

**Empowering L1 Learners through Dialogical Approach using Computer-Supported Collaborative Learning during COVID-19 pandemic**

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Empoderamiento de los Estudiantes de Lengua Materna a través del Enfoque Dialógico Por Medio Del Aprendizaje Colaborativo Asistido por Computadores durante la pandemia COVID-19

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**Table of contents**

<b>List of appendices</b>	<b>5</b>
<b>List of tables and figures</b>	<b>6</b>
<b>Agradecimientos</b>	<b>7</b>
<b>Abstract</b>	<b>8</b>
<b>Resumen</b>	<b>8</b>
<b>Chapter I: Introduction</b>	<b>10</b>
Statement of the problem	11
Research Question	13
Research Objective	14
Rationale	14
<b>Chapter II: Literature review</b>	<b>17</b>
Learners' empowerment	17
Dialogical approach	19
Computer-Supported collaborative learning (CSCL)	22
<b>Chapter III: Research Design</b>	<b>26</b>
Introduction	26
Type of study	26
Population - Ethical considerations	27
Data collection instruments	28
Data analysis procedures	30
Instructional design	31
Main web pages used	34
Codification and decodification of data collection instruments	41
<b>Chapter IV: Data analysis and Findings</b>	<b>42</b>
Whole class, small groups and pair work as empowering patterns of interaction	43
Learners' mutual support on ICT management on virtual Spanish classes	49
Collaborative construction of knowledge while developing online tasks	54
Empowering learners' participation in Spanish online classes	59
<b>Chapter V: Conclusions</b>	<b>68</b>
Further research	71
<b>Chapter VI: Pedagogical implications and limitations</b>	<b>73</b>
Pedagogical implications	73

EMPOWERING FIRST LANGUAGE LEARNERS	4
Limitations of the study	74
<b>References</b>	<b>77</b>
<b>Appendices</b>	<b>86</b>

## EMPOWERING FIRST LANGUAGE LEARNERS

**List of appendices**

1. Consent form for learners' parents.	86
2. Assent form for learners.	87
3. Field notes instrument	88
4. Video recording' analysis format	89
5. Initial questionnaire	90
6. Final Questionnaire	91

**List of tables and figures**

1. <b>Table No. 1.</b> Timetable	35
2. <b>Table No. 2.</b> Codification and recodification of data collection instruments	41
3. <b>Figure 1.</b> Do you consider that you have a good command of ICT?	52

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### **Abstract**

Empowerment is framed as an elemental faculty that facilitates students' learning process; for that reason, it is an issue that concerns any educational space. This is a qualitative action research project that allows investigators to identify the impact of the implementation of the dialogical approach through computer-supported collaborative learning strategies on a group of high school students from a non-bilingual public institution who seem to lack empowerment. To do that, some data was gathered along eight sessions, in which three data collection instruments were used: video recordings, field notes, an initial questionnaire in the first class and a final questionnaire in the last one. This study revealed that learners' interaction considers whole class, small groups, and pair groups, in which their participation was voluntary or required depending on the activity. Also, we could notice that pupils' collaborative construction of knowledge was supported by their ICT management while developing online tasks. Consequently, learners had the initiative to participate in class, which made them active members in the session. We can conclude that the implementation of dialogue and collaboration strategies benefit students' learning experience to empower them as individuals.

*Keywords: Empowerment, Dialogical approach, Computer-supported learning, ICT management.*

### **Resumen**

Este proyecto de investigación enmarca el empoderamiento como un elemento esencial y vital para tratar en cualquier ámbito educativo porque facilita el proceso de aprendizaje de los estudiantes. Este estudio es cualitativo situado en la investigación-acción lo que permitió identificar el impacto de la implementación del enfoque dialógico, por medio del aprendizaje asistido por computadores, en un grupo de estudiantes de bachillerato carente de

## EMPOWERING FIRST LANGUAGE LEARNERS

empoderamiento en un colegio público no bilingüe. Por consiguiente, los datos recopilados fueron obtenidos durante ocho sesiones de clase en las que se emplearon tres instrumentos de investigación como lo fueron: grabaciones de videos, notas de campo, un cuestionario inicial en la primera clase y un cuestionario final en la última. Como parte de los hallazgos en la investigación, se encontraron que los patrones de interacción consideraron la participación de toda la clase, en pequeños grupos y en parejas, en donde las intervenciones fueron voluntarias y obligatorias; además, se encuentra un papel importante de las TIC como herramientas de apoyo dentro de la construcción colectiva del conocimiento en el aula. En definitiva, la experiencia educativa se desarrolló de manera positiva, en la que se evidenció una participación activa por parte de los estudiantes, permitiendo así desarrollar y promover el empoderamiento en clase por medio del uso de estrategias colaborativas y del diálogo.

*Palabras clave: Empoderamiento, Método dialógico, Aprendizaje colaborativo asistido por computadores, Manejo de las TIC.*

## Chapter I: Introduction

Empowerment is vital for education, being defined by Adams & Tovey (2012) as: “The capacity of individuals, groups, and/or communities to take control of their circumstances, exercise power and achieve their own goals (...) they can help themselves and others to maximize the quality of their lives” (p. 77). According to the above, it is important that students are empowered in their learning process to be successful, this implies a process in which disempowered learners gain capabilities to meet their individual needs and work with others in order to accomplish collective goals (Kirk et. al, 2016). Regarding this, Broom (2015) explains that: “By knowing their students and appreciating their strengths and abilities, teachers can create positive and empowering learning spaces” (p. 4), meaning that empowerment includes developing competence, autonomy, and collaborative learning.

At the light of the previous ideas, this study emerged as a result of the needs analysis applied at a public school in Bogotá, Colombia, which was developed in a presence-based modality<sup>1</sup>, some instruments addressed to gather data, such as proforms, maps, journals, and audio recording. Researchers identified the necessity to empower learners’ participation and establish relationships in the L1 classroom since the teacher in charge assigned activities to the students during class time, and a noticeable fear and indifference among learners was evident. In order to lead this issue, the researchers propose to implement strategies related to the collaborative learning and dialogical approach in order to help students empower themselves in the classroom.

This document will cover different chapters. The first one is composed of the statement of the problem, the research question, and the principal objectives of this study. The second one is the literature review, which will emphasize the theory behind the concepts. The third one will share the research design that includes the type of study, instruments,

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<sup>1</sup> The remaining research process was developed in a virtual modality.

## EMPOWERING FIRST LANGUAGE LEARNERS

instructional design, and population. The fourth one will be focused on data analysis and findings. The fifth one will explain the dimensions of pedagogical implications. This last chapter presents the conclusions and proposals for future research, answering the question, and meeting the objectives posted at the beginning of the study.

### **Statement of the problem**

A research problem is conceived as a concern, a circumstance to improve, an obstacle to remove, or a troubling inquiry in the academic field, which develops the necessity to comprehend and carry out an investigation (Sacred Heart University Library, 2018). In this sense, the present research is focused on addressing students' empowerment, which can be fostered in an L1 classroom. The purpose is to enhance their relationships since researchers noticed a tense environment in the classroom in terms of fellowship. Thus, the following study will cover the problematic situation, how the needs analysis was carried out, and some research studies focused on this issue.

First of all, the needs analysis allowed us to identify the main issue. It took place in a public school in a Spanish (taking this language as learners' L1) class in Bogotá, Colombia. In this sense, some instruments for data collection were applied during the class observation; proforms allowed us to evidence discomfort and fear to public speaking; the layout, presented the organization in the classroom; journals, let us evidence the lack of interaction among students, and an audio recording, supported the findings regarding insecurity, disinterest and sabotage between students.

In addition, there were situations that showed us the need for learners' empowerment. The first one is related to the need itself; face-to-face class demonstrated that there were complicated situations among students regarding interaction, participation, and relationships, which did not allow the lesson to develop efficiently. This could be related to the fact that learners were not close to each other or because they did not have sufficient command of the

## EMPOWERING FIRST LANGUAGE LEARNERS

subject, causing fear of answering incorrectly. Therefore, this whole situation implied the necessity of working on empowerment to reinforce students' performance in their L1 process.

Learners' empowerment can be defined as a result of individual performance and social awareness that may be developed by students' active participation, team members assistance, habitual reflection, and dialogical interactions (Contreras & Chapetón, 2017). For these reasons and after having identified those classroom issues, the researchers' analysis revealed that there is a necessity to work on students' empowerment with a view to strengthen their participation and establish relationships in the classroom with their classmates.

Therefore, some literature has demonstrated similar perspectives about the importance of reinforcing student's empowerment inside the classroom. The end-goal of education should be the production of independent and skilled learners for future responsibilities and for success in life (Dewey, 2016). This is related to Saye's perspective (1997) in which "Empowering learning environments give students choices in their learning so that they can solve felt problems and construct personal meaning in ways that make them more competent, independent decision-makers in the future" (p. 2). Thus, empowerment has a huge role in learners' educational process because it fosters their autonomy and personal growth.

Moreover, it is worth noting that empowerment helps to build ownership in students in order to encourage them to be active in their learning process. As Hemric, Eury, & Shellman (2010, cited by Avidov Ungar, 2017) explain "Empowerment contains a range of meanings touching upon the improvement and strengthening of individuals and their functioning in the private and organizational environments in which they act" (p. 7). This means that allowing learners to become a part of their education is key to bolster their involvement in their educational context.

## EMPOWERING FIRST LANGUAGE LEARNERS

Nevertheless, taking into account the world's situation regarding COVID-19, education needed to change traditional teaching methodologies to virtual environments so as to preserve teachers, learners and academics' health. In Colombia, according to the Ministry of Education (Mineducación) (2020), the president Ivan Duque decided, once the epidemiological behaviors of COVID-19 were monitored, to modify academic schedules applying virtual teaching and learning practices with the purpose of preserving citizens' health. Therefore, to address learners' lack of empowerment inside the L1 classroom and bearing in mind the educational and health situation in the world, researchers wanted to implement a dialogical approach and computer-based collaborative learning for them to facilitate their learning process in the virtual environment.

Thus, some research of those constructs was made. According to Halabi (2017), the dialogical approach is defined as: "(...) interaction between the teacher and her students through which everyone takes part in creating new knowledge." (p. 3). Moreover, to complement those ideas, Yücel and Usluel mentioned that "Computer supported collaborative learning (CSCL) refers to an instructive context that supports collaborative learning. The main purpose of these environments is to support sharing in the knowledge building process that is realized by the learners in developing knowledge society qualifications" (p. 33). These two constructs connect with the preceding notions in which interaction, interpersonal relationships, participation, collaboration, and group work are part of empowering students in their L1 learning process inside the virtual classroom.

### **Research Question**

For this research project, the research question covers three main constructs of the statement of the problem: Empowerment, Dialogical Approach, and Computer-Supported Collaborative Learning (CSCL). Thus, the research question highlights those three components as follows: What is the impact of implementing a dialogical approach through

## EMPOWERING FIRST LANGUAGE LEARNERS

computer-supported collaborative learning on a group of high school students from a Spanish class who have evidenced a lack of empowerment inside the classroom during COVID-19 pandemic?

### **Research Objective**

In agreement with the research question, the research objective of our investigation is also connecting the constructs that shape our research. Thus, the research objective is:

To identify the impact of the implementation of dialogical approach and computer-supported collaborative learning (CSCL) on a group of high school graders from a Spanish class who have evidenced a lack of empowerment inside the classroom during COVID-19 pandemic.

To sum up, this paper covered three specific sections. It presents lack of empowerment as the problematic situation and how it was identified in the classroom; the second part is related to how the needs analysis was carried out showing the main problem; and then some studies from different authors were connected to the central problem of the research project connecting the ideas to the possible strategies researchers want to implement.

### **Rationale**

Empowerment in the educational context enables students and teachers to work together in order to strengthen the environment in the classroom. This project is based on the information collected in the needs analysis stage where lack of empowerment on high school students was identified in the course of the pandemic. The purpose is to analyze the impact of the implementation of a dialogical approach through computer-supported collaborative learning on high school learners in Spanish lessons with a view to empower them to actively participate in class and support their relationships. In this document, researchers share the relevance of empowerment in the L1 classroom, the benefits of this investigation on this educational area, and some studies that are related to our proposal.

## EMPOWERING FIRST LANGUAGE LEARNERS

This project emerged as a result of our concerns for the Colombian educational system. In the target context, schools are places somewhat static, slow-paced, and demotivating where students do not like to participate in the class or work in teams, in most cases, for fear of sabotage from others. For that reason, researchers direct their attention on empowerment thinking about how they could help pupils to construct a healthier environment to support their integral growth as individuals to succeed in society. Investigators believe in the possibility to build students' ownership and help them carry out a meaningful learning process inside the classroom in order to change the traditional methods that might be present in the target context.

For the current research, it was interesting to work in the field of empowering learners since it contains relevant benefits not only for the classroom and the school, but also for national and international contexts. Firstly, learners will be able to increase motivation and self-esteem; besides, they will create strong interpersonal relationships with peers, which is relevant in a rough context that needs more support. Second, they will develop an active voice in society to express opinions taking part in the system because as Szelei (2019) mentions: "The cornerstones of student voice work are dialogue, democratic participation, recognition of power relations and the possibility of transformation" (p. 3). Third, bearing in mind an international context, there are places where students' human rights are forgotten and the idea is that through empowerment, learning can be reinforced to support students' voices in the society.

Following the previous idea, learner's empowerment in pandemic times brings some academic challenges that allow teachers to take advantage of them. Some of those aspects are technological abilities, creativity, time-management, and new virtual teaching resources to cover the necessity to continue with the scholar process. As Chen (2010) declared "instead of using technology to present information to students, teachers can provide them with

## EMPOWERING FIRST LANGUAGE LEARNERS

opportunities to do projects, use digital tools to collect information, and work with peers to create presentations as they share ideas” (as cited in Morgan, 2020, p. 4). Thereupon, teachers and online collaborative learning platforms could work with learners’ weaknesses, increasing their abilities to use the technology to support their virtual learning process.

In this sense, there are some studies that bolster this research proposal, being closely linked to the three main constructs: learners’ empowerment, dialogical approach and computer-supported collaborative learning (CSCL). Researchers noticed essential aspects of CSCL by Jeong, Hmelo-Silver and Jo (2019) “Computer-Supported Collaborative Learning (CSCL) emerged as a means of learning and instruction that can foster the social nature of learning using a variety of technological and pedagogical strategies” (p. 1). Sullivan (2002) shows the importance of empowerment and its application, finding that there are two dimensions of student empowerment: intrapersonal and interpersonal empowerment. Another research is based on the role of collectivity in dialogic teaching by Sedlacek & Sedova (2017) that explains how students' participation in classroom discourse is highly important. As a result, they discuss the different participation patterns determined by cognitive capabilities, positive emotional relationships, socio-economic background, and teacher communication behavior.

Overall, this study conceives those three elements: empowerment, dialogical approach, and CSCL relevant in order to foster ownership to change some traditional methods in the Colombian educational context. This investigation also provides an understanding of the need to encourage students to be empowered and self-confident by implementing dialogue and online collaborative strategies. All of this considers the reality of Colombian society and the commitment for promoting autonomy and confidence in learners throughout their academic process from the first years.

## **Chapter II: Literature review**

The main purpose of this chapter is to examine relevant theory to support the three major strands of this study: (a) learners' empowerment, (b) dialogical approach, and (c) computer-supported collaborative learning (CSCL). These constructs were identified as a result of having applied a needs analysis that revealed insecurity, fear of public speaking, disinterest, lack of participation, and lack of interaction among students, which lead us to work reinforcing students' performance in the classroom in order to develop an efficient learning process.

The first part of the chapter introduces the reader to know more about the concept of learners' empowerment, some definitions and findings. This information helps to establish an understanding for the next section that discusses the importance of the implementation of a dialogical approach using computer-supported collaborative learning as the main source to empower learners. Therefore, the second and third sections will focus on examining the dialogical approach and then analyzing virtual collaborative learning. The final section discusses researchers' insights about the relationship between these three constructs.

### **Learners' empowerment**

In a broad sense, the focus of the research is to empower learners to create an active environment in the classroom. Empowerment is defined as "an intrinsic motivation, experiences of success, a sense of competency, the development of strengths, and self-respect that makes possible self- development" (Anme, 2016, p. 2), which means that this strategy will enable learners to gain autonomy and self-reliance. Therefore, in this first section, researchers will present literature in regard to learners' empowerment; first the review, then the comparison and contrast, and finally a conclusion of this part.

In the light of recent events in the educational system, considerable concerns about learners' performance have been raised in the 21st century. Ashcroft (as cited in Flaherty,

## EMPOWERING FIRST LANGUAGE LEARNERS

2018) stated that “empowerment is characterized by the nurture of belief in capability and competence” (p. 8). Furthermore, Horn (2017) mentioned the goals of empowering education “relate personal growth to public life, by developing strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change” (p. 527), meaning that students acquire new practical skills to increase autonomy, appropriation, responsibility, and authority to face contemporary educational gaps.

In addition, Flaherty (2018) showed the implications empowerment has in both roles: teacher and students. He mentioned that “teachers might not have the ability to control some aspects of how power is operationalized in the whole school, however, they do have control over how they perceive and operationalize power in their classes” (p. 2). Similarly, to that affirmation, Broom (2015) pointed out that “By providing an environment in which students are cared just for being who they are, and by knowing their students and appreciating their strengths and abilities, teachers can create positive and empowering learning spaces” (p. 82), denoting that teacher and students’ relationship is crucial for the learning process.

Besides, another converging point is the importance of empowerment in schools since it is the principal place where learners can develop their power. Castañuela (2017) stated that “regarding the collective dimension, the school context is the predominant space to exercise the empowerment capacity, with little or no participation in the neighborhood or community context” (p. 11), due to educational system generates spaces to promote not only social skills, but also the personal self-development. In a similar way, Shor (as cited in Ruiz, 2019) argued that:

An educational system for learner's empowerment promotes individual and social change focusing on the student to develop and strengthen their capacities as well as academic knowledge, research habits, critical curiosity about society, power, inequality, and their role in the social change (p. 3).

## EMPOWERING FIRST LANGUAGE LEARNERS

Therefore, the empowerment capacity is reflected in an ideal context for interaction, participation, reflection, and criticism, which are the “results from the access to certain structures, such as opportunity, information, support, access to resources and access to power, either formally or informally” (Freire & Fernandes, 2016, p. 24). In this way, they will be offering scenarios for the growth of power that learners need.

Throughout the research on learners’ empowerment, there are similarities among writers. One of the most crucial ideas is that teachers can generate empowering learning environments because they have influence on school life and on the implications in teachers and students’ experiences. Broom’s (2015) perception covers the main notion of empowerment when he affirmed “As the students familiarize themselves with the framework, they were given increasing freedom to direct their learning. Students came together with their peers to share, explore, discuss, and debate what they have uncovered” (p. 84). This indicates learners need to interact and participate in their own process to become skilled workers and thinking citizens.

Overall, this section highlights the striking relationship among authors in relation to empowerment. It centered the attention on how empowered students were not only able to take the initiative and the authority to make decisions, but also, they were the ones who considered their problems and the ways to solve them. The authors gave us a complete view of what empowerment was and some principal aspects to apply strategies that increase learners' empowerment and create an environment that facilitates its development. Also, they provide some information on why an empowered educational system is important and how it could be a reality considering the context and the target population.

### **Dialogical approach**

Taking empowerment as the central axis, researchers look for the implementation of dialogical approach into the study. This construct is centered around dialogue and its

## EMPOWERING FIRST LANGUAGE LEARNERS

importance is described by Bakhtin (as cited by Friedman, 2001, p. 29) as: “The entire life of language, in any area of its use (in everyday life, in business, scholarship, art, and so forth) is permeated with dialogic relationships”. Given that, the application of dialogue in the educational context reinforces the students’ learning process. Thus, in this section, investigators will introduce some research studies regarding this approach; first we present the review, then the comparison and contrast, and finally the conclusion.

Firstly, several studies have explored the dialogical approach in the educational field. One of the ideas is focused on Freire’s dialogic perspective (cited in Stewart & McClure, 2013, p.3): “(...) dialogue is the opportunity available to me to open up to the thinking of others and thereby not wither away in isolation”. A notion linked to education is shared by Teo (2019) who stated that “Dialogic classroom talk is therefore one that is characterized by the teacher and students working together to co-construct meaning by critically questioning and filtering ideas through their own knowledge, perspectives, and lived experiences” (p. 3). These ideas display how dialogue allows learners to open up for different mindsets while interacting in the classroom.

In addition to this, one of the intentions of dialogical approach as Flitton and Warwick (as cited in Mercer et.al, 2019, p. 395) explain is “To foster learning agency, whereby students collaborate with other in seeking understanding, building from their own ideas and allowing other ideas and opinions to mediate and modify their thinking.” Besides, dialogue is fundamental to create a comfortable environment; regarding this, Liberali (2017) found out:

Analyzing classroom dialogue opens opportunities to move from present to past, from product to process in an understanding that every language act connects it all. When observing how students and teachers interact, it is possible to understand the views of teaching, learning, development, society and culture that underline their actions (p. 2).

## EMPOWERING FIRST LANGUAGE LEARNERS

That previous idea is connected with the concept of dialogic teaching in a recent study, Min-Young and Wilkinson (2019) introduce Alexander's model, and they affirmed, "He defined dialogic teaching as a general pedagogical approach that capitalizes on the power of talk to foster students' thinking, learning, and understanding" (p. 72); being dialogue the way in which learners can construct knowledge hand in hand with the teacher.

Following dialogic studies, researchers found two relevant ideas: dialogic thinking and dialogic argumentation. The first one, according to Van Deer Veen & Van Oers (2017), refers to "The formation of dialogic thinking in all students requires an early start, in order to develop all dimensions (verbal ability, cognitive strategies, critical attitude (...) dealing with insecurity, the use of tools like theoretical models to regulate dialogues, etc.)" (p. 3). This notion is related to dialogic argumentation, in which Rapanta & Christodouloub (2019) mentioned some criteria that leads to successful dialogues in class:

These criteria discussed in this section include a) evidence of epistemic discourse, b) sharing of knowledge and reasoning explicitly during interactions, c) interpretation and co-ordination of theory and evidence, d) increased accountability, e) abductive reasoning, and finally, f) dialectical confrontation (p. 3).

Thus, both the dialogic thinking and dialogic argumentation through the criteria are focused on developing students' abilities to interact actively in class. As Mercer, Henessy & Warwick (2019) recap these ideas "We essentially mean an approach to teaching that is predicated on the active, extended involvement of students as well as teachers in the spoken interaction of the classroom" (p. 189). In short, learners can evolve their dimensions through dynamic talks that will result in an interactive space where knowledge is built by them.

Over time, an extensive research regarding the benefits of dialogue in the classroom has been developed. The majority of authors agree with the idea of dialogue as the basis for an active and interactive environment where learners can create knowledge among

## EMPOWERING FIRST LANGUAGE LEARNERS

themselves. Moreover, writers emphasize the implementation of a dialogical approach in collaboration with teachers so as to understand different cultural backgrounds, learners' dialogical thinking, argumentation, and opinions in class. Those characteristics help to empower students to participate actively and share their points of view through dialogic talks that serve as vehicles to construct knowledge in collaboration.

To sum up, this paper exposes how dialogue supports an interactive classroom where every member has the right to speak and contribute with learning. Bearing in mind this closer look at the literature on dialogical approach, it suggests that students' learning process is well-developed if the class environment includes meaningful talks and interaction. However, it reveals some gaps or shortcomings in terms of studies for elementary school and high school. Some writings were limited to show the findings in bigger groups when it is clear that dialogue can be applied in every stage of the learning process.

### **Computer-Supported collaborative learning (CSCL)**

After introducing learners' empowerment and dialogical approach as two main components to implement in the classroom, this section explores the third one: Computer-Supported Collaborative Learning (CSCL). This type of learning traces a fundamental path to achieve an integral educational process for learners, in which individual's performance and discussion are indispensable. In this sense, this part is organized as follows; first introducing the review, then the comparison and contrast, and finally some conclusive insights.

In the discipline of education, collaborative learning (CL) has increasingly become a vital factor to facilitate and enrich students' learning process, that is why there is a vast amount of literature on this concept. To illustrate, Gokhale (as cited in Laal, 2013, p. 1434) argued that "CL is an instruction method in which individuals work with one another to achieve a common goal. They are responsible for their learning as well as the learning of others, and the success of one promotes others to be successful". Likewise, Panitz (as cited in

## EMPOWERING FIRST LANGUAGE LEARNERS

Laal et al., 2013, p. 287) mentioned that “Collaboration is a philosophy of interaction in which individuals are responsible for their actions such as learning, and respect the abilities and contributions of others in the group”, this affirmation takes into account students’ collaboration and interaction as essential factors to meet the established goals in the learning process.

Correspondingly, it is important to mention some exceptional characteristics of the term. Regarding Barkley and Cross (2014), there are three vital elements of collaborative learning. First, intentional design, which is about pre-established activities carefully structured to provide opportunities for meaningful learning. Second, co-laboring, that refers to the creation of teams that equally participate in completing stated goals. Third, meaningful learning, in which students need to increase their knowledge by completing some assignments to accomplish the course’ objectives. In relation to this, Guerra (2019) mentions that each interaction among equals that encourage the learning process requires good teaching programming. To do this, teachers must create a setting that fosters personal and team learning providing their students with the necessary virtual resources to achieve the learning aims. Therefore, the way the content is managed, the role of each member, and the awareness of achieving class’ goals are crucial to generate a collaborative environment.

In the light of the previous statements, computer-supported collaborative learning is a valuable option to work on remote modality. As Dado and Bodemer (2017) claimed “CSCL can be described as activities in which two or more learners interact and are mutually engaged towards the accomplishment of a common learning goal with the support of information and communication technologies" (p. 160) meaning that this construct is viable to adapt classes for virtual learning, in which learners are benefited. The connection between participation and CSCL is remarked by Chavez and Romero (2012) “Participation is of vital importance in CSCL to the extent that it increases group productivity, has a positive effect on

## EMPOWERING FIRST LANGUAGE LEARNERS

the learning perception, and improves grades and evaluation of the quality of the results” (p. 3069). Those ideas point out that CSCL helps to build a useful online environment where collaboration and interaction through technology are primary for its proper development.

Regarding the COVID-19 situation we were dealing with and the significance of the online collaborative process, it was essential that teachers transformed the traditional modality of teaching and learning to virtual environments in order to preserve the connection between collaboration and learning process. As Schuler and Preece (as cited in Lakkala, Ilomäki & Palonen, 2011) stated “Elements that characterize successful virtual communities are, for example, shared goals and resources, active participation and reciprocal interaction, sense of belonging, trust in others, and the shared context of social conventions” (p. 4). According to the previous authors, technology has a high importance in collaborative work not only in academic terms, but also in daily life aspects such as solving problems, active participation in and outside the virtual learning sphere.

Moreover, investigators deepened the previous affirmation about the role of teachers during interactive moments and COVID-19 pandemic. This first part is taken into consideration by Jorge (2020) who stated “Twenty-first-century teachers have the privilege of experiencing classrooms that were not imagined by previous generations... Racially, linguistically, and culturally diverse learners (RLCD) require new ways of learning and teaching” (p. 3). In the same manner, teaching from collectiveness may become a favorable manner to consolidate the educational process as a result of students’ integration for a common benefit. It refers to an effective alternative for the successful construction of knowledge through teamwork developing critical, analytical, creative and reflective thinking (Peñaloza, 2017). This means that instructors should stimulate and monitor the learning process to increase students' engagement and interaction among classroom members.

## EMPOWERING FIRST LANGUAGE LEARNERS

Thereby, these studies in regards to collaborative learning have converged in different aspects. The authors in this review agree with the idea that interaction, respect of other opinions, equal participation, and the implementation of online resources are fundamental for the progress of classes during the pandemic. Further, Prasad (2020) stated “One of the very essential components in CSCL is the integration of ICTs that have potentialities of making learning activities faster, easier, and more enjoying” (p. 36). These notions confirm that collaboration in networked learning is possible implementing methods that can cover the major aspect, in this case, meaningful classes online in a COVID-19 context.

To sum up, researchers have identified how computer-supported collaborative learning (CSCL) fosters a better learning process in the virtual classroom, producing learners’ autonomy, confidence and independence. Those empowering aspects may contribute to reinforce students’ interactive skills and self-esteem. Besides, the shift to an online environment forced teachers to adapt their traditional classes to virtual teaching, trying to maintain the communication with their class participants and supporting students’ learning development and performance.

This chapter has given an account of the major theoretical contributions to this research project. A growing body of literature regarding learners' empowerment, dialogical approach and collaborative learning examined key aspects to get a better understanding of the researchers’ purposes. Also, recognizing that the application of virtual lessons and activities are vital in order to cover the educational need of those times. The three theoretical constructs are the central focus taking the implementation of collaborative learning through a dialogic perspective in the L1 classroom that can result in learners’ empowerment in the educational process and personal growth for their everyday life as active members of society.

### **Chapter III: Research Design**

#### **Introduction**

Researchers focused this project on qualitative action research with learners who evidenced lack of empowerment inside the classroom. For that reason, they chose a dialogical approach as a tool to implement computer-supported collaborative learning to promote learners' empowerment. This study is going to show a broad understanding of how researchers planned and carried out their research project. Moreover, this chapter is divided into five sections: first, it explains the type of study; second, it presents the population and some ethical considerations; third, it refers to the data collection instruments; fourth, it describes the data collection analysis; and finally, it explores the instructional design of this study.

#### **Type of study**

Firstly, to enroot our research project it was necessary to emphasize on a Qualitative Research (QR) being this an exploratory study. According to Creswell (2014) QR is defined as "An approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures (...) data analysis inductively (...) and the researcher making interpretations of data." (p. 32). Since investigators conducted their attention on empowerment in the classroom through a dialogical approach and online collaborative learning, choosing this approach was the most appropriate to guide the research. Therefore, qualitative research was the center point to start expanding the study on this matter.

Further, the whole process of investigation was centered around action research. This type of research is described by McNiff (2017) as "(...) taking action for improving practices. The research piece of action research is about offering descriptions and explanations for what you are doing as and when you take action" (p. 18). Considering this affirmation, researchers

## EMPOWERING FIRST LANGUAGE LEARNERS

believed that it was necessary to take action so as to proceed to manage difficult situations in the learning environment; and at the same time, describing and explaining what learners were doing in the academic spaces. For those reasons, action research was appropriate because as Lankshear and Knobel (2004) affirmed: “engagement in action research can contribute to better quality teaching and learning in classrooms” (p. 3), which means that both teachers and learners could benefit from its application.

Besides, as it was previously stated, this is an exploratory study. Such a concept, regarding Edgar & Manz (2017) is explained as “(...) collecting, analyzing, and interpreting observations about known designs, systems, or models, or about abstract theories or subjects. These studies are largely an inductive process to gain understanding.” (p. 9); this explains that the exploratory research allowed researchers to go in depth and understand better the situations that were affecting the classroom environment. Thus, researchers selected Qualitative Research and action research as an exploratory study because it contributed for the development of empowerment with a dialogical approach through online collaborative learning.

### **Population - Ethical considerations**

The current study was focused on 11 high school learners in Bogotá, Colombia, in which the age gap varied from thirteen to sixteen years old and their L1 was Spanish. The participants were researchers' relatives who decided voluntarily to take the Spanish lessons to enrich their abilities in the subject. With reference to likes and dislikes, learners spent time playing online games, playing soccer, watching movies, and going out with friends. In terms of literature taste, learners' preferences were focused on certain types of books such as horror, romance or even fantasy; nevertheless, they were still developing their reading habits. Having these factors as the main features, allowed investigators to identify certain issues referring to students' academic development within the classroom.

## EMPOWERING FIRST LANGUAGE LEARNERS

Concerning the problem, it was evident the necessity to empower learners' participation and establish relationships in the L1 classroom. Through some activities assigned during the class and the instruments to gather data such as field notes, session recordings and questionnaires, investigators evidenced fear and indifference among certain students when the teacher asked them to answer questions or develop the activities in front of the class. This demonstrated the students' lack of empowerment, which led to difficult situations among them regarding interaction and collaboration.

Consequently, researchers found it appropriate to implement the dialogical approach using online collaborative learning platforms in order to see the impact in the grade selected. For that reason, investigators requested permission from the learners parents' consent (Appendix A), taking into consideration all the normativity stated by ICBF (2017) that covers this type of data collection regarding children and teenagers under eighteen. This mentions that parental responsibility is a complement to parental authority and includes the obligation of guidance, care, and accompaniment of children and adolescents in training and implies the responsibility of parents to protect and guarantee their rights. That is why parents could provide the permission once they had received all the research project information and also the purpose, clarifying all the doubts related to their children's roles inside the inquiry.

### **Data collection instruments**

This section begins by examining a vital tool for a better understanding of the investigators' target concern: data collection instruments. In this sense, it is fundamental to highlight what Saldana (2011) stated: "data can be perceived as bits of information (...) about a setting of extensive passages of text revealing insightful awareness about the human condition" (p. 25). That is the reason why some data collection techniques were chosen to apply virtually during this study: a) field notes; b) sessions recordings and c) questionnaires.

## EMPOWERING FIRST LANGUAGE LEARNERS

The previous instruments are the keystone of the development and advancement of a substantial dimension of our research.

The first instrument for data collection was investigators observations through field notes (see appendix B), which was relevant to our proposal. To exemplify participant observation's importance, Kawulich (2012) argued that "(...) is helpful to allow you to understand the participants' world by actively engaging in activities in which participants typically are involved" (p. 5). In similar manner, the relevance of field notes was described by Flick; Morrow & Miles & Huberman (as cited in Maharaj, 2016, p.114) as "in gathering observational data, researchers take field notes to record the participants' verbal and nonverbal behaviour and the context in which these behaviours take place, as well as the researcher's own thoughts, feelings, impressions, and insights". Thanks to those elements, researchers could notice some features in order to analyze and reflect about learner's performance and behaviour.

The second instrument for data collection was session recordings (see appendix C) as an important tool to perceive some behavioural aspects in online sessions. Regarding this, Guo (2013) proclaimed that "The video recordings appear to be a useful tool in improving students' classroom presentations and they were perceived by students to improve their learning" (p.5). This was a clear example of the impact of this instrument to gather nurturing evidence to improve the learning process of each student, especially on their interaction and individual empowerment.

Finally, the third instrument for data collection was questionnaires (see appendices D & E) as a significant element that contributes to the reliability within this study. In agreement with Ong (2012) "(...) it is an efficient way of collecting data from a large sample. It also enables data to be analyzed easily and in a structured manner" (p. 3). In this sense, this tool worked as an aid to measure and gather results that are significant in a qualitative

## EMPOWERING FIRST LANGUAGE LEARNERS

investigation in order to examine and clarify the learner's perspective about their experiences in the online sessions.

### **Data analysis procedures**

After the application of the data collection instruments, researchers proceed to analyze the information. The affirmation “bringing order, structure and meaning to the mass of collected data” (Marshall and Rossman, 1999, as cited in Hamed and Said, 2013, p.1), helped to identify the impact of the approach and methods used to overcome the main problem in the classroom. Furthermore, Migrant & Seasonal Head Start (2006) stated that “It is important to see data analysis as part of a process. By this, investigators mean that data analysis involves goals; relationships; decision making; and ideas, in addition to working with the actual data itself” (p.19). This means that it is a construction of a variety of components that allows not only to convert data, but also to be part of a decision-making process that is vital for the interpretation of results.

Subsequently, in this section researchers described how the following instruments were applied during this research according to the purpose and expectations. First, researchers’ observations through field notes (FN) were used during learners’ online presentations, meetings, tutoring sessions, and participation in the virtual lessons. Through these types of instruments, researchers could identify feelings, gestures, and also the reactions of their students and peers. Second, session recordings (SR) helped to retain the information related to learners’ behavior and to analyze patterns of interaction that could not be perceived during online class time. Finally, the questionnaires (QS) were designed with open-ended questions to get information about learners’ perspective towards participation, empowerment, remote learning, and interaction.

Furthermore, researchers expected to identify some aspects through the use of triangulation as a strategy to measure the dimension of this study. This concept is defined by

## EMPOWERING FIRST LANGUAGE LEARNERS

Brender (2006) as: “(...) a rigorous scientific approach to compensate for weaknesses in the study methodology by application of different approaches for measuring the same characteristic” (p. 64). Thus, triangulation is a potential part of a research that provides advantages and precise results in its application; at the same time, conducting a wide range of proven results and a meticulous view of details and data. Agreeing with that point, the relevance of triangulation in a qualitative research is mentioned as “Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information (...)” (Carter et al., 2014, p.1), which means that this method gives a solid point to contribute to the legitimacy and credibility of data collection and analysis.

Lastly, once researchers described the data collection instruments applied, they started to report the analysis results. In this stage, they realized the impact of the implementation of online collaborative learning platforms through the dialogical approach supporting their findings that each instrument previously designed found (field notes, session recordings, and questionnaires). As a result, all those applied techniques have been fundamental in this study, reinforcing researchers in the work and analysis of the situation by opening doors to a possible solution to overcome the main problem and meeting the research expectations.

### **Instructional design**

To start, dialogical approach directs its attention to create an active environment through dialogue to reinforce learners' engagement in their virtual learning space. This idea agrees with McClure & Stewart (2013), who affirmed “dialogue creates opportunities for individuals' worldviews to be enhanced through the mutual shaping that occurs as ideas are shared” (p. 6), this means dialogue allows pupils to share different opinions and perspectives that contribute to their learning process. In addition, these authors mentioned that it is essential to build dialogical relationships, in which teachers and learners have an active

## EMPOWERING FIRST LANGUAGE LEARNERS

participation taking into account the context and culture to cultivate knowledge and promote different scenarios in remote sessions.

Having in mind the selected approach, researchers chose computer-supported collaborative learning (CSCL) as a pedagogical method. This focus provides not only benefits and advantages to address affective goals and cognitive development, but also instant interaction between learners and her/his peers through online platforms. Regarding this, Sung, Yang, & Lee (2017) argued that CSCL “aims to employ computer technology to facilitate collaboration, discussion, and exchanges among peers or between students and teachers and help achieve the goal of knowledge sharing and knowledge creation” (p. 768), which means that this space is where learners interact and collaborate to achieve shared goals with instructional and technological support and tools.

Along with those concepts, researchers planned to implement tasks to create authentic activities in which interaction, collaboration and participation are involved, that is why it may be defined as an activity in which there is an exchange of information linked to the real world to achieve a goal. Tang, Chiou & Jarsaillon (2015) claimed that “The best way to promote effective learning is by setting up classroom tasks that reflect the real-world tasks the learners will perform” (p. 2). Agreeing with that point, this idea leads to clarify some doubts about the effectiveness of tasks’ implementation in the learning process, improving the academic competence in the virtual environment, allowing students to demonstrate their knowledge and skills at many levels.

Furthermore, since the research was focused on learners' first language (Spanish), investigators determined that dialogical approach and computer-supported collaborative learning platforms (CSCL) through tasks fit the purpose of this study. In this way, empowering learners in their native language was primordial in order to use it as a vehicle to gain abilities for a second language learning performance in the future. Moreover, in

## EMPOWERING FIRST LANGUAGE LEARNERS

agreement with Lin (2015), integrating collaborative learning tasks in class exposes learners to share and create new mindsets through dialogue, discussion, and questioning, which could help them to comprehend and internalize critical concepts. In essence, implementing tasks while teaching Spanish could provide students with the necessary tools to participate actively in classes and as members of the society.

In addition, researchers decided to work with presentation, practice, production (PPP) lessons model during its development for the following reasons. Firstly, PPP consists of three parts; the first one is not only related to the presentation of the topic, but also involves its main characteristics; the second stage refers to the practice in which learners apply the information presented in the first part, and the third one is production where they will practice individually the topic (Hellström, 2015, p 7-8). Hence, it was related to how groups work to boost their confidence when they need to complete an activity; secondly, it was the use of authentic tasks involving problem-solving and real context situations that reinforced learners' communication and collaboration; and lastly affording a student-centered learning atmosphere in virtual Spanish classes. In this sense, the outcomes of the sessions were not just in terms of linguistic features, but also in how this strategy could help learners to interact with their peers and be engaged in the whole class.

Bearing in mind those aspects, investigators applied 8 PPP lessons (See chart No. 1) maintaining the topics established in the curriculum for high school learners in Spanish classes. Moreover, keeping in mind that people are social beings, researchers wanted to bolster learners' abilities to express their ideas, making emphasis on the importance of interaction and participation. Thus, students could become active citizens through communicative capabilities, also to be aware of the relevance of teamwork and to develop rhetorical bases to use in their learning process and future.

## EMPOWERING FIRST LANGUAGE LEARNERS

### **Main web pages used**

Technology and COVID-19 pandemic changed the ways of communication and sharing information in education. Bearing in mind the shift from in-site classes to virtual lessons, researchers looked for a video conference platform that could help them to develop the project. Zoom meetings were the most complete, this application had multiple features of which four were favorable for the development of the study. Those functions were the following: first, sharing desktop that allowed the attendees to see the presenter's desktop; second, a whiteboard to draw, annotate, and create a brainstorming and then save the work; third, breakout rooms that allowed automatically or manually to break the class into small groups, so the teacher could pop in and out to watch their progress; and finally, video recording to capture the sessions so they can be watched later (University of Baltimore, n.d.).

Other platforms were wiki collaboratively edited that “have great potential to promote collaboration, allowing, for instance, editing documents in real time and may promoting brainstorming and collective articulation of ideas” (Lopes, Oliveira & Costa, 2015, p.513); Canva, that is a tool used “to create more than twenty kinds of professional graphs as well as different ways to embed them, including downloading and adding them to presentations” (Gehred, 2020, p.2.); and Jamboard, that is “a cloud-based app that enables visual collaboration between users in real-time” (TeachThought, 2020, par.2).

There are tertiary platforms that will be described along the following timetable.

Table No. 1. Timetable

No. Lesson plan and date. Instruments applied	Time, topic and stages of the class	Aims	Virtual collaborative learning tools and interaction
<p>1 Abril 7, 2021</p> <p>Investigators observation through field notes, video recording, and initial questionnaire</p>	<p><b>Topic:</b> Introduction- orthography exercises</p> <p><b>Presentation:</b> In the first part of this stage, the teacher used a roulette with learners' names and at the same time a deck of cards, both of them using the application Wordwall, which contained some personal and academic questions. The idea was that everyone knew more about their classmates having into account that they came from different schools.</p> <p>In the second part, the teacher showed them an infographic created in Canva platform, with some orthographic mistakes and suggestions to not make them again.</p> <p><b>Practice:</b> In this stage, the teacher applied two activities, the first one related with the homophone words, and the second one, related with the word's stress. For this stage, the partform used was Comodicequedijo.</p> <p><b>Production:</b> In the production part, students were supposed to create a story using the orthographic aspects seen previously, they had to write in a powerpoint document on drive. Learners created the title and all the story working in pairs.</p> <p>Finally, the teacher worked with an alphabet soup created on Wordwall, in order to identify the principal topics we were going to work on</p>	<p><b>Research aims:</b> To know each other and observate learner's perceptions when interacting with students from different schools.</p> <p><b>Learning aims:</b> To know the principal topics classes were going to work on during the virtual sessions.</p> <p>To identify the common orthographic mistakes learner's had made in their process.</p>	<p>Roulette</p> <p>Word search puzzle</p> <p>Deck of cards</p> <p>Collaborative writing</p>

## EMPOWERING FIRST LANGUAGE LEARNERS

during all the virtual sessions.

**Note:** At the end of the class, the teacher applied one of the instruments prepared to collect data, which was “Initial questionnaire”.

<p>2</p> <p><b>April 8th, 2021</b></p> <p>Investigators observations through field notes, and video recording</p>	<p><b>Topic:</b> Communication in social media</p> <p><b>Presentation:</b> As for the first stage of the class, students watched a video about social media. Then, the teacher shared a Zoom Whiteboard in which students wrote down apps they had used. After that, the whole class discussed the advantages and disadvantages of social media in communication with the question, how does social media affect language and communication?</p> <p><b>Practice:</b> In the following stage of the class, the teacher showed and shared a chart in a jamboard with certain contexts in which students provided expressions they had used to communicate. The class talked about the importance of social media in their lives.</p> <p><b>Production:</b> Once we had identified certain benefits and scenarios, students went in trios and chose a product, they were assigned to work with different social media apps and used their creativity to sell it.</p>	<p><b>Research aim:</b> To check how students interact with each other when the topic is related to their daily lives.</p> <p><b>Learning aims:</b> To differentiate the language students use in social media from academic or formal papers.</p>	<p>Whole class Pair-work Individual work Whiteboards Canva Collaborative creations and writing</p>
<p>3</p> <p><b>April 9th, 2021</b></p> <p>Investigators observation trough field notes, and</p>	<p><b>Topic:</b> Language through signs, gestures and postures.</p> <p><b>Presentation:</b> Teacher projected a video uploaded on youtube, to present Colombian sign language, that let them to know some letters and express them using their hands. This resource contained the alphabet in Colombian sign language.</p>	<p><b>Research aim:</b> To identify how students react when interacting with the whole class.</p> <p><b>Learning aim:</b> To explore another way to</p>	<p>Whiteboard Canva Wizer Work with groups.</p>

## EMPOWERING FIRST LANGUAGE LEARNERS

<p>video recording</p>	<p>Then, the teacher showed common gestures known in Colombian context using a Canva presentation and also a video on youtube where gestures were applied in a real context.</p> <p><b>Practice:</b> Bearing in mind the two previous activities, students had to find a way to represent a specific action, such as “I have headache”, “I am hungry”, “I am nervous” “this is full” among others that are part of daily life.</p> <p><b>Production:</b> In this stage the teacher sent a link on Wizer, where there were some exercises related to language, signs and gestures to solve in groups.</p>	<p>communicate with people around.</p> <p>To recognize the importance of paralinguistics resources when communicating.</p>	<p>Individual work</p> <p>Collaborative ideas</p>
<p>4</p> <p><b>April 10th, 2021</b></p> <p>Investigators observation through field notes. and video recording.</p>	<p><b>Topic:</b> Creative writing.</p> <p><b>Presentation:</b> In this stage, students had to work in groups of three people. They had to read the context of a hypothetical situation proposed, then, they had to complete a story following with a sentence already established.</p> <p><b>Practice:</b> In this stage, the teacher asked participants to fill a Venn diagram with their perceptions about what are the differences and similarities between academic and creative writing. Then, the teacher will compare her own example with what students did.</p> <p><b>Production:</b> In this stage, students had to work in groups. They had to use a virtual dice and use a format to create a creative story. They used a dice to identify what scenario, character, and situation they had to use in order to create an innovative narrative.</p>	<p><b>Research aim:</b> To analyze what the individuals’ responses are as a result of having worked collaboratively in writing tasks.</p> <p><b>Learning aim:</b> To identify what differentiate academic writing from the creative one.</p>	<p>Online collaborative whiteboard in miro.com.</p> <p>Genially.ly</p> <p>Zoom board - Venn diagram</p> <p>Virtual dice</p> <p>“Create and story” format</p> <p>Google presentations for powerpoint</p> <p>Group work</p>

## EMPOWERING FIRST LANGUAGE LEARNERS

<p>5 April 13th, 2021</p> <p>Investigators observation through field notes and video recording</p>	<p><b>Topic:</b> Coherence - cohesion</p> <p><b>Presentation:</b> Individually, students had to develop an introductory activity using drive presentations. The activity was “rutina de pensamiento” and it was divided into three sections (Pienso, me interesa, investigo). Then, the teacher invited students to socialize the activity with the rest of the classmates, in order to know some comments and thoughts regarding the work of each person.</p> <p>Finally, the teacher clarified some terms about “coherencia y cohesión”</p> <p><b>Practice:</b> Taking into account the previous activity, the teacher programmed in zoom pairs, then they needed to solve an easy questionnaire about the main topic. The purpose of this work-pair was to promote collaborative-mutual learning.</p> <p><b>Production:</b> In the final stage, the teacher shared with them an interesting activity in Padlet, this activity was developed in pairs. They found there parts of a story and they needed to create the complete story with coherence and cohesion using logical connectors. Also, the expectation was they could share their ideas.</p>	<p><b>Research aim:</b> To recognize the impact of interaction in learners when developing tasks.</p> <p><b>Learning aim:</b> To identify the misconceptions of coherence and cohesion by the learners.</p>	<p>Docs.Google</p> <p>Quizziz</p> <p>Padlet</p> <p>Group work</p> <p>Individual work</p> <p>Collaborative ideas</p>
<p>6 April 14th, 2021</p> <p>Investigators observation through field notes.</p>	<p><b>Topic:</b> Symbols and signs</p> <p><b>Presentation:</b> In the first stage of this synchronous session, the teacher had provided to the learners a web page in which they could see known symbols in social media. Then, the teacher shared an image in which there was the alphabet according to symbols and the mission of learners was to write some words</p>	<p><b>Research aim:</b> To analyze the patterns of interaction among learners when creating content and learning collaboratively.</p> <p><b>Learning aim:</b> To differentiate</p>	<p>Canva</p> <p>Word</p> <p>WordWall</p> <p>ExplainEverything</p> <p>Collaborative work</p>

## EMPOWERING FIRST LANGUAGE LEARNERS

with those symbols in Zoom chat. Finally, the teacher explained to them through Word the difference between symbols, signs and signals.

**Practice:** In the practical stage, in pairs the learners had to log in WordWall and point out in the category to which the image belonged.

Then, the class talked about the success of the activity.

**Production:** Finally, students went in trios and they had the possibility to invent their own symbol, signal or sign in a creative way in a collaborative whiteboard called ExplainEverything.

Then, they talked about the reason why they chose this symbol with their classmates.

creatively symbols, signs and signals from human communication.

Work with groups

To recognize the importance of symbols, signals and signs in society.

<p>7 April 15th, 2021</p> <p>Investigators observation through field notes</p>	<p><b>Topic:</b> Narration</p> <p><b>Presentation:</b> As for the first part of the class, there was an exercise related to imagination and creation of stories. The teacher prepared the letters of the alphabet vertically, so learners could create a tale based on the first letter of the word. They participated, when the teacher called them, sharing the first thing that came to their minds as a preparation to narrate the story. One of them read the text in the way their partners want to. After it, the teacher explained some key concepts about narration.</p> <p><b>Practice:</b> After the teacher clarified doubts, learners were sent to work in pairs. They needed to create one character (following the teacher's instructions) before going to the next part of the class.</p> <p><b>Production:</b> The teacher gave</p>	<p><b>Research aim:</b> To verify how learners work independently following the teacher in charge instructions.</p> <p><b>Learning aim:</b> To develop creativity while creating characters and stories.</p>	<p>Google presentations</p> <p>Canva</p> <p>Padlet</p>
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## EMPOWERING FIRST LANGUAGE LEARNERS

students fragments of some traditional stories from Latin America. In groups, they changed different parts of their stories (the beginning or the end) to make the tales original including the character they created previously. Having that in mind, once they had completed the activity, they read it to their classmates.

<p><b>8</b> <b>April 16th,</b> <b>2021</b></p> <p>Investigators observation through field notes</p>	<p><b>Topic:</b> Debates</p> <p><b>Presentation:</b> In this stage participants had to classify some topics they considered easy and difficult to approach in a conversation. In this sense, they link words and explain why This activity was carried out in a padlet.</p> <p><b>Practice:</b> In this stage participants wrote some keywords that represent the essence of a debate doing it through their previous knowledge. Then, the teacher shared with them what the concept of a debate is.</p> <p><b>Production:</b> In this stage participants had to play a board game in which they worked in groups of four people and they were assigned to answer some tricky questions, they had to be sincere to what they really thought. At the end, we are going to make some conclusions about what a debate is.</p> <p><b>Note:</b> At the end of the class, the teacher applied one of the instruments prepared to collect data, which was “Final questionnaire”.</p>	<p><b>Research aims:</b> To analyze how participants interact when they are sharing opinions.</p> <p>To observe if there is some change when activities require oral skills.</p> <p><b>Learning aim:</b> To create an opinion giving strong arguments.</p>	<p>Padlet</p> <p>Mentimeter</p> <p>Genially.ly</p> <p>The whole class interaction</p> <p>Group work interaction</p>
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## EMPOWERING FIRST LANGUAGE LEARNERS

**Codification and decodification of data collection instruments**

As you could perceive in data analysis procedures, investigators assigned codes in order to manipulate the data; therefore, it is important to consolidate them before starting to analyze the data collected.

**Table No. 2. Codification and recodification of data collection instruments**

<b>Item</b>	<b>Codification</b>	<b>Decodification</b>
1	FN	Field notes
2	SR-C	Session recording - Conversation
3	SR-N	Session recording - Notes
4	IQ	Initial questionnaire
5	FQ	Final questionnaire

Items from 1-4 were accompanied by the corresponding number of the session, and also with letters “A” and “B”, which mean that those instruments come from different observers. For example: FN1A= First session’s field notes from observator A, and FN1B= First session’s field notes from observator B. Talking about session recordings (SR), they were codified with the assigned number of the session, for instance, SR1= First session recordings or SR2 = Second session recording. Finally, the initial questionnaire (IQ) and final questionnaire (FQ) were applied in the first and last Spanish session.

### **Chapter IV: Data analysis and Findings**

The main purpose of this chapter is to describe and analyze what the data evidenced throughout the research lessons. The data analysis of this study is qualitative because researchers agree with Nassaji (2015) who stated that “Qualitative research (...) often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.” (p. 129). Those steps were taken into consideration in this project because some instruments were designed, the data was collected from them and analyzed until researchers developed categories to interpret.

Regarding the process of the data collection, the action research study had a different focus. The first aspect was the implementation of a needs analysis in the classroom, in which researchers could identify the problem to address on the basis of established activities by the teacher. From that point, after knowing students’ struggles and needs in their learning process, the action research started. The aim was to plan and create collaborative tasks to take action and to analyze what the data showed, then to report if the results reached the research objective. The procedures were not cyclical, but they were useful for investigators to enrich the research project contemplating virtual scenarios.

Thus, the plan for collecting data in this research emerged from the development of eight Spanish classes, in which from 9 to 11 participants contributed to this fundamental research stage. Firstly, each investigator was in charge of carrying out two sessions with topics related to communication and writing. In this sense, investigators applied three instruments per class, analyzing 2 field notes and 1 session recording format, having in total 24 pieces of data collected.

During the application of this study in Spanish classes, some vital elements such as categories were identified, whose mission was to facilitate the classification, analysis and interpretation of data after its collection. Moreover, in agreement with Richards & Richards

## EMPOWERING FIRST LANGUAGE LEARNERS

(s.f) “categories have been described as a powerful and universal technique for organizing and relating concepts, objects, thoughts and other types of topic” (p. 88). Consequently, this confirmed the representation of this term as a concept that encompassed and contributed to the research structure and the coherent understanding of the findings.

Bearing in mind the relevance of pointing out categories and what those covered, it is essential to reiterate that this researchers’ analysis allowed them to identify four cornerstones in the data collection process. Primary, the patterns of interaction, pair and small groups work; secondly, learners’ mutual support on ICT management skills; thirdly, collaborative construction of knowledge while developing online tasks; and finally, learners’ willingness to actively express their insights during Spanish lessons. It is also relevant to note that these elements are part of the research in terms of empowering learners through dialogical approach and computer-supported collaborative learning.

### **Whole class, small groups and pair work as empowering patterns of interaction**

Regarding the first category, it introduces the most remarkable patterns of interaction in the virtual classroom: in pairs, small groups and whole class work. It emphasizes the types of communication found in a classroom among learners and teachers who are part of the interaction in the virtual class, resulting in collaboration-based learning. Furthermore, the term of this concept is described by Sfard (as cited by Palonen & Hakkarainen, 2000, p. 338) as: “Learning is not only an individual knowledge-acquisition process but also a process of participating in cultural practices and communities”. In essence, there is evidence of the impact of the interaction on the learning-teaching process on the improvement of the relationship between people that constituted the class.

As a consequence of the pandemic, the interaction between learners and the intervention of the information communication technologies (ICT) had been a complete challenge in education. The implementation of synchronous sessions in schools had, in some

## EMPOWERING FIRST LANGUAGE LEARNERS

cases, an educational-social advantage due to the opportunity for learners to interact with their classmates in pairs or small groups. In this way, Boonsue, Jansem & Srinaowaratt (2015) acclaimed that “(...) interaction is the key factor constituting successful communication” (p. 100), which leads to conclude that interaction significantly helps teachers and learners to improve the learning-teaching experience in class.

Bearing in mind the previous quote about patterns of interaction, the following sample introduces SR-C5 (Session Recording Conversation 5) as an example of interactivity during the session. This goes from the minutes 35:22 to 36:08. In short, there is a noticeable interaction between teacher and student where they are showing the production of an activity.

***SR-C, Session recording conversation sample:***

**Teacher:** “Ah bueno, yo le pedí el favor a alguien que me compartiera pantalla. Por ejemplo, no sé, estudiante A, compárteme pantalla tú que estás en computador, por favor sobre la actividad que estábamos haciendo, sobre el quiz, tú que eres una chica tan amable. (Ok, I asked someone to share the screen. For example, I don't know, student A, please share your screen because you are connected by your computer, please about the activity we were doing, about the quiz, you who are such a nice girl).

**Learner A:** Noooo, teacher, ¿me escucha? (No, teacher, can you hear me?).

**Teacher:** Sí (Yes).

**Learner A:** Ehh, no, es que como le parece que se tildó el computador; o sea no sé qué le pasó, no veo nada. Entonces no me da para leer, no veo nada. (Ehh, no, it seems that my computer stopped working, I mean I don't know what happened, I cannot see anything. So, I cannot read, I cannot see anything).

**Teacher:** Bueno, no importa, no importa. Vamos a mirar entonces, yo les voy a compartir pantalla y me cuentan si están viendo (Ok, it doesn't matter, it doesn't matter. Let me see, I am going to share my screen and then you are going to tell me if you can see my screen)."

According to the previous sample, it is possible to identify how the communication and interaction between teacher and learners solved an issue to reach a common agreement. Also, some patterns were evident not only in the session recordings, but also in some field notes like this one:

***FN4, Field notes sample:***

**Observer A:** "Furthermore, the participation and interaction were remarkable in smaller groups than in the main one. Students talked a lot more, shared ideas, made agreements or disagreements."

In the previous field note sample, observer A mentioned how participation and interaction were highlighted during the development of some class activities. Moreover, observer A remarked that students speak more when they are in small groups than when they are participating individually.

Having related the two samples mentioned above, the following one shows a conversation among learners developing an interactive exercise, in which their interventions were necessary. This one is SR-C 8 and goes from 1:07:25 to 1:09:05.

***SR-C8, Session recording conversation sample:***

**Leaner A:** "Qué prefieres, ¿pasar tu vida comiendo comida basura o no comer nunca más las cosas que te gustan? (Do you prefer spending your life eating junk or do you prefer not eating the food you like).

**Learner B:** No, no, jaja. Pues yo prefiero, pues no comer nunca más las cosas que me gustan, pues hay hartas cosas que pues no me gustan pero aprenderé a acostumbr... Me acostumbraré. (No, no, haha. Well, I prefer not to eat things that I like during the rest of my life, because there are some things that I do not like but I will learn to get used to...I will get used to it).

**Learner C:** Se imagina que esa comida lo haga pf jajaja (You imagine the food makes you pf hahaha).

**Learner D:** ¡Qué pena interrumpo yo aquí!, ¡Qué pena yo interrumpo aquí!. Pero uno analizando ahorita, analizando ya la pregunta, ¿qué prefieres?, ¿comer comida de basura o no comer lo que te gusta? Si elegimos no comer comida de la basura, uno no va a poder comer las cosas que le gustan. (I am sorry to interrupt here! I am so sorry to interrupt here!. But analyzing right now, analyzing the question, what do you prefer? Do you prefer eating junk food or not eating what you like? If we choose not to eat junk food, we will not be able to eat the food we like).

**Learner A:** ¿Cierto? estaba pensando... (Right? I was thinking...).

**Learner B:** Nooooooooooooo (Noooooooooooo).

**Learner C:** Las cosas que no le gustan de igual manera va a comer algo que no quiere jiji. ¡Qué no le gusta! (The things that we do not like; anyway, we are going to eat something that we do not like).

**Learner B:** ¡Buuaaaaaaaaaaaa! nos explotó la cabeza. Bueno, le toca al D ahora (Buuaaaaaaaaaaaa! Our heads exploded. Ok, now it is your turn, D).

**Learner C:** Bueno, me toca ahorita (Ok, my turn is later)."

Besides, this category includes an IQ (Initial Questionnaire), which represents what the thoughts of the participants were when answering the following question: How do you

## EMPOWERING FIRST LANGUAGE LEARNERS

think interaction influences your learning process? Explain your answer. The following are the answers that researchers obtained from learners:

***IQ - Initial questionnaire's answers samples:***

**Learner A:** “Realmente me parece que todas las personas tienen algo valioso que enseñarnos, es por esto que interactuar, es fundamental para un desarrollo óptimo de nuestras capacidades de aprendizaje, permitiéndonos explorar el mundo y sabiduría de cada persona” (Honestly, it seems to me that everybody has something valuable to teach us, that is why interacting is essential for an optimal development of our learning capacities, allowing us to explore the world and the wisdom of the people).

**Learner B:** “La interacción es buena en el proceso de aprendizaje ya que así podemos hacer a personas compañeristas y que sepan trabajar en equipo” (Interaction is good in the learning process since this way we can foster fellowship and we can learn to work in groups).

At the same time, on FN8A (Field Notes 8 observer A) was evidenced how the interaction among learners was perceived by the observator in terms of not only the interactivity seen in the class number eight, but also the improvement of interaction in class from the first class to the final class:

***FN, Field Notes Samples:***

**Observer A:** “In the final part of the class, the interaction among them was engaging for me as an observer. I could evidence how collaborative work improved, the interaction was really good. In short, the whole class participated and gave their perspectives in order to create knowledge.”

## EMPOWERING FIRST LANGUAGE LEARNERS

Hence, investigators and students' insights were perceived in the previous research samples. Moreover, having in mind FQ (Final Questionnaire), learners answered this question: Did the participation spaces contribute to the development of your oral expression? Sharing their thoughts in the following sample.

***FQ, Final questionnaire's answers samples:***

**Learner A:** "Sí, porque de cierta manera nos ayuda a soltarnos más y hacer que participemos" (Yes, because it can help us to participate and to be more fluent speaking).

**Learner B:** "Si, me dejaron hablar y expresar mi punto de vista mucho mejor." (Yes, they let me speak and express my point of view in a better way).

**Learner C:** "Si, me pusieron con ansias a participar más en diferentes clases" (Yes, they motivated me to participate more in different classes).

These preceding answers demonstrated how the learners' confidence was improving when participating throughout the classes. Besides, promoting a participatory, respectful and trustworthy environment helped to the development of the empowerment of each student, which results in benefiting their learning process.

According to the samples taken during the development of the eight virtual classes, observers perceived that some learners participated and interacted more easily than others. However, it was surprising to notice how participation was improving throughout the sessions due to the activities and the encouragement from teachers towards learners. This finding is supported by Allwright (s. f) who stated "(...) the important business of establishing the appropriate socio-emotional atmosphere for the interaction" (p. 162). The author affirmed that the emotional space environment is fundamental when learners and teachers are fostering the interaction in class.

## EMPOWERING FIRST LANGUAGE LEARNERS

**Learners' mutual support on ICT management on virtual Spanish classes**

The internet and COVID-19 pandemic are changing popular conceptions about collaborative work and support among learners, replacing the traditional face-to-face environment to virtual spaces. Through the advance of the information communication technologies (ICT), learners have evolved to encompass new forms of interaction and collaboration that “assumes that group members engage in mutual support and assistance through shared experiences and knowledge” (Shulman as cited in Wilke, Randolph & Vinton, 2009, p.19). This denotes that the adoption of online learning in this sanitary emergency is not only a necessity, but also an opportunity to explore solutions.

Learners' mutual support on ICT inside the virtual class is a fundamental aspect that not only concerns the teacher, but to students as well. During class, multiple technological issues are likely to arise, “such as the difficulty of accessing the network, the speed of data transmission, the quality of students' and teachers' ICT skills, the ability to manage time and knowledge of the best ways to interact online with other students” (Ferri, Grifoni & Guzzo, 2020, p.12). However, not all students know how ICT works and the options it offers, the same authors stated “although students are usually very familiar with the use of digital devices, they may not be prepared to receive remote teaching and it is quite difficult to capture their attention” (p.8). This means that despite learners have contact with social platforms, they may need to learn how to use the ICTs in order to fulfil academic goals in their process.

Connecting the previous statement with the data collected, it is important to focus on SR-C 6, in minutes from 12:45 to 13:30, where there was a conversation between two students, who were having some issues at the moment of developing the production activity.

***SR-C6, Session recording conversation sample:***

## EMPOWERING FIRST LANGUAGE LEARNERS

**Learner A:** “B, ¿qué está haciendo? (B, what are you doing?)

**Learner B:** No sé, aquí, como todo el mundo está pintando. (I do not know, here, everybody is painting).

**Learner A:** ¿Y no se puede alejar y lo puede hacer en otro lado? (Ans can't you zoom out the screen? and do it elsewhere?).

**Learner B:** Mmmh pere a ver. (Mmmh wait a moment).

**Learner A:** Creo que no. (I do not think so).

**Learner B:** No creo que no, tampoco. (No, I do not think so either).

**Learner A:** Pero creo que se puede mmm como si fuera una hoja, se puede correr. (But I think we can use it mmm like a paper sheet, we can move it).

**Learner B:** Sí (yes).”

In the same way, on FN6A's and on SR6N (Session Recording 6, Notes) comments, it was mentioned that there was a problem with the platform used and also said having suggested solutions to the learners to continue with the activity:

***FN6A - Field notes sample:***

**Observer A:** “The last activity was a little difficult because they had to draw on the same whiteboard, and there was a person who was interrupting the learner's contributions. The solution to this problem was to use a notebook or another platform such as Jamboard that is a more private app.”

***SR6N - Session recording notes samples:***

**Observator A:** “I think one of the drawbacks that the class had was the internet connection between students and the teacher, something that complicated the development of it. Also,

there was an application called *Whiteboard* that made a little bit difficult the development of the activity because it was an app that was shared for everyone so one person was moving everything (affecting others students' progress) that is why the teacher had to create a plan b without involving technology.”

Regarding technological problem-solving, it is important to look at the SRC-3, minute 28:24 to 28:41, where there were two students, trying to access an online platform to complete an activity.

***SRC3 - Session recording conversation sample:***

**Teacher:** “Hola, ¿tienen alguna duda? ¿No han podido ingresar? (Hello, do you have any doubt? Have you not been able to access it?)

**Learner A:** Hola, no, si ya, si no que lo estábamos haciendo y mi internet se pausó, se dañó, entonces él ahora va a compartir. (Hello, no, yes, we have, the thing is that we were working on it, but I had some internet connection issues, so he is going to share his screen).

**Teacher:** Ah listo. (Okay)”

According to the previous fragment they had had a conversation before the teacher came inside the breakout room (on Zoom), because by that time, they had found a solution, that was for student B to share the screen since student A had problems with her internet connection. Furthermore, in IQ there was the following question: Do you consider that you have good command of ICT (Information and Communication Technologies)?, in which researchers obtained the following answers:

***IQ answers samples:***

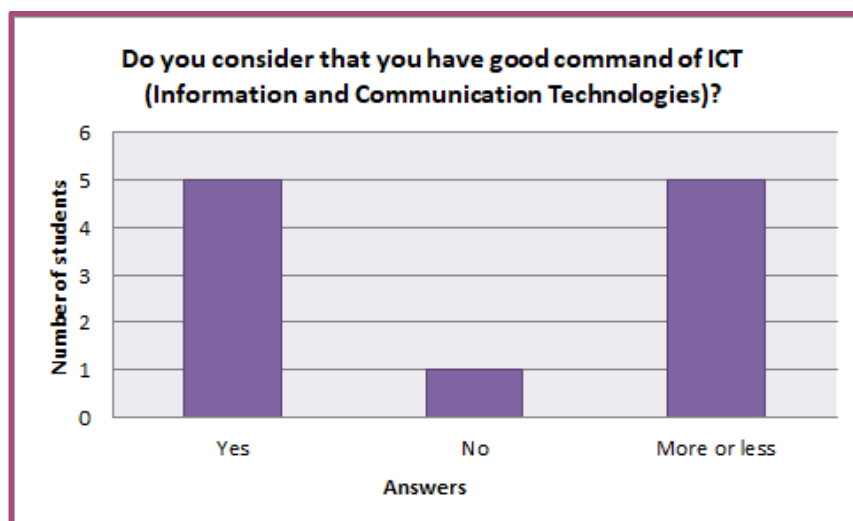
**A:** “Realmente, sé lo básico, debo aprender muchas cosas sobre este tema, en ocasiones, la

tecnología avanza tan rápido que incluso los jóvenes nos vemos afectados por el uso de esta, por su acelerado desarrollo.” (Honestly, I know the basics. I should learn more about this topic because technology advances so fast that even young people are affected due to its accelerated development).

**B:** “Si, la pandemia ha generado que aprenda a manejar ciertos sistemas que de gran medida ya utilizaba, aprendo rápido nuevas cosas de ciertas páginas aplicaciones.” (Yes, pandemic has made me learn how to use certain systems that I use before, I learn new things related to web tools so fast).

These answers helped the teachers to identify their learner’s necessities in relation to computer-supported collaborative learning (CSCL) to create their lesson plans with accurate platforms; although, there were open-ended questions, we could consolidate the information in the following bar chart:

**Figure 1. Do you consider that you have a good command of ICT?**



Once classes were performed, the whole group solved the FQ (Final Questionnaire), in which researchers included a question about the advance they thought they had in relation to the ICT inside the virtual classroom, this was: Do you think that your ICT skills had an

## EMPOWERING FIRST LANGUAGE LEARNERS

improvement thanks to the activities proposed in class? and some of the answers were the following:

*FQ answers samples:*

**A:** “Bastante, hubo aplicaciones bastante interesantes que no había escuchado”. (A lot!, there were some pretty interesting applications that I had not heard of before).

**B:** “Sí, ahora tengo un poco más de experiencia en las TIC” (Yes, now I have a little more experience in ICT).

**C:** “Sí, me sentí cómoda y creo que tuve una mejoría notoria” (Yes, I felt comfortable and I think I had a noticeable improvement).

The previous comments showed the researchers that students also perceived an advance inside their learning process, they knew new collaborative learning platforms, the options these platforms offered for the development of activities, and the importance of using Computer-Supported Collaborative Learning (CSCL) to promote their empowerment at the moment to socialize and participate.

Having related the previous answers samples and taking into account the development of the eight virtual classes, researchers could notice that some students had prior knowledge of the use of ICT; some others presented difficulties when sharing the screen, activating the audio, and accessing to platforms. However, thanks to the learners’ mutual support, all problems and issues were solved and activities fulfilled the objectives. Together with our study, there was another similar project related to mutual aid in online learning environments that concluded positively “The results of this study begin to demonstrate that the beneficial processes of mutual aid in groups can be applied to online learning” (Wilke, Randolph, & Vinton, 2009, p.14). Based on that, we realized the clear connection between both of them

## EMPOWERING FIRST LANGUAGE LEARNERS

since the results were akin in regards to ICT management, facilitating and establishing not only the group work, but also the educational process in virtual environments.

### **Collaborative construction of knowledge while developing online tasks**

Following the categories, collaborative construction of knowledge in online activities was significant at the moment of interaction in peers, groups, whole class or teacher-student. According to Kent, Laslo and Rafaeli (2016) “Online discussions hold a promise for collaborative knowledge construction: participants in online communities are afforded the opportunity to share ideas, learn from peers and build knowledge collectively, while reading and reflecting on each other's thoughts.” (p. 117), indicating that collaboration helped learners to produce knowledge while interacting. The previous authors made another reference within the document associated with collaboration and how knowledge is constructed between people by a social process of interacting, and less as individuals (Kent, Laslo and Rafaeli, 2016).

In addition, learners' mutual creation of knowledge in class is a leading strategy inside the classroom because it means a shift from the typical one-way interaction between the teacher and learner to an informal level of peer feedback and support (Rollinson, 2005). This change evidenced a different approach and focus for teaching and learning, in which learners construct meanings with their classmates and their contributions are as valuable as the teacher's. Furthermore, those spaces where students collaborate may encourage them to participate, increase confidence and understand the importance of peer-feedback.

Connecting theory with data results, it is crucial to mention that the concept of computer-supported collaborative learning (CSCL) was the first step in including collaboration and empowerment in virtual classes. The data revealed that collaborative work was an effective strategy to empower learners to feel comfortable enough in the Spanish lessons to participate, interact and support their classmates when necessary. This change

## EMPOWERING FIRST LANGUAGE LEARNERS

made an impact on students' process because they were showing small progress in terms of dialogue, sharing ideas, and teamwork as lessons went by.

The following Field Notes fragments FN2B, FN3A, FN5B, and FN7A, evidenced learners' progress from being timid and quiet, to start constructing knowledge and stories together.

*Field Notes Sample:***FN2B**

**Observer B:** "They participated more when the teacher required it (the teacher's intervention was very important due to the motivation that she promotes during the class). Also, it was evident students participated more in some activities than in others, for example: I could perceive more interaction among them in collaborative work than expressing their ideas to the rest of their classmates."

**FN3A**

**Observer A:** "In the third part of the session, passing in the rooms, I was analyzing how they were complementing each other. If someone had a doubt and the other knew the answer, they could share the necessary information to build the meaning together. There was a lot of dialogue and agreements."

**FN5B**

**Observer B:** "When they were working in groups, I could notice that they were a good complement working in that way because if someone didn't understand the topic or the instruction, the other person would explain. Also, each of them gave their opinion and the

other listened to and showed agreement or not and complemented the ideas, in other words they constructed meanings together.”

#### FN7A

**Observer A:** “I perceived that they were working on the task collaboratively, sharing ideas and making agreements. In the socialization of their characters, they were really creative and when they explained how their character was, they were really enthusiastic to show their characteristics. In this part, I could notice that they were making agreements through the dialogue in order to complete the story.”

Once the data was analyzed, researchers also could identify some difficulties in teachers’ and learners’ connectivity. Virtual lessons lean part of its development to internet connection and how effective and consistent it is; that is why, when there was an unstable connection, learners tended to lose their attention. Moreover, working together to create a text was a task in which they needed to share their insights constantly and being interrupted by connectivity or external issues affected that collaboration stage.

Linking the previous affirmation with data collected, it is necessary to look at SR-C 7, from 25:00 to 25:31. In this specific part, one learner could not hear the teacher’s instructions or communicate with her partner because the electricity was cut.

#### *SRC7 - Session recording conversation sample:*

**Teacher:** “Hola, niñas. ¿Entendieron lo que tienen que hacer? (Hi, girls. Did you understand what you have to do?)

**A:** Hola, es que lo que pasa es que a mi se me fue la luz entonces pues la verdad no alcancé a escuchar nada... nada de la explicación y no sé bien qué hacer pero estoy hablándole a la

compañera, no sé no me escucha, la verdad le he hablado... ya le he dicho como cuatro veces que si escucha... y no sé... no me responde, no sé qué pasa. (Hello, the thing is the light went out, so I couldn't hear anything... about the explanation and I do not know what I have to do, but I am talking to my partner, I don't know if she heard me, I have talked to her... I had been telling her like four times if she heard me... and I don't know... she does not answer me, I don't know what happened).”

Indeed, internet issues did not alter the whole progress, but the flow of the class. This, referring to the repetition of instructions and the awaiting for internet reconnection.

Nevertheless, learners were willing to follow them and to complete the activities with disposition. The construction of knowledge was a process that ended up working fruitfully and it was noticeable when they had to create characters, stories, drawings or to solve worksheets in pairs or small groups. Learners' interaction was developed up to the point of finishing tasks faster than it was expected because they were communicating confidently and sharing lots of ideas.

In this fragment of SR-C 7 from 29:30 to 30:28 and from 32:05 to 32:40, two students were sharing insights about the creation of a princess. The recording is divided into two different scenes because the teacher was going to each room to verify if everyone was working.

***Session recording conversation sample:***

**Learner A:** “Pues podríamos decir más o menos como es... alta... en vez de decir como la estatura. (Well we could say the way she is... tall... instead of telling the height).

**Learner B:** Se pondría... a ver se pondría como ehhe, es alta, su estatura es de 1,70... de 1,70 ehhe pues no sé como que ya se puso todo, uno qué más pone? (We could write... let

me see we could write something like eh, she is tall, her height is 1,70... 1,70 eh, I don't know, it seems its done, right? what else?)

**Learner A:** Podríamos poner que utiliza un vestido largo (we could write that she wears a long dress).

**Learner B:** Ajá, un vestido... sí un vestido largo... le gustan los vestidos largos (Yeah, a dress... a long dress... she likes long dresses).

(...)

**Learner A:** Podríamos ponerle que practica algún deporte. (We could say that she practices a sport)

**Learner B:** A ver... un deporte... cuál podría ser un deporte... el voleibol o qué no sé... me la imagino con voleibol. (Let 's see... a sport... which sport could be... volleyball or I don't know... I imagine her playing volleyball).

**Learner A:** Sí podría ser. (Yeah, that one could be)"

Bearing in mind the following questions: Do you think your self confidence to participate would increase through collaborative work? in the IQ and Do you consider that there were some changes in terms of interaction during the virtual classes? in the FQ, researchers perceived a progress in learners' confidence through their answers from the first to the last class. Reading their thoughts about collaboration, we recognized learners' improvement on participation and how group work was helpful to encourage them.

***IQ initial questionnaire answer sample:***

**A:** "Por trabajos grupales ayuda muchísimo ya que se siente más acompañado y puede ser más sociable y tiene una ayuda extra por medio de compañeros." (Group work helps a lot because we feel supported and we can share ideas and have extra help from the classmates).

*FQ answer sample:*

**B:** “Claro que sí, porque al principio casi nadie hablaba y éramos muy tímidos ya a lo último como que no sabíamos quien iba primero para participar y nos iba muy bien.” (Of course, because at the beginning nobody talked, we were shy, but at the end as we did not know who was the first to participate and we were doing well).

Those two examples evidenced the progress throughout the eight Spanish lessons in learners’ words. The main point of this research was to implement collaborative strategies through a dialogic approach so as to create an active and empowered environment in the online classes, which was perceptible in the development of the lessons thanks to collaboration and dialogue. Virtual spaces provided lots of tools to implement in in-class tasks to catch learners’ interest and then guide them to construct knowledge collaboratively.

Relating this category with the theory and showing what the data evidenced regarding collaborative construction of knowledge, researchers may conclude that empowering educational spaces result in interactive participation and collaboration in tasks. Further, the learner-learner creation, support and feedback was necessary for a CSCL environment in the virtual classes. As Onrubia & Engel (2009) “Collaborative knowledge construction in virtual environments requires high levels of continuous interaction and reciprocal communication between the participants, allowing argumentation, negotiation, discussion and the joint construction of meanings” (p. 1257). This affirmation reflects on how learners behave and interact in online classes.

**Empowering learners’ participation in Spanish online classes**

Continuing with the categories, researchers identified an essential feature during virtual sessions: learners’ participation. In light of the previous idea, Student Participation in Classroom Discussions (as cited by Gallardo, 2016) stated that “participation can be seen as a

## EMPOWERING FIRST LANGUAGE LEARNERS

process which can be divided into five classifications: preparation, contribution to discussion, group works, communication skills, and attendance” (p. 3). Thus, the previous classification will be reflected in the development of this section within learners’ mandatory and voluntary participation, which were the two major types found after the analysis.

First of all, mandatory participation will be addressed, in which researchers deliberated that asking for some participants’ contributions in some pre-established activities and questions during the virtual sessions was essential. That is why researchers agreed with Gallardo (2016) who stated that “If educators get students more actively engaged in the classroom, students become active learners and are able to start using their critical thinking skills which in turn encourages student participation more frequently” (p. 4). Consequently, students could work on their abilities step by step ending up in constant interventions in an unconscious process.

Afterwards, researchers found that from the five participation concepts mentioned by Gallardo (2016) — preparation, group work, and contribution to discussion were related to required participation. Firstly, preparation has to do with learners' previous work before socializing the development of the required task to the class. This was connected to the project because it was mandatory for students to complete the assigned activities beforehand following the teacher’s instructions and exchanging insights. Preparation is one of the initial stages for learners to agree on ideas and to participate eventually.

Part of the preparation part is evident in the SR-C 5 from minutes 43:10 to 58: 00 shown below.

*SR-C5, Session Recording Conversation Sample*

<p><b>Teacher:</b> “Nos vamos a hacer de a parejitas, los voy a unir nuevamente (...) la idea es que ustedes coloquen los conectores lógicos que hacen la cohesión y que el texto tenga</p>
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coherencia (...) la idea es que lo organicen, que quede un texto, que quede como estructurado, ¿entendieron? (we are going to work in pairs, I am going to make groups again (...) the main idea is you can place linking words that allow the cohesion and coherence (...) the idea is you can organize it, it can result in a structured text, have you understood me?)

**Teacher:** “¿Si pudieron compartir? pues obviamente la idea era esa” (Did you share your ideas? this was the main idea).

Relating the preceding three participation classifications, there was also group work and contribution to discussion inside the virtual lessons. From the first to the last online class, participants carried out activities in random groups created by the teachers to examine how the interaction between them was. Consequently, from this factor emerged the third aspect: contribution to discussion. Researchers perceived that working in groups led learners to discuss and share ideas confidently because they felt supported by their partners.

To exemplify the idea there was a session recording, SR-C 7 minute 56:28 - 57:21, in which researchers could point out learners' required participation once the teacher asked them and partnership in the activity.

**SR-C7, Session recording conversation sample:**

**Teacher:** “Cómo se sintió A o cómo se sintió B o C o D, si nos quieren compartir obviamente. (How A felt or how B or C or D felt, if you want to share with us, obviously).

**Teacher:** Cuéntanos A.(Tell us A).

**Learner A:** Pues yo me sentí muy bien y con mi compañera D, resolvimos rápido la historia que teníamos que hacer. (Well, I felt very good and with my partner D, we quickly solved the story we had to do).

**Teacher:** ¡Bueno, excelente, super, felicitaciones! (Well, excellent, super, congratulations!).

**Learner B:** Pues sí, yo también igual que mi compañera me sentí muy bien haciendo la actividad. Y pues fue una actividad en que uno interactúa mucho con los compañeros y si, también nos entendimos bien con mis compañeras, super. (Well, yes, me too, like my partner I felt very good doing the activity. And... well... It was an activity in which I interacted a lot with the classmates. And... yes, we also understood well with my classmates, super).”

Nevertheless, researchers understood that asking for opinions when all learners were in classes, with people who never met before, could be a complicated dynamic. That is why when there were uncomfortable silences during some activities, teachers opted for choosing learners, asking, and involving them in class discussions. Surprisingly, they answered immediately. The following are examples of the required participation by the teacher.

*Field notes examples:*

**FN2**

**Observer A:** “In the analysis, it is important to highlight the following aspects: they

participated more when the teacher required it (The teacher's intervention was very important due to the motivation that she promotes during the class)."

### FN3

**Observer B:** "In the first part of the session, they were a little bit shy to answer. But at the end few of them answered and the rest answered when they were asked. They gave brilliant ideas. They were doing the actions that they were watching in the video. At the end, participants that were asked to spell their name in sign language achieved the objective."

Taking into account the required participation, the following SR-N show how researchers perceived the relevance of questioning in order to empower them to answer.

#### *Session Recording Notes samples:*

### SR-N 1

**Observer A:** "I perceived that they answered the questions in the wordwall.net platform when they were asked. They were a little bit shy to say what they thought."

### SR-N 4

**Observer B:** "At the beginning students were a bit shy when the teacher asked a question in the first stage of the class, then the teacher divided them in groups in order to work in groups in a proper way. They participated more when the teacher required their interventions."

Another factor that affected the participants' contributions was the poor internet connection that many of them had during sessions. It was a crucial point to reflect on because when the connectivity was interrupted, the pupil came back to the class totally lost and the participation was affected by this issue. Next, there will be some examples of this situation.

***FN3B, Field notes sample:***

“Instructions need to be clearer. Some learners had difficulties with internet connection, which made them confused.” “Through the video I could notice that some of them had low connectivity that made their voices cut off and unclear.”

***Session recording notes samples:***

**SR-N 2:** “Through the video I could notice that some of them had low connectivity that made their voices cut off and unclear. Just for one of them it was difficult to participate in the board because he was using a mobile device.”

**SR-N 4:** “The pages used during the development of the class were appropriate for the topic. Also there were some difficulties in terms of internet connection but the teacher then could clarify the doubts.”

**SR-N 7:** “A student told the teacher that he was having some inconveniences with his internet connection, for that reason he couldn’t answer the question.”

In regards to the second type of participation that is voluntary, researchers distinguished how it was increasing and emerging naturally. According to Agrawal 2003 (cited by Kılınc and Firat, 2017, p.2) “voluntariness (...) is defined as a choice or action performed without others’ influence or being subjected to any compelling external exposure.” In this sense, investigators could notice a solid voluntary participation, especially when they were developing activities that involve topics of their interests or nearly to their contexts. In this case, talking about social media and controversial topics of today were crucial to empower them and make visible their thinking.

## EMPOWERING FIRST LANGUAGE LEARNERS

As a further matter, voluntary participation was correlated to three of the five types of participation according to Gallardo (2016): attendance, contribution to discussion, and communication skills. The first one regards attendance, in which investigators noted that participants were present in almost all classes, adding the essential factor of being punctual, at their own initiative demonstrating their interest to be part of the project. This aspect was crucial for the construction of the sessions because teachers could plan their lessons expecting learners' presence in the remote classes.

Concerning voluntary contribution to discussion from learners, researchers acknowledged a progressive involvement in virtual tasks. This improvement was palpable throughout the classes having an impact on critical and thinking skills; also, voluntary participation may have an impact because of student-to-student learning, increasing not only comprehension and respect in cooperation but also the relationship between learners-teachers.

Besides, the third aspect associated with voluntary participation was communication skills. Communication is defined by Reddy (n.d) as "An act of interaction and sharing emotions and thoughts with others. It is the best way to receive, provide and exchange information" (p. 1). which means that communication is necessary, so students can express themselves efficiently, increasing opportunities to extend learning, bearing in mind this is a continuous process that requires an everyday practice.

An external study explained the importance of "Communication Skills Training" for students to develop cooperation, empathy, interpersonal relationships, group work, and sharing. This training helps individuals to trust themselves and their skills in order to face difficult situations they may encounter in the future (Erozkan, 2013, p. 742).

The previous idea complements this research study because investigators could realize during the virtual sessions how participants used the communication through collaboration, enhancing their social interaction and creating a positive learning environment full of respect

## EMPOWERING FIRST LANGUAGE LEARNERS

and active listening. Besides, those authors show us the importance of mainstreaming the communication skills not only to reinforce relationships but also to promote a more integral learning process.

***FN8 - Field Notes Samples:***

**Observer A:** “Students were involved in a dynamic way because the topic was pretty interesting for them, and also because they could show all their perceptions without fear of being judged.”

**Observer B:** “The interaction among them was engaging for me as an observer, I could evidence how collaborative work improved, the interaction among them was really good. In short, the whole class participated and gave their perspectives in order to create knowledge.”

**SR-C 1** (Minute 16:51- 17:08)***Session recording conversation sample:*****SR-C 1**

**Teacher:** “¿Alguien sabe qué es un diptongo? ¿qué creen que es un diptongo? (Does anyone know what a diphthong is? What do you think a diphthong is?)

**Learner A:** ¿Cuando hay dos vocales unidas en una misma sílaba? (When are two vowels joined in the same syllable?)

**Teacher:** ¡Exactamente! por ejemplo: ue, ie, ui. (Exactly! for example: ue, ie, ui.)”

In the SR-C 4 session recording, minute 2:10 - 2:20, the learner had some issues and decided to participate voluntarily as this sample shows.

**SR-C 4**

**Learner A:** “Hola, es que no tenía el celular a la mano y no sabía que era a las 4, pero sin embargo me asignaron a este grupo y lamentablemente no pude aportar, entonces ¿Será posible leer? (Hello, I did not have the cellphone on hand and did not know the class was at four. However, I was assigned in a group but unfortunately I could not make contributions, so is it possible to read?)

**Teacher:** “¡Claro que sí! (Yes, of course!)”

In short, learners’ participation in the eight Spanish sessions was a progressive process considering that at the beginning researchers noticed that there was low participation; for that reason, in some cases teachers had to require participation. However, that situation was changing to strengthen their communicative skills. Researchers could recognize advances in those aspects, learners were increasing their participation and confidence unconsciously making the class a more collaborative and empowering environment.

In conclusion, researchers noticed that learners’ empowerment is a goal that requires consistency using dialogue and collaborative strategies in educational environments. The COVID-19 pandemic situation made this research focused on dialogical approach and computer-supported collaborative strategies (CSCL) as a way of facilitating students’ learning process in virtual lessons. Additionally, the findings showed the improvement of learners’ proceeding in eight Spanish lessons in which the dialogue takes a crucial part concerning participation, collaboration, co-construction of knowledge and interaction through different researchers’ roles such as observers, teachers, and note-takers. Moreover, investigators could acknowledge some gaps in the ICT management in learners and how internet connectivity could affect their attention span.

### **Chapter V: Conclusions**

The focus of this research project emerged from the need to deal with learners' lack of empowerment in their first language (Spanish) opting for implementing the dialogical approach through computer-supported collaborative learning (CSCL). In this scenario, after the data analysis, researchers concluded that empowerment was the cornerstone to reinforce students' roles as active members of the online classroom, also mediated with dialogue and collaboration. Remarkably, the data findings were grouped in four major categories: learners' different patterns of interaction, learners' participation, collaborative construction of knowledge, and ICT management on virtual Spanish classes due to COVID-19 pandemic.

To start, the first category is learners' patterns of interaction encompassed whole-class, pair, and individual work through required and voluntary contributions that were recognized within the research process as fundamental components in the empowerment of each student. For that reason, during the strategies applied by researchers, it is worth mentioning how the interaction mechanisms and communication skills by learners were improving due to the teachers' encouragement towards them and collaborative activities implemented in the sessions. The combination of these strategies contributed to dismissing gaps in terms of interaction in the educational setting, balancing the teaching - learning processes with an equal importance.

Regarding the second category named empowering learners' participation in Spanish classes, the results of the data analysis section indicated that it was essential to recognize two different conceptions: required and voluntary participation in the virtual classroom. In this sense, researchers could notice that for required participation there was a need to ask learners to make interventions. This was a positive factor because pupils could integrate it as an unconscious process making teacher's requests essential to boost participants' contributions in class. In consequence, learners' perceptions transformed the class participation into an equal

## EMPOWERING FIRST LANGUAGE LEARNERS

environment where everyone's points of view were valued. Thus, this process allowed members to advance gradually to know the impact of dialogue and collaborative work for empowerment that was the center of the research objective.

According to Gallardo (2016), there are five particular classifications for students' participation: preparation, attendance, communication skills, contribution to discussion, and group work, which complemented the two major participations named before. Required participation incorporated preparation, contribution to discussion, and group work because students needed to plan and to make agreements while working in groups. Thus, voluntary participation was merged with attendance, contribution to discussion, and communication skills as a result of the progressive improvement in learners' interaction, socialization, and teamwork inside the remote class.

At the same time, the strategies applied by researchers in the sessions conducted to say that making learners actively participate according to their needs, capabilities and their comforts may result in academic and personal benefits such as diligent collaboration, developing orality, and teamwork. Moreover, investigators concluded that learners' participation had an interesting progress from the beginning to the final sessions despite their shyness perceived in the first two classes. This corroborated the importance of applying and promoting session interaction, activating the learning process.

In relation to the third category called collaborative construction of knowledge while developing online tasks, dialogue and collaboration work hand in hand in this investigation complementing learners' experience to express their mindsets. As a consequence of participation and interaction patterns already found, students started to be aware of the importance of working collaboratively. As online classes went by, the engagement was increasing due to the positive effect of CSCL in the learning process. Therefore, learners

## EMPOWERING FIRST LANGUAGE LEARNERS

started to share new perspectives in accordance with the topics while integrating digital platforms, which facilitated the planning of lessons and its execution in pandemic times.

The evidence showed the fourth category labeled as learners' mutual support on ICT management on virtual Spanish classes. During the inquiry process, the integration of the ICTs was decisive for the appropriate advancement of it. Researchers could notice that students bolster their skills to handle some online tools such as Zoom, Jamboard, Padlet, Drive, and among others. They were challenged to find new ways to develop activities due to the loss of face-to-face interaction between teachers and learners as well as among themselves because of the COVID-19 pandemic. Therefore, it is necessary to reinforce teachers' and learners' digital skills in each educational environment to encourage their engagement and curiosity in virtual classes.

The previous categories led investigators to conclude that there was a progressive change in teachers' roles, becoming facilitators, guides, and problem solvers instead of being the center of the class. Thus, learners started to lead debates, activities, and voluntary participation from the fourth class until the last lesson which preceded a student-centered classroom. Those factors confirmed that the outcome of implementing a dialogic approach, collaborative online tasks, and using web pages, empower learners to contribute with ideas in class actively. As it was previously mentioned, the exercise of empowerment inside the online classroom needs to be consistent and pushed with ICTs elements to reach the research goal.

Investigators affirm that the research objective, which was aimed at identifying the impact of dialogical approach and computer-supported collaborative learning (CSCL) on a group of high school pupils from a Spanish class, who have evidenced lack of empowerment during COVID-19 pandemic, was achieved taking into consideration the results presented through the document. Consequently, that impact has to do with learners' roles in the

## EMPOWERING FIRST LANGUAGE LEARNERS

classroom and how those ones will prevail through the promotion of collaborative activities that allow them to express themselves with their peers, to exchange opinions and to build knowledge inside the virtual spaces. In this sense, the dialogical approach and CSCL strategies were the constructs that guided the research study towards learners' empowerment.

To summarize, working with empowerment as the main axis linked to the impact of dialogic approach and computer-supported collaborative learning evidenced the challenges and results that came from COVID-19 pandemic. Throughout the research process, the outcomes recognized from the impact on learners' social-academic aspects are construction of knowledge, making agreements, decisions, and contributions while respecting each other's ideas. Hence, recognizing the advantage of working towards a common goal for a participative scholar environment highlighted the usefulness of dialogue and collaboration to empower learners.

In general, this research project promotes empowerment in learners to actively participate in class, which could result in developing scholastic perks, improving interpersonal relationships, and contributing collaboratively to construct knowledge. All these factors could benefit the teaching and learning experience influencing the students to participate and express their ideas assertively in class and then in society.

### **Further research**

Covering the whole research project, there are other applications for future works in the academic field. Researchers considered the following suggestions based on the inquiry previously made that would be beneficial for the pedagogical practices.

1. The first point is directed to the expansion of this study including elementary, and university students from urban and rural- countryside settings in Colombia. It would be noteworthy and pertinent to see how empowerment in L1 works in a different context.

## EMPOWERING FIRST LANGUAGE LEARNERS

2. The second aspect is empowering teachers. It will be crucial to study how teachers' empowerment has an impact on learners' attitudes, performance, and participation in class.
3. Researchers could also closely examine learners' performance and relationships through empowerment and its strands such as academic performance and classroom behavior in their L1.
4. Develop studies related to empowerment of learning additional languages like heritage ones (taking Spanish as L2) or foreign (English, French, German, Italian, etc).

## Chapter VI: Pedagogical implications and limitations

### Pedagogical implications

This research document consolidates how dialogue and collaboration strategies empowered students by changing methodologies to transform the traditional educational environment into an online modality. In this sense, the invitation is to remodel the paradigm implementing virtual spaces, and promoting different collaborative strategies in order to boost students' abilities in teamwork and orality. Those factors allow learners to exchange and express their perceptions for the construction of their knowledge. Furthermore, it is necessary to reflect upon the application of this project because although remote learning was assumed by the researchers, this project could be effective in face-to-face classes as well.

As previously mentioned, the advantages of working hand in hand with in-class activities through technology were evident in evolving learners' creativity, interactive abilities, and communicative skills for the development of their active voices in the classroom. On the grounds of this, it is necessary that teachers' role in class guide students in collaborative activities in order to empower them. At the same time, they should contribute to making the classroom a student-centered one, in which there is a balance in performance among members of the classroom.

Another crucial aspect within these pedagogical implications is the spotlight on learners' L1, in this case Spanish. Learning a new additional language does not have boundaries and as Baker (2011) stated:

There are no critical periods of language learning, there are advantageous periods.

Early childhood and school days are two advantageous periods. But many successful adult second language learners show that increasing age is not a disadvantage. Older learners will show a similar development sequence in learning a second language (p.107).

## EMPOWERING FIRST LANGUAGE LEARNERS

Bearing in mind what the author said, the distinction in age factor regarding a new language should not be set because children and adults are able to learn it anytime. Thus, investigators decided that it was necessary first to reinforce learners' L1 abilities that came from prioritizing students' skills in argumentation, critical thinking, and orality in their first language before aiming to acquire another one. Also, we believe that this project could be an inspiration to develop another research study into the examination of additional languages into the learning process.

This project corroborates the effectiveness of working in collaboration through dialogue for pupils' empowerment using some technological tools that allow us to comprehend the extent of the benefits in face-to-face classes. In light of the last idea, teachers should be conscious about their vital role in encouraging learners and transforming the class by prioritizing the student role. Therefore, reshaping the classroom is an educational cornerstone to demonstrate how empowering learners favors not only academic aims, but also their personal development and success in society.

### **Limitations of the study**

As with the majority of studies, the design of the current study is subject to limitations, the first one was the COVID-19 pandemic, in which Colombian schools and institutes have to adapt their teaching practices using virtual platforms and tools to carry on classes in the country. This unexpected shift on the whole educational system affected the research process, making researchers modify their strategies to address the main problem because of the bio safety measures adopted by the government. For this reason, face-to-face spaces were avoided, limiting interaction and collaboration among learners in that environment. That is why, this study is directed toward a virtual modality in order to safeguard the wellness of the educational community.

## EMPOWERING FIRST LANGUAGE LEARNERS

Besides, the adaptation to remote learning affected the outcomes of the research process, creating new challenges not only for the students, but also for those who were enrolled in the educational system. Talking specifically about this investigation, researchers found that empowerment was a vital factor that routed learners' gaps in their academic and individual performance inside their courses. Moreover, this concept could move forward by using collaborative tools available on the internet, creating spaces based on respect for dialogue, reflection, and mutual support to achieve common goals.

Regarding the main limitation previously mentioned, there are other related factors involved in this research study. Firstly, difficulties to gather our population sample; secondly, teachers and learners' nulle or unstable internet connection; thirdly, the limited time for regular full classes; and lastly, challenging learners' interaction in virtual spaces. In this sense, those restrictions are taken as a total challenge by the researchers because empowering students in remote learning requires specific and solid lesson plans to achieve the class goal.

Deepening in the difficulty of gathering our population sample, it was initially complicated since we had a group of students from ninth grade in a school in the west of Bogotá. However, we could not continue with them because they were not having synchronous sessions regularly during the term and from thirty-five only around six or seven students accessed the virtual class. Bearing that situation in mind, researchers decided to gather a group of relatives between 13-16 years of age who also lack empowerment to participate and contribute during their school classes and from eighth to tenth grades to develop the eight planned lessons during two weeks.

Considering the aforementioned changes, when researchers applied each of the classes in the group, some difficulties were noted. First, connectivity failures not only by the learners, but also by the researchers, which caused the common thread of the class to be lost. Second, taking into account the previous point, investigators needed to review some points of

## EMPOWERING FIRST LANGUAGE LEARNERS

the class, which lengthened the class. Additionally, the third factor that limited this research project was the short time to carry out the proposed activities; that is to say, not only the short time of each session, but also the few meetings scheduled for the development of this study.

In short, after acknowledging the several limitations found in this paper, researchers aimed to consolidate a project which pretended to empower learners in their L1 (Spanish) in order to develop academic and personal benefits related to participation, interaction, and collaborative work in online classes. Although it was a tough process, researchers were convinced that these findings will be useful for learning environments purposes in order to demonstrate that the lack of empowerment in class is an issue that should have more attention in current education during and after the COVID-19 pandemic.

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## Appendices

### 1. Consent form for learners' parents.



Bogotá, 3 de abril de 2021

#### **Empoderamiento de los Estudiantes de Lengua Materna a través del Enfoque Dialógico Por Medio Del Aprendizaje Colaborativo Asistido por Computadores durante la pandemia COVID-19**

Estimados padres y madres de familia:

Su hijo(a) está invitado a participar en un proyecto de investigación llevado a cabo por Melissa Bonilla, Joana López, Jessica Romero y Daniela Sánchez, estudiantes de noveno semestre de la Licenciatura en Bilingüismo de la Universidad El Bosque. El propósito de este estudio es identificar el impacto que tiene la implementación del enfoque dialógico por medio del aprendizaje colaborativo asistido por computadoras teniendo en cuenta la situación actual de la educación online. Así mismo, esta investigación se considera una oportunidad para buscar los factores que facilitan un ambiente fructífero de estudio, aprendizaje y enseñanza en espacios virtuales, no solo para los profesores sino también para los estudiantes. Un ambiente en el que todos puedan aprender entre sí y de forma colaborativa.

Para llevar a cabo este estudio, nos gustaría tomar como población a su hijo(a) en 8 clases, cada una de ellas tendrá una duración de 1 hora. Para el desarrollo de estas, se tendrán en cuenta temas relacionados con lengua castellana y literatura, reforzando las habilidades comunicativas del participante. Durante cada sesión, las investigadoras realizarán observaciones de las clases, grabaciones de la sesión y tomarán apuntes de cómo se desarrolla la clase para un futuro análisis investigativo.

Estaríamos agradecidas si obtenemos la autorización firmada para que su hijo sea parte de esta investigación.

#### **Consentimiento**

**Nombre del participante:** \_\_\_\_\_

Yo \_\_\_\_\_ manifiesto que he leído la información suministrada en el documento y todas mis dudas han sido aclaradas, por tal motivo voluntariamente acepto la participación de mi hijo(a) en el proyecto que ustedes están llevando a cabo acerca del empoderamiento de los estudiantes en clases de español, por tal razón, yo autorizo la aplicación de los instrumentos necesarios para este proyecto.

\_\_\_\_\_  
**Firma del padre o acudiente**

**2. Assent form for learners.**

Bogotá, 3 de abril de 2021

**Empoderamiento de los Estudiantes de Lengua Materna a través del Enfoque Dialógico Por Medio Del Aprendizaje Colaborativo Asistido por Computadores durante la pandemia COVID-19**

Estimado participante:

Usted está invitado a participar en un proyecto de investigación llevado a cabo por Melissa Bonilla, Joana López, Jessica Romero y Daniela Sánchez, estudiantes de noveno semestre de la Licenciatura en Bilingüismo de la Universidad El Bosque. El propósito de este estudio es identificar el impacto que tiene la implementación del enfoque dialógico por medio del aprendizaje colaborativo asistido por computadoras teniendo en cuenta la situación actual de la educación online. Así mismo, esta investigación se considera una oportunidad para buscar los factores que facilitan un ambiente fructífero de estudio, aprendizaje y enseñanza en espacios virtuales, no solo para los profesores sino también para los estudiantes. Un ambiente en el que todos puedan aprender entre sí y de forma colaborativa.

Para llevar a cabo este estudio, nos gustaría contar con su participación en 8 clases, cada una de ellas tendrá una duración de 1 hora. Para el desarrollo de estas, se tendrán en cuenta temas relacionados con lengua castellana y literatura, reforzando las habilidades comunicativas del participante. Durante cada sesión, las investigadoras realizarán observaciones de las clases, grabaciones de la sesión y tomarán apuntes de cómo se desarrolla la clase para un futuro análisis investigativo.

Estaríamos agradecidas si obtenemos su autorización firmada para que sea participe de esta investigación.

**Consentimiento****Nombre del participante:** \_\_\_\_\_

Yo \_\_\_\_\_ manifiesto que he leído la información suministrada en el documento y todas mis dudas han sido aclaradas, por tal motivo voluntariamente acepto participar en el proyecto que ustedes están llevando a cabo acerca del empoderamiento de los estudiantes en clases de español, por tal razón, autorizo la aplicación de los instrumentos necesarios para este proyecto.

**3. Field notes instrument**

<b>FIELD NOTES FORMAT</b>			
<b>Date</b>		<b># Participants</b>	
<b>Class No.</b>		<b>Topic</b>	
<p><b>Summary:</b> Write a one-paragraph summary or abstract of the day's events. Include a detailed description of what you consider will enrich the project.</p>			
<p><b>Analysis:</b> After writing the class's description, analyze carefully what you see in class.</p>			
<b>Questionnaire</b>			
1. How did students respond when they were involved in in-class activities?			
2. Which interaction patterns did you identify during the class?			
3. In which stage of the class do you think students participated more?			
4. Were the online resources appropriate for the development of the class? (videos, apps, readings, etc). If so, explain.			

**Personal and extra notes:**


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**4. Video recording' analysis format**

<b>Session recordings findings</b>	
<b>Length of the session recording</b>	
1. What did you perceive during the application of the resources prepared for the session?	
2. Did you notice a specific interaction/participation pattern in students during the stages?	
3. Did the learners have any drawbacks in the development of the online class? (Connectivity, appropriate link or pages, time). Explain.	

**Personal and extra notes:**


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## 5. Initial questionnaire

### Cuestionario inicial

Nombre: \_\_\_\_\_ Edad: \_\_\_\_\_ Fecha: \_\_\_\_\_

Cordial saludo, el motivo de este cuestionario es conocer su punto de vista frente a las clases virtuales y a lo que le gustaría que se implementará para mejorar sus habilidades comunicativas a través de la interacción y participación en relación con Lengua Castellana y Literatura.

Lea cuidadosamente las preguntas y responda con total sinceridad a cada una de ellas.

**¿Qué es empoderamiento?** Proceso mediante el cual las personas fortalecen sus capacidades, confianza, visión y protagonismo en cuanto forman parte de un grupo social.

Pregunta	Respuesta
¿Crees importante el empoderamiento de un estudiante en su aprendizaje? Explica tu respuesta.	
¿Cómo crees que la interacción influye en tu proceso de aprendizaje? Explica tu respuesta.	
3. ¿Crees que por medio de trabajos grupales se incrementaría tu confianza para participar en clase? Explica tu respuesta.	
4. ¿Cómo es más fácil la participación en clase: presencial o virtual? Explica tu respuesta.	
5. ¿Qué actividades crees que fomentan la participación e interacción activa en las clases de español? Explica tu respuesta.	
6. ¿Crees válido el diálogo como medio para fortalecer tu aprendizaje? Explica tu respuesta.	
7. ¿Consideras que tienes un buen manejo de las TIC (Tecnologías de la información y la comunicación)? Explica tu respuesta.	
8. ¿Qué te impulsó a tomar este curso? Explica tu respuesta.	

**6. Final Questionnaire****Cuestionario final**

**Nombre:** \_\_\_\_\_ **Edad:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

Cordial saludo, el motivo de este cuestionario es conocer su punto de vista frente a las clases online ya realizadas por el grupo investigador y cómo estas influyeron en sus habilidades comunicativas a través de la participación e interacción con los compañeros en relación con Lengua Castellana y Literatura.

Lea cuidadosamente las preguntas y responda con total sinceridad a cada una de ellas.

<b>Pregunta</b>	<b>Respuesta</b>
1. ¿Cuál fue la clase que más te incentivó a participar e interactuar con tus compañeros? Explica tu respuesta.	
2. ¿En cuál de las actividades desarrolladas sentiste más confianza al hablar? Explica tu respuesta.	
3. ¿Consideras que hubo algún cambio en cuanto a la interacción durante la clase virtual? Explica tu respuesta.	
4. ¿Consideras que tu participación en clase es más constante después de las sesiones virtuales? Explica tu respuesta.	
5. ¿Los espacios de participación lograron desarrollar habilidades en tu expresión oral? Explica tu respuesta.	
6. ¿Crees que hubo respeto y colaboración durante la clase al desarrollar las actividades propuestas? Explica tu respuesta.	
7. ¿Crees que tus habilidades en las TIC tuvieron una mejoría gracias a las actividades planteadas en clase? Explica tu respuesta.	
8. ¿Se cumplieron tus expectativas planteadas al tomar las clases? Explica tu respuesta.	