present during the most demanding topics. I asked students to take control of the session for periods and choose another when I felt it was necessary. They were shown authentic materials so as to help them see the topics from another perspective; the 7am group worked very well despite having the session during the weekend. Students were given through the document share pod worksheets that would be checked in class the following day. Due to my Internet connection I had to ask one of my coworkers to let me work in her house. I did not have Internet at home for two weeks; this was an extremely disadvantage situation for me because I had to create the material earlier than usual and arrive on time to my coworker’s house. This consumed more time and effort, but I was able to continue the sessions without any setbacks. As I stopped documenting the sessions, the session continued until the end of the semester. Both
groups ended the sessions on a high note. They were able to replace and recover classes, as they found the session to be convenient.
Findings

This section contains the data obtained from the tools mentioned in the previous section. The data is divided in sub-subsections beginning with Pre-intervention Data, which consisted of a survey. This survey gathered data regarding distractors, absences, requirements, availability, and a diagnostics questionnaire. The next sections show the different data collected during the intervention. The main evidence is screen captures, this images help facilitated the function of the actual web conferencing sessions. Finally, the post-intervention section consists of the tools used to gather data for example, informal interview, field notes, and personal diary.

Pre-intervention Data

In order to obtain necessary information about the group as part of the construction of the thematic concern a survey was given to the students. Based on this survey it was important to confirm that students get distracted in class. It could be said that they were not able to obtain all input necessary for the proper learning process. Chart 1.0 presents the results of the first survey given to the students; it show the yes/no question asked. The results are shown and contrasted with colors.

Chart 1.0
Distractors in class

Taking into consideration the previous research project called “Portable Device Usage in Class” it was clear that students got distracted in class thanks to mobile technology. Students were surveyed on the same premise in order to justify the same concern. 18 students from the same group were surveyed and coincidently the same tendency can be seen as reoccurring with the new sample group. More than 50% of the students tend to miss class while 83% of them use their mobile devices in class as well as get distracted. Also, 88% of the students felt they could have a better understanding of the topics if they concentrated better.

Requirements

After establishing that students needed internet access and a computer with speakers, webcam and microphone for the intervention, it was necessary to gather data that would permit us to make this research valid. Students were surveyed, so as to be informed about the requirements in equipment and connectivity. As seen in chart 2.0 the group of 18 was surveyed, as a result it was clear all the students 100% of the students had internet access as well as computer ownership. Yet, it was necessary to know if their computers were equipped. As the results show, all of the computers owned by the students were equipped with a microphone and webcam.

![Chart 2.0](image-url)
Availability

While trying to find the best option to set the correct hour for the students, it was decided to fit the session approximately the same time they work on the online workbook. Taking into consideration the students’ busy schedule I wanted to know if they could all synchronized around the same hour.

As seen in graph 1.0, students were asked if they worked on the online workbook at home in the afternoon or at night. Moreover, they were asked specifically at what time. Considering both variables, 100% of the students work at home on the platform in the evening or afternoon. The next question asked was at what hour students worked on the platform, the results show that all the students worked between the hours of 8 to 9.

Chart 3.0

Students who work on the online platform at home in the afternoon or night

- Yes
- No
- 8 o’clock
- 9 o’clock
Diagnostic Questionnaire

As a result of the previous data, the sessions were established. The group in which the intervention was going to take place was a level 5 group. I was not sure about how students were going to deal with the target language because they seemed to only want to talk in Spanish in class. So I used to practice review tests from the Viewpoint book so as to have a clear idea of what they knew about the topics. The questionnaire had 3 to 4 questions per grammar topic. As the results show in chart 4.0, the majority of the group was able to complete grammar exercises without many complications. The most recurring mistake seen in the questionnaire was the misuse of the past tense. Two out of the eighteen students had almost perfect scores, which meant that they were proficient for level 5.

Chart 4.0
Intervention

After the preliminary analysis, the data collected was mostly images of how the intervention was imparted. The Adobe Connect sessions were similar to face-to-face classes, the main purpose of these sessions were to help students recover, practice or reinforce what was seen in class. Screen captures were taken so as to demonstrate the interface and form of how the web conferencing tool helped students take a class as if it were face-to-face.

Throughout Week 0 of the implementation, students were told they would receive an e-mail with an access link. During the first session, not many students showed up and the students who did show up became irregular participants. As a result there was a concern about new attendees who might not understand the usage of the session tool. I was surprised to see that students had no difficulties using the online video conferencing tool. As seen in the screen capture the layout of the session host is user friendly. The students who are in their late teens early twenties had no need for an introductory course or extra help.

Screen capture 1.0 shows three pods or areas of the webinar the chat, attendees and share screen pods. Students also have their microphones on and are interacting with me or their classmates. The biggest pod is the share screen pod with is from my computer. The presentation is being shared from my laptop and I am explaining the topic. As seen in screen capture 1.0 the topic is passive voice. In the chat pod students are interacting with each other. They are responding to the questions given to them as well as commenting on each other’s posts. This is the type of blended face-to-face interaction seen in most of the sessions.
As seen in screen capture 2.0 students are seeing another topic and the same interaction is being held. Students interacted via the chat pod and they could hear me through their speakers as I directed the interaction by choosing students to answer out loud or on the chat pod.
In screen capture 3.0 the pods are rearranged in another order and have an additional pod, which is the video pod. As seen in the capture the presentation has begun and there are only three participants. Around 90% of the sessions, I used the video pod so they could feel like someone was there and not just a voice coming out of their speakers, I stopped using it because of the internet connection speed. Using my webcam caused some students with lower broadband speeds to get dropped out of the sessions. Students in this exercise were asked to turn on their microphones and practice some dialogues and reading material from the course book.

![Image of screen capture 3.0]

**Post-intervention data**

Field notes, personal diary and informal interviews

One of the main concerns was knowing how they felt after each session. Students were asked a number of questions during the class. The questions were mostly yes or no and short answer. None of the questions would have a direct effect on the session itself; they were just to know if they felt satisfied with the session. Also during the sessions it was noted that students liked to joke around for example, if someone arrived late they would type or say “buenas noches”. Students would also feel comfortable asking question or simply making mistakes. They would justify the
mistake by saying it was a typo, but the overall idea of making a mistake was ordinary. In class students started to feel more comfortable while speaking in English. I noticed that the group did very well in the midterm exam, which could have been a consequence of the reinforcement provided through the sessions, as well as the recurring input and peer correction. Out of the three level 5 groups I impart they had the highest grades. This could be directly or indirectly because of their dedication or willingness to participate and progress.

Accessibility

As seen in chart 5.0 students found the site to be user friendly, however there was an issue with the e-mail invitation. The first time it was sent, more than half of the e-mails with the link were added to the spam box. In some cases they received the notification and were aware and checked their “all mail” box. Despite this setback students did not feel it was complicated.
Considering the second loop, one more group was added to the intervention. The group consisted of 24 students, but only 18 consistently attended class. They also had the night sessions and after the implementation, both groups were surveyed in order to see how they felt.

As seen on chart 6.0 students were asked if they felt capable of passing the course. 30 of the 32 said they felt capable of passing the course. Another point considered in the survey was if the session maintained the purpose of helping them understand and have better view of the topics out of the 32 only 1 said they did not understand the topics any better. The overall results of the survey solidified the purpose of the sessions. Out of the 4 questions the approval rate of how they felt and what was covered was overwhelming.
Interviews

Semi-guided interviews were necessary to solidify the survey given to the students. The interviews had similar ideas as the survey, but also adding more sense to what the students actually felt (see Appendix C).

Interview 1

Interview 1 shows the beginning of the interview; the student is asked if she uses her cellphone while in class. Her response as to why she uses her mobile is unexpected.

Teacher-researcher: what do you study?
Student C: industrial engineering
Teacher-researcher: you took a survey, yesterday in class, would you say you get distracted in class?
Student C: yeah!
Teacher-researcher: you’re not the type of person who has a tendency to use their cellphone, like other people, but do you get distracted with your cellphone?
Student C: yeah
Teacher-researcher: what factors or what causes you to get distracted?
Student C: the noise in the classroom
Teacher-researcher: okay, when you mean by noise, ah, what do you mean by noise?
Student C: other people talking, other people start talking and I get distracted and I start using my phone
Teacher-researcher: do you think this habitual talking disrupts the class?
Student C: among other things

As seen in the interview 1 the student mentioned and was not noted that in her case the cellphone usage was because of the noise in the class. That meant the student did not deliberately use her mobile device rather, did it because of the disruption and her lack of tolerance to the noise. Furthermore, she mentioned how she felt while in the session; she participated more during the session than in the classroom. She also mentioned how she was able to interact with her classmates. In her particular case, she answered the majority of the questions correctly and I asked her to let her classmates answer so she could subsequently help them correct it or told them the answer was correct.
Interaction

Teacher-researcher: another question, the session you attended, just in general. Did you like the session?

*Student C:* “yeah, I think I participated a little bit more than in class.”

*Teacher-researcher:* so you were able to interact?

*Student C:* yeah

*Teacher-researcher:* obviously, it was difficult to speak because the microphones weren’t on but through the chat were you able to interact with you classmates?

*Student C:* yeah

*Teacher-researcher:* I forgot, I can’t remember what I made you guys do, did I make you answer

*Student C:* “yes you made us answer and ask questions and you made us answer in the chat because the mikes weren’t working”

This sample was taken from the same student. Here she explained how she felt about the sessions.

Interview 2

It was very important to hear how they felt so, the first question in interview 2 was changed because the student had a better grasp of the class. I asked her if she felt like if she were in a regular classroom, she affirmed by saying yeah. She also solidify the fact that review was something positive and the material they were exposed to was very clear. Her doubts were cleared and she knew she could check them in the sessions.

Teacher: did you feel like you were in a classroom?

*Student C:* sure, yeah

Teacher: when teacher Mario presented the topics, did you find the presentation and material adequate?

*Student C:* “yeah, the material was very clear, it felt like we were reviewing, I think it was very good.”

Teacher: do you think it helped you reinforce what was seen in class?

*Student C:*” yeah, I think it helped me clear all the doubts that I had in class. It helped me see the mistakes that I was making in class and I was able to check in the session”. 
Discussion and Reflections

One of the most important elements of the thematic concern was the previous research project about the usage of portable devices in class. It was key to understanding how, thanks to the economic status of the students, the use of technology as well as access to the 2.0 web, students would not be able to leave their devices so easily. I considered the classroom a good place to use the technology in a productive manner, however there were many issues due to the Internet connectivity at the university.

During the winter break I was invited to access a webinar, it was an enlightening experience. I figured the tool could be used in a similar way, I noticed the commodity of being at home, and no one distracted me. I noticed this tool could be the solution to the interference caused by the noise made by student as well as the use of mobile devices in an inappropriate form. This would no longer affect students or at least distract others as well as interrupt the class.

One thing that I had not acknowledged before was the students’ ability to use technology. It was another aspect, one that could not be diagnosed or researched. As seen in the literature review, today’s generation has a connection with the use of technology. They are capable of assimilating, without many difficulties, and embracing any form of technology. One of the limitations for this project was length of time; it was very difficult to gather enough information that could lead us to believe this tool could be used for more than reinforcement.

As seen in class, students have tendencies to get distracted since they are known for being multi-task they do not pay attention to the teacher, yet they are capable of answering any questions dealing with the topic. The point here is that most teachers need to have the students’ undivided attention, and this will help the student become aware of any homework assignment as well as things due at that moment.

Being fully attentive helps students take advantage of what is needed from them, when students understand or mildly pay attention to the professor they do the
bare minimum. They pay more attention to what happens in Facebook, twitter or Instagram. Knowing how important connectivity is to them it was decided to use it in a more productive form. The pre-implementation stage consisted in finding out if they had Internet and a computer a home.

It was quite clear what they were going to respond; nevertheless it was a necessary procedure. To me it would have made more sense to ask if they had some headphones with an integrated microphone, this really isolates a student and helps them be more focused. Students chose the hour for the weekly session, they seemed to find it interesting and in an informal interview a student told me she felt shy or at least skeptical about what was going to be done. She thought it was similar to a Skype videoconference session.

During the sessions, it was very difficult to obtain a good pace. As the presenter, it was difficult to know if students were paying attention. Throughout the first sessions, my presentations were prolonged with exercises and supplementary materials for example, links to webpages and videos. I decided to minimize my role as the presenter and let them have a more active role. In latter sessions students took control of the sessions, there was more interaction and they took control of the input.

It seemed necessary for me to practice fluency so students had to read poems out loud as well as dialogues. In one session I showed a video and asked their opinion about the people involved; they reacted and expressed themselves correctly. Students were given control as presenters, Adobe connect permits the host (presenter) to disable microphone or webcams as well as make attendee hosts. So I would randomly choose students to complete worksheets with the help of the classmates.

For the length of the sessions I noticed how involved students were, at some point students had difficulties using their microphone. It did not discourage them from participating in the chat pod, and as the session continued they tried to fix the problem. Their intentions were clear, they wanted to participate, it is very difficult to establish what motives them more, but it was clear for does who joined the session
had an active involvement. Taken from the interviews student felt as they paid attention in class, yet they paid a little more attention in the sessions.

It was found that once you have student isolated in an area where they feel comfortable with a tool that seems normal to them, they are bound to focus and participate more actively. Students felt free to engage through the chat pod, they did not seem to be worried about their classmates seeing how they were writing. When they used the chat pod they were very expressive as if they were on their Facebook page.

Students interacted thoroughly; they never seemed to get bored or frustrated with the topics, they actively expressed their doubts or seem to react positively to when they finally understood the topic. Students did not have to express their doubt because their classmates would say them first, as they were paying attention I did not have to answer the same question repetitively. I had to only give instruction once, and for those who arrived late could scroll up and down the chat to have a clear idea of what page we were on or topic being discussed.

After the session concluded, students were given surveys and a few were interviewed to get a deeper idea of what they thought about the sessions. As the surveys had dictated, students felt comfortable using the tool to practice, recover or reinforce the topics seen in class. The biggest fear I had was if students would lose interest in the sessions. Nevertheless, students felt as they were learning or practicing. As the semester was close to concluding the overall behavior of the face-to-face classes became more fluent and productive as well.

I had doubt about students taking advantage to the online session and neglect the class, but that never happened. The students who attended the sessions became more riveted with the new topics. According to the survey, students felt capable of passing the course as well as more secure in class. I think upon further research, these sessions can be a clear indication of Blended Learning. In spite of not being distance learning, it was relieving for 7am students not to be in class.
The usage of a tool like Adobe Connect seemed to innovate and rejuvenate the class, even though it was not the original purpose of the Action Research project. It can also be helpful to have students buy a headset; this really makes a student pay full attention to what is being presented. Most students lack confidence in class; however, it seems that the sessions helped them feel more comfortable as peer interaction is key to helping them interact or at least have the opportunity to have interaction.
Conclusions and Implications

A week after completing the implementation, I believed that this Action Research intervention credited its expectations and was untapped to its full potential. Each week consisted of uncertainty because as a presenter I was unable to see what each attendee was doing. The informal interview the following day would permit me to have valuable feedback, yet their short responses did not modify my intentions dealing with the sessions.

I can say that I, as a teacher, tried my best to help the attendees reach the full of their potential. I wanted students to feel comfortable and responsible at the same time. I wanted them to realize that the English class was as important as any other class equally, I wanted them to feel capable of controlling their academic future. Realizing the sessions and the professor/presenter would be there to help them. Adobe Connect helped accomplish the main goal of this research, which was to help students reinforce what was seen in class.

As the intervention progressed, I was able to interact better with the 11am group. They followed instruction and worked better than any group that I have had. I was not able to make them speak more. This is due to the purpose of the course, which dictated what needed to be seen in the sessions. The students were not afraid to interact freely in class, rarely did I have to control them because they worked well and if they finished early they would work on other exercises from the book.

There were moments when students would ask me question about supplementary exercises that were not cover in class. Besides asking me, students would direct themselves to students who could help them. I believe the session helped them break any barriers or at least feel free to express themselves; this leads to social interaction and how students learn from each other. Based on the results and their consequent analysis, students perceived Adobe Connect sessions were helpful thanks to the comfort of using a tool that was user friendly.
Students expressed that since they felt comfortable and at ease during the sessions, they were not conflicted by being corrected and making mistakes that everyone could notice. Additionally, students felt the material was adequate to their needs and useful. At some point, students manifested that they were able to concentrate more during the sessions than in class. Something that was not expected was the students’ proposal to hold weekend sessions, and their actual attendance on either Saturday or Sunday. This represents a level of commitment and interest that seems promising.

One thing is clear; technology is and will be a dominant catalyst to our society and bear economic stability and human behavior. Private educational institutions in Mexico have sold the idea of using technology in class for pedagogical purposes. We have not noticed that technology teaches itself. Those who are not afraid to be curious of the function the technology and web 2.0 have nothing to lose and will not experience any harm from trying. I believe that the emotions and reactions that are present in class can be projected as well in this type of platform.

Students laughed when I made jokes and expressed themselves more responsibly than they would in class. They never resisted nor did they complain once about what needed to be done contrary to what is seen in class; students complain about what needs to be done on a daily bases. Anyone who would like to practice the use of blended learning for reinforcement should consider some of the following observations.

First, make sure students use headsets. Second, if it is examination week students will enter the session even if they are extremely occupied. Third, verify you, as a presenter/teacher, have a broadband connection at home. Fourth, do not be afraid of trying something new, there are manuals and online assistance if needed. Fifth, let the students interact and express themselves; it seems they do not feel uncomfortable. Lastly, anything you can imagine can be done in the sessions, there are no limits.
REFERENCES


Appendix A- First survey format

Answer the questions.

1. Do you have Internet connection at home?  YES  NO
2. Do you own a PC, laptop, or tablet?  YES  NO
3. If yes, does it have a microphone and webcam?  YES  NO
4. Do you work on the online platform at home?  YES  NO
5. Do you work on the (Cambridge LMS) platform in the afternoon or night?  YES  NO
   Around what time? _____________________
6. If you had extra help, do you think it would be beneficial?  __________________________________________________________
7. Sometimes I get distracted in English class  YES  NO
8. I sometimes use my cellphone, laptop or tablet while in class  YES  NO
9. I feel I could pay more attention in English class  YES  NO
10. I tend to skip English class  YES  NO
11. My previous experience with the language has been positive  YES  NO
12. I feel capable of passing the course  YES  NO
Appendix B- Second survey format

1. En este momento me siento capaz de aprobar el curso  
   Si  No
2. Pude accesar a las sesiones de ayuda extra
   sin problemas  
   Si  No
3. Las sesiones me ayudan a lograr un mejor
   entendimiento de los temas  
   Si  No
4. Me siento más seguro para participar en clase
   después de entrar a una sesión  
   Si  No
5. Las sesiones me ayudaron a recuperar el contenido de
   clases a las que falté  
   Si  No
6. Me concentro mejor cuando trabajo en:  
   las sesiones     clase
7. Entendí más en:  
   las sesiones     clase
8. Aprendí de los errores de mis compañeros
   durante la sesión  
   Si  No
9. El material presentado fue adecuado  
   Si  No
10. Las presentaciones fueron atractivas  
    Si  No
11. El profesor aclaró mis dudas  
    Si  No
12. La herramienta me permitió interactuar de
    diferentes formas  
    Si  No
13. Mi tipo de interacción preferida fue:  
    Chat     Micrófono     Notas
Appendix C- Interview questions

1. ¿Estabas al tanto de las sesiones de asesoría extra?
2. ¿Sabes en qué horario se realizaban?
3. ¿Tuviste conflictos de horario?
4. ¿Qué ocurría en una sesión?
5. ¿Te gusto el tipo de interacción que se dió en las sesiones?
6. ¿Qué fue lo que más te agradó de las sesiones?
7. ¿Dirías que las sesiones tuvieron un efecto en tu desempeño en los quizzes?
8. ¿Las sesiones te permitieron participar y obtener retroalimentación?
9. ¿El profesor aclaró tus dudas?
10. ¿Corrigió tus errores?
11. ¿Descargabas el material disponible a tu computadora?
12. ¿Lo respondías?
13. ¿Utilizabas el material posteriormente?
Appendix D- Interview transcripts

Student #1

Me: what do you study?

Student: industrial engineering

Me: you took a survey, yesterday in class, would you say you get distracted in class?

Student: yeah!

Me: you’re not the type of person who has a tendency to use their cellphone, like other people, but do you get distracted with your cellphone?

Student: yeah

Me: what factors or what causes you to get distracted?

Student: the noise in the classroom

Teacher-researcher: okay, when you mean by noise, ah, what do you mean by noise?

Student: other people talking, other people start talking and I get distracted and I start using my phone

Teacher-researcher: do you think this habitual talking disrupts the class?

Student: among other things

Teacher-researcher: when it came to the review session, the online review session, we took a survey before the start and asked about your schedule we wanted to find out more less what time you guys were available. When we fitted that 8 o’clock was made or established, was it a good hour for you?

Student: yeah, I was available, I think for everyone because it’s not that late and it’s not that early.
Teacher-researcher: okay, another thing, if I recall from the sessions, we didn’t have a numerous number of sessions, how many were you able to attend. Okay this is a basic questions did you receive the emails?

Student: yeah, but because of my phone/ internet payments, or I forget to check them.

Teacher-researcher: I don’t know if you checked, but the first link I sent, the e-mail, did it go to your spam box?

Student: yeah

Teacher-researcher: another question, the session you attended, just in general. Did you like the session?

Student: yeah, I think I participated a little bit more than in class.

Teacher-researcher: so you were able to interact?

Student: yeah

Teacher-researcher: obviously, it was difficult to speak because the microphones weren’t on but through the chat were you able to interact with you classmates?

Student: yeah

Teacher-researcher: I forgot, I can’t remember what I made you guys do, did I make you answer

Student: yes you made us answer and ask questions and you made us answer in the chat because the mikes weren’t working

Teacher-researcher did you feel, ah, in my consideration, ha, people learn from each other, do you think your classmates were able to learn from you?

Student: I think so, well I hope so
Teacher-researcher: well, the majority of the time you were able to answer the questions before your classmates. Or you corrected people, do you think they felt uncomfortable?

Student: I don’t think so, I hope I was able to help them

Teacher-researcher: do you think Teacher Mario, helped you, gave you feedback did he support you answering the questions?

Student: he did, he was cool

Teacher-researcher: I don’t think this time, I put anything to download, but were you able to copy and paste the material that was presented?

Student: yes

Teacher-researcher: were you able to use the material afterwards

Student: yeah

Teacher-researcher: I think that’s it, do you want to add anything? About what you felt during the sessions?

Student: I felt like I interacted, I think it’s better, I felt like I interacted better and you pay more attention to the subject

Teacher-researcher: you don’t get distracted as you do in class, people talking and making noise

Student: well in my case I was wearing headphones.....

Teacher-researcher: wow, that really isolated you

Student: yeah,

Teacher-researcher: I should isolated you here in class.

Student # 2

Teacher-researcher: Hello young lady, how are you?
Student: I’m fine, thanks

Teacher-researcher: what do you study?

Student: I’m studying Law

Teacher: I have a couple of questions for you about the review sessions that we had? But before that, I am going to ask you a few questions about the class.

Student: okay

Teacher: do you get distracted in class?

Student: I guess so, but the class is funny and divertida...entretenida.... Fun

Teacher: yes, okay if you do get distracted in class, what do you get distracted with?

Student: my cellphone (laughs)

Teacher: what about your classmates, do they distract you? Especially the person next to you?

Student: yeah(laughs)

Teacher-researcher: do you thinks it interrupts the class when people are talking and laughing?

Student: I think that doesn’t affect me

Teacher: we had review sessions at night. I asked people at what time they could attend the sessions. 830 was the hour that was established. Was that a good hour for you?

Student: well, for me it is difficult because of my schedule, it is very busy, but it was okay

Teacher: how many sessions were you able to attend?

Student: three or four

Teacher: when you went to the sessions did you find them helpful?
Student: yes because you explained the exercises and the... how do you say temas?.......

Teacher: the topics

Student: the topic.

Teacher: so you felt like it did help you?

Student: yes.

Teacher: the sessions you were able to attend, more less why weren’t you able to assist? Did you receive the link?

Student: yes, but sometimes I didn’t see the emails, then the next day I saw them.. I said oh there was a session.

Teacher: and why weren’t you able to attend?

Student: my schedule, I had to go to the gym.

Teacher: if you had the chance would you have gone to the session?

Student: yes

Teacher: the session, Lets imagine you’re in the session right now, the first session had less interaction, but were you able to interact with teacher Mario or your classmates?

Student: yes, we had to interact with my classmates and no it was okay

Teacher: did you find teacher Mario’s presentations helpful? Did you like them?

Student: yes, como nos había dado el topic y el repaso tenia que ver como lo que se veía en clase se me facilito.

Teacher: el material que subi, lo pudiste descargar?

Student: sí, lo utilicé para repasar.

Teacher: que es lo que más se utilizo durante la sesión?

Student: El chat,
Teacher: cometían errores tus compañeros? Les ayudabas?

Student: sí, pues al momento de contestar se corrían ellos mismos u otros compañeros. Igual no hacías nada pero pues eran notorios.

Teacher: okay that will be it, thanks a lot!

Student# 3

Teacher: hola como estás?

Student: bien.

Teacher: que estudias?

Student: ingeniera mecatronica

Teacher: usualmente en la clase, yo se que tu eres el tipo de estudiante que te concentras y trabajas bien, pero sientes que te distraes en clase?

Student: pues no...... sería por mi culpa, si me distraigo será por cosas personales.

Teacher: si tu vez que alguien en el salón se distae, con que?

Student: pues usualmente es con el celular o platicando.

Teacher: la sesiones que se crearon fueron para apoyarles repasar o reforzar lo que se vio en clase. Te llegaron los correos todo el tiempo?

Student: sí

Teacher: y el horario que fijamos era el adecuado para ti?

Student: sí, tenia que salir me temprano por cosas personales pero ese horario era bastante bueno.

Teacher: esto es para ti, no en general, si te quedo bien el horario?

Student. Sí bastante bien.
Teacher: durante las sesiones el teacher Mario presentaba, reforzaba las temas que se veían en clase. Siente que si te ayudaban?

Student: claro que sí pues era para reforzar lo que se vea en clase y pues nuestras dudas se aclaraban durante las sesiones.

Teacher: y las dudas que tenías en clase las podías aclarar durante la sesión?

Student: pues las pocas, pero si siempre se me aclaraban en clase o la sesión.

Teacher: me comparando la sesión y la clase, pero sientes que te concretabas más en la sesión que en la clase?

Student: pues en la sesión me concretaba porque hacía todas las cosas que tenía que hacer antes de entrar, ya estaba preparado.

Teacher: y las presentaciones si te gustaron?

Student: pues sí, estuvieron bien.

Teacher: al principio no hubo tanta interacción, pero las dudas que tenían tus compañeros o los errores que cometían tus compañeros que ayudaban.

Student: pues sí, luego mis compañeros hacían las preguntas de dudas que yo tenía o por ejemplo cuando leíamos pues nos ayudabas mejorar nuestra pronunciación.

Teacher: y el material que se subía si lo utilizabas?

Student: sí, lo veía y repasaba pero no lo contestaba todo.

Teacher: si era útil?

Student: si lo utilicé para estudiar para el examen.

Student # 4

Teacher: hola como estás?

Student: bien, gracias.
Teacher: que estudias?

Student: ingeniera en mecatrónica

Teacher: tuvimos sesiones en línea, si te llegaron los correos?

Students: si me llegaron todos, siempre llegaban una hora or media hora antes.

Teacher: esos correos llegaban mas o menos a la misma hora. El horario que se fijo si era el adecuado para ti?

Student: si de hecho, concordaba con los horario que yo acedia a la plataforma.

Teacher: dentro de las sesiones, eran para repasar, si sentías que el material era el adecuado?

Student: si de hecho, se vean cosas que se reforzaban lo de las clase, también se vean cosas nuevas o mas bien de otra manera de verlas. O que faltaron que ver en la clase.

Teacher: cuandos estamos en la clase sientes que te distraes?

Student: si de hecho, creo que todos nos distraemos, yo me distraigo por cosas de las otras materias. también cosas que tenemos que hacer.

Teacher: que tal en las sesiones, sientes que te distraes como en clase?

Student: si creo que otro tipo de distracción. Simplemente por que podías tener otra ventana abierta. Las notificaciones que te llegaban. Pero eran menores.

Teacher: si te gustaron las presentaciones? Sientes que el maestro que aclaraba las dudas?

Student: si de hecho, siempre nos preguntaba si teníamos una duda que la escribiéramos en el chat o que encendiéramos el micrófono para preguntar.

Teacher: si te gusto la interacción entre tus compañeros.

Student: de hecho, hasta se podía preguntar a mis compañeros de las cosas que teníamos que hacer y todo eso.
Teacher: entonces se apoyaban entre ustedes.

Student: claro que si. Luego si se nos pasaba algo, le preguntábamos a los compañeros al final cuando terminaba.

Student# 5

Teacher: hello good morning, how are you?

Student: I’m good

Teacher: what do you study?

Student: mechatronics

Teacher: do you get distracted in class?

Student: not really.

Teacher: do you think your classmates get distracted in class?

Student: yes they do a lot.

Teacher: well, when they get distracted how do they get distracted?

Student: I think they lack interest in the class, and they start talking about anything else, and then they get into the conversation and that’s it they get distracted.

Teacher: if they aren’t talking how do you think they get distracted?

Student: probably their phones, or maybe their iPods or iPads.

Teacher: do you think it happens regularly in class.

Students: mmmm, no maybe three times a week.

Teacher: what about the after school sessions, did the hour fit your schedule? Did it conflict with your schedule?

Student: no it was fine. That hour I was already at home.

Teacher: did you receive the emails with the link to the session.
Student: yes always.

Teacher: were you able to attend to the sessions regularly?

Student: I think I was able to attend 3 times. I don’t know in total.

Teacher: well the times you weren’t able to go, why couldn’t you?

Student: most of the times, it was because things came up out of nowhere, and the last time was because I totally forgot.

Teacher: you didn’t check your email?

Student: no, I didn’t

Teacher: did you have any difficulties accessing the site? Did you have any difficulties understanding how it worked?

Student: no I think it was very easy to comprehend how it works. Yeah it is easy

Teacher: did you feel like you were in a classroom?

Student: sure, yeah

Teacher: when teacher Mario presented the topics, did you find the presentation and material adequate?

Student: yeah, the material was very clear, it felt like we were reviewing, I think it was very good.

Teacher: do you think it helped you reinforce what was seen in class?

Student: yeah, I think it helped me clear all the doubts that I had in class. It helped me see the mistakes that I was making in class and I was able to check in the session.

Teacher: what about your classmates? Were you able to interact with your classmates?

Student: yeah, even though I had trouble with my microphone I was able to interact with my classmates through the chat
Teacher: if you had an opportunity to review for a quiz or exam do you think these sessions could be more helpful? Instead of being in class?

Student: there is something about the sessions that makes me concentrate more, I don’t know what it is, but I can concentrate a little bit more in the sessions.

Teacher: did you get distracted during the sessions? You didn’t check Facebook or anything?

Student: I had them open, but I didn’t check it.

Teacher: what about the material that was uploaded, did you find it useful

Student: sure it helped me review for the class and exam

Teacher: was there anything that you felt was a discrepancy?

Student: no, not at all, the only thing that I had trouble with was my microphone.