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Student engagement during the English class presentation stage through the use of mini whiteboards in Manuela Cañizares school

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Resumen:

Los estudiantes de la escuela Manuela Cañizares enfrentan un problema significativo durante su aprendizaje de inglés, una falta de compromiso cuando se les presenta el contenido durante una clase. El Ministerio de Educación del Ecuador busca un aprendizaje centrado en el estudiante durante las clases de inglés, sin embargo, los estudiantes de 5to, 6to y 7mo grado están aprendiendo de manera centrada en el maestro. Este estudio de investigación tiene como objetivo analizar el compromiso de los estudiantes al usar las mini pizarras durante la etapa de presentación de una clase de inglés. El método de investigación utilizado en este estudio es la investigación-acción, donde se implementaron mini pizarras con los estudiantes durante la etapa de presentación de sus clases de inglés, mientras que el investigador utilizó observaciones no estructuradas y estructuradas relacionadas con el comportamiento de los estudiantes antes y durante el uso de las mini pizarras blancas. Antes de su uso, se observó a los estudiantes para establecer una línea base de su compromiso y poder estudiarlo más tarde. La observación permitió la introducción de las mini pizarras e iniciar así el primer ciclo de la implementación. Al finalizar este primer ciclo, se aplicó una encuesta cuantitativa para poder mejorar la efectividad de las mini whiteboards con los estudiantes y aplicar nuevas estrategias de gamificación y think-pair-share en un segundo ciclo de implementación. Al final de este segundo ciclo, los estudiantes proporcionaron retroalimentación a través de una encuesta cualitativa sobre su experiencia con las mini pizarras. El análisis de las respuestas, junto con los resultados de las observaciones realizadas durante todo el estudio, mostraron que las mini pizarras fueron efectivas para aumentar el compromiso que los estudiantes tenían gracias a un aprendizaje más interactivo. Permitieron hacer que la clase estuviera centrada en el estudiante, al mismo tiempo que demostraron que es posible tener algo didáctico durante esta etapa de una clase de inglés. Sin embargo, se observó una reducción en la efectividad de las pizarras blancas con el tiempo pese al

uso de nuevas estrategias durante el segundo ciclo de investigación. Por lo tanto, las investigaciones futuras deberían apuntar a explorar otras actividades y recursos didácticos que se puedan desarrollar y utilizar durante la etapa de presentación, lo que permitiría a los maestros contar con un conjunto diverso de herramientas a su disposición al impartir el contenido en sus clases de inglés.

Palabras clave: Compromiso, mini pizarras, aprendizaje centrado en el estudiante, aprendizaje centrado en el maestro, etapa de presentación, didáctico.

Abstract:

Manuela Cañizares students face a significant problem during their English learning, a lack of engagement when the content is presented to them during a class. The Ecuadorian Ministry of Education aims for a student-centered learning during the English lessons, however, students from 5th, 6th and 7th grade are learning in a teacher-centered way. This research study aims to analyze students' engagement when using the mini whiteboards during the presentation stage of an English class. The research method this study used is Action research, where mini whiteboards were implemented with the students during the presentation stage of their English classes, while the researcher used unstructured and structured observations related to students' behavior prior and during the use of the mini whiteboards. Prior to their use, students were observed to establish a baseline of their engagement and be able to study it later. The observation phase allowed for the introduction of the mini whiteboards and the beginning of the first implementation cycle. Upon the conclusion of this first cycle, a quantitative survey was administered to improve the effectiveness of the mini whiteboards with the students and introduce new strategies like the gamification and think-pair-share in a second implementation cycle. At the end of this second cycle, students provided feedback through a qualitative survey regarding their experience with the mini whiteboards. The analysis of the responses, along with the results of the observations conducted during the whole study, showed that the mini whiteboards were effective in boosting the engagement that the students had thanks to interactive learning. They allowed to make the class student-centered, while showing that it is actually possible to have something didactic during this stage of an English class. Nevertheless, a reduction in the effectiveness of the mini whiteboards over time was observed despite the use of new strategies during the second cycle of research. Therefore, future research should aim to explore other didactic activities and resources that can be developed and used during the

presentation stage, enabling teachers to have a diverse set of tools at their disposal when delivering the content in their English classes.

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Introduction

The context

During the pre-professional practicums program, the researcher had the opportunity to work in various educational institutions. Out of all of these, Manuela Cañizares School was chosen for the implementation of this study. This is a public school located in the urban area of Cuenca, which offers education from 1st grade to 10th grade. Among these levels, the implementation was conducted with students in the 5th, 6th, and 7th grades (89 students in total). They were the ones with whom the researcher could have the most extended contact and were the appropriate participants for this study. The amount of contact time with these students was approximately 240 hours, spanning the practicums undertaken during the 8th and 9th semesters of the researcher's university studies. However, the duration of the implementation of this thesis was 36 hours.

This time that preceded the implementation of the mini whiteboards allowed for becoming familiar with the students and their educational environment. They received between 2 and 3 hours of English classes per week, which is something that requires careful consideration. Sheela & Ravikumar (2016) describe that language exposure is among the most critical variables that can impact language learning. Language exposure is vital throughout the learning process, and the level of exposure significantly influences students' language proficiency. Those with greater exposure will obtain a much higher language proficiency level than those with limited exposure. The learning process depends almost entirely on how much language exposure students receive (p. 772).

Additionally, García (2000) also asserts that time significantly influences the development of English language skills and the competence of a student (p. 3). This shows that the amount of English class hours students have is crucial for language learning. Receiving just three class hours of forty minutes during the week will make acquiring the language harder, meaning the way in which students learn is crucial during this limited exposure to the language. According to Moore (1981), the quality of the educational environment for students depends on how the teacher utilizes time within their classes (p. 62). In this case, the teacher used the PPP methodology to teach these few classes per week. In this type of class, Criado (2013) states that three stages happen: The presentation stage (P1) involves the teacher presenting the content and providing the students with the necessary materials to contextualize the vocabulary or grammar they have learned. The practice stage (P2) is where the students demonstrate their understanding and control of what they learned during the presentation stage through activities that the teacher closely guides. Finally, the production stage (P3) builds upon the content learned and practiced in the previous stages but with a more advanced application, which aims to increase language fluency. In this stage, students require more autonomy and creativity to complete the activities (p. 99).

However, this study focuses on the presentation stage of English classes for students at Manuela Cañizares School. The motive of this is that the students had limited English proficiency, requiring more time to complete tasks and activities. It caused the teacher to dedicate more time to specific stages of the class, such as the presentation and practice, leaving those stages like the production or a warm-up entirely out of the lesson due to having only 40 minutes of class. This is a situation where the best possible type of learning for students should be sought, to make the most of the limited time available for their learning. Nevertheless,

students at Manuela Cañizares are not having a presentation stage where their learning is maximized. They simply sit and listen during this stage, which means they are not actively engaged in their learning. Therefore, the didactic resource of mini whiteboards will be used to change this dynamic and give students a leading role during their learning process.

Diagnosis of the situation

As previously mentioned in the context of this study, Manuela Cañizares students have very few class hours dedicated to the subject of English. Usually, they have the English subject one or two days a week, with one class hour per day or two class hours in very few cases. Unlike other subjects, the English subject is found in a limited percentage compared to the total number of hours the students have in the entire schedule. For that reason, every minute inside the class is valuable. This leads to the problem that the research aims to address: the lack of engagement during the presentation stage due to the students' limited participation within the time available for their English learning.

During the presentation stage of the students' classes, the teacher was the active part of the class, speaking almost all the time and leaving the students in the background as mere spectators. A presentation stage taught in this way does not align with what the Ecuadorian government aims for Ecuadorian classrooms. The Ecuadorian curriculum for teaching English (2016) declares that Ecuador has a population with significant cultural diversity. For this reason, practices that promote the participation of students during their educational process are relevant in this curriculum, as it seeks to provide an authentic and interactive education (p. 2). This means that the Ecuadorian Ministry of Education wants the inclusion and participation of students regardless of their background. However, the students are not included in teacher-centered

learning, reducing the students' interaction and participation during the Presentation stage of the English classes.

It is here where a non-student-centered presentation stage becomes the problem. As mentioned above, the teacher has 40 min to teach and only has the possibility of developing two of the stages of a class due to the students' low English level. A teacher-centered presentation stage will affect the engagement that students have during this stage of a lesson, reducing the attention and retention they have regarding the topic that is being taught. This implies that if the presentation stage is ineffective because of this lack of engagement, the whole class will not be effective either. If the students do not understand what is presented in the presentation stage, the practice stage will also be affected since it is here where students use what was recently learned.

Importance of the study

The Ecuadorian Ministry of Education (2016) aims to develop the social, cognitive, and creative skills of the students during the English language learning process. To achieve that objective, language learning must be interactive and leverage students' abilities in a manner that fosters positive engagement. (p. 2). The government believes that active student participation is essential for stimulating student engagement and developing their communication skills. That is the reason why the researcher tried to make the presentation stage of the English classes more engaging and interactive by using the mini whiteboards.

Mini whiteboards are didactic resources created from a blank sheet of paper and any transparent material suitable for writing and erasing with a whiteboard marker (see appendix 1). They were never used during the nearly two-hundred hours of contact with the students before this implementation, making them a new didactic material for the students at Manuela Cañizares

school. The mini whiteboards were implemented during the whole presentation stage so the students could play a relevant and active role during this stage of the class. They were used as a communication channel that facilitates the interaction between the students and the teacher, as they allow all students to write and participate regardless of the class size. This addresses the lack of interaction that occurs in a teacher-centered class while also saving time by providing a quick way to obtain participation from all students simultaneously. Doing that also takes advantage of the knowledge the teacher has as well as the students' knowledge, making the students a constructive part of the class. In this way, the students are not left in the background, which can help them be more engaged and pay more attention during the presentation stage.

Research questions

Main research question

- How to activate students' engagement during the presentation stage of an English class?

Sub-research questions

- How to foster students' engagement during the presentation stage of an English class?
- What differences can the students perceive when they are engaged during the presentation stage of an English class?

Objectives:

General Objective

- To analyze students' engagement when using the mini whiteboards during the presentation stage of an English class.

Specific Objectives

1. To implement mini whiteboards to engage the students during the presentation stage of their English classes.

2. To discover the differences that students can perceive when they use the mini whiteboards resource to participate during the presentation stage.

3. To foster students' engagement while using the mini whiteboards during the English class presentation stage.

CHAPTER II

Previous researchers/antecedents

There is a study conducted by Gimbutas (2019) that aims to examine the effects of using mini whiteboards in increasing the engagement of students in a tenth-grade resource room English class. The participants were a total of ten tenth-grade students with learning disabilities that qualify for special education services. Among the other participants, there was also a certified high school English teacher with seven years of experience and two paraprofessionals present for instruction. Among the main results of the study, Gimbutas (2019) found that when the mini whiteboards were used during the classes, 7 out of 10 students exhibited higher levels of engagement. Additionally, nine out of ten students reported enjoying using the mini whiteboards significantly, and 8 out of 10 students demonstrated an improvement in their academic performance. (p. 88). That happened because the mini whiteboards were easy to use, allowed the students to feel comfortable sharing their answers, and facilitated collaborative work with their classmates.

Gimbutas's study is significant since one of its objectives is directly related to this thesis's purpose: to analyze students' engagement when using the mini whiteboards during the presentation stage of an English class. It provides a base from which to start since it shows the effectiveness of the use of mini whiteboards to increase student engagement. It also provides a guidance on how to study student engagement, which is crucial during this research. That can be used in this thesis to study engagement. This is very useful information that will be explained during the results section, as it requires a detailed analysis. Finally, it also presents a large amount of data which will help by providing guidance on how to present and analyze findings when it is time to do so in this study.

Another relevant study for this thesis is the one made by Ohba (2018) about using mini whiteboards to foster learner autonomy and communication. Its objective is to increase the motivation and confidence of Japanese students when communicating in English. The type of research it uses is a qualitative research approach, and the instruments were observations as well as questionaries with a 5-point Likert scale and open questions. The participants were 83 EFL students from the National University in Japan. The results of Ohba (2018) indicate that mini whiteboards facilitate the exchange of ideas and are extremely useful in encouraging active student participation in activities. Additionally, mini whiteboards also help to create an atmosphere in which students can make mistakes and errors, which enhances student engagement in tasks involving the use of the English language. Finally, student testimonies were also collected during the study. These primarily describe the students' feelings, among which they mention that the mini whiteboards helped them overcome the anxiety that learning English generates in them. They also felt that the mini whiteboards helped them improve their language skills, become engaged in the activities, and participate actively during their classes. (p. 202).

That research is valuable as it shows the opinion of the students regarding the use of the mini whiteboards. It also raises awareness among teachers that academic performance should not be the sole concern during the students' educational process. Their emotions and opinions are also crucial factors to consider, and when taken into account, they can make it easier to engage the students. This thesis aims to prioritize students more and enhance their engagement; therefore, having that kind of information is vital for achieving this objective and helping the students in their English language learning.

Finally, the last study used for this thesis was published by Aguilar (2023) on the effects of the pandemic on students who underwent virtual education and developed learning

difficulties. Its objective is to propose a pedagogical model that assists these students using diverse active techniques, so that they can experience stimulating and participatory learning. The type of research it uses is descriptive research with a mixed method. The participants were 35 students with speech and writing difficulties and 4 teachers from the José María Velasco Ibarra school in Quito, Ecuador. The instruments used in that research were surveys and observations. This study was not about the English language but rather Spanish. However, among the various activities that were employed, mini whiteboards were also used for the stimulation of these students. The results of Aguilar's (2017) study demonstrate that the use of this pedagogical model was highly beneficial for developing the students' communication skills. That is attributed to the strategies implemented, which facilitated meaningful and integrative learning (p. 34). It is important to emphasize that mini whiteboards were used to facilitate collaborative work, especially during group activities that required communication through this educational resource. Aguilar (2023) asserts that this allowed the students to engage in more autonomous and constructive learning, enabling them to develop intrinsic motivation and have a more conscious and meaningful learning experience (p. 28).

That research is highly valuable as Aguilar's approach aligns with the approach of this thesis. Aguilar (2023) declares that the student is the protagonist of the learning process, and teacher-centered education does not allow the students to engage in constructive and meaningful learning. (p. 17, 18, 35). Implementing the mini whiteboards with the students of Manuela Cañizares School is an attempt to make the students protagonists and not have them as mere spectators, having a more participative and engaging learning process. Aguilar's study shows that the issue of teacher-centered classes is a real problem occurring in Ecuadorian classrooms, which reinforces the significance of this thesis and the problem it seeks to address.

Theoretical Framework

English language learning has been a topic that has evolved a lot over the years. Efforts to discover how to teach better and better have been made, and the quality of how the English language is taught in Ecuador has also improved a lot (compared to 10 or 20 years ago). However, from the perspective of the researcher of this study, a class has been analyzed as a single unit. A more detailed analysis has yet to be done about each of the stages that construct a class, and it is necessary to evaluate them individually before being able to analyze them all together. In this literature review, different concepts that are important and relevant for the presentation stage of an English class, such as motivation, engagement, didactics, and others, will be enlisted and defined

English language learning

The English language is spoken all around the world in many different countries. Depending on how the language is learned or used in a place, it could be either a foreign language or a second language. In comparison to countries like the United States or Great Britain, the English language is found as a foreign language in Ecuador rather than a first or second language. Because of this, it is used in different situations and purposes. According to Broughton et al. (2002), in most of the world, English is a foreign language as it is taught in schools but does not play an essential role in the life of the population. (p. 6). It means that the language (in this case, English) is not used in daily people's lives; it is not essential or needed for communication. The language is learned only for academic purposes and taught in schools or other formal settings.

As it was mentioned, in Ecuador, English is taught as a foreign language. This is stated in the title of the curriculum upon which English language instruction in Ecuador is based: "English as a Foreign Language," Ecuadorian Ministry of Education, 2016. This language is not spoken in addition to Spanish in its society and is learned only in schools or other academic institutions. The exposure that a person has to the language is almost null, reducing it to only its teaching inside a classroom. This implies that the few English classes an average student has per week are crucial for their learning. The importance of these few classes cannot be emphasized enough, as they serve a vital function in achieving a good English language level once they complete their academic studies.

The socio-constructivist pedagogical model for English teaching

As mentioned, the researcher holds a strong belief that every minute within the classroom is highly valuable for the learning of Ecuadorian students. For this reason, it is sought that students play a leading role in the educational process. To achieve this, a socio-constructivist model will be employed for the implementation of this research, which will be defined in the following passage.

In socio-constructivism, knowledge is something that learners can actively and continuously construct, allowing them to give new meaning to the knowledge they acquire over time. (Ramli et al., 2011, p. 274). However, this type of learning did not always exist within Ecuadorian classrooms. Before 2008 (the year when the Ecuadorian constitution changed), "La política pública y en particular la educativa experimentaron inconsistencia y debilidad impactando en una gestión inestable y desestructurada" [Public policy, and in particular educational policy, experienced inconsistency and weakness, impacting on an unstable and

unstructured management] (Tamayo, 2014, p. 1). Until 2007, English was not compulsory in elementary schools, high schools, and colleges. Additionally, the classes used to be Teacher-centered instead of student-centered, where the teacher was the one talking most of the time. That implied a direct impact on the educational quality that students received when learning English.

Over the years, and after the publication of the last edition of the Ecuadorian EFL curriculum in 2016, an attempt was made to change how education was taught in Ecuador. As previously mentioned, the Ecuadorian curriculum for teaching English (2016) acknowledges that Ecuador has a population with significant cultural diversity and emphasizes that teaching practices should promote student participation and provide an authentic and interactive education (p. 2). Here, the concept of socio-constructivist learning can be observed since student-centered learning is combined with the inclusion and active participation of this socially and culturally diverse population.

In socio-constructivism, the students are the protagonists during the learning process. However, it does not imply that the teacher does not play a fundamental role during a lesson. Teachers are critical in establishing these learning environments where students can use and maximize their abilities. That is why the methodologies that the Ministry of Education wants teachers to implement should enable students to have this protagonism. This thesis aims to implement mini whiteboards precisely to make students the protagonists of the presentation stage of a class. For that reason, the socio-constructivist model will be the pedagogical model used during the implementation of this study.

The learner-centered approach

Since it has already been established that English in Ecuador is a foreign language, it is now relevant to address the approach that the EFL curriculum applies in Ecuadorian English teaching, the learner-centered approach. In this approach, teachers should not only impart a set of facts to Ecuadorian students. Teachers should recognize that each student has a different learning style, a unique personality, and distinct interests. For that reason, the strengths and needs of the students should be reflected in the methodologies used by teachers in Ecuadorian classrooms. Furthermore, these methodologies should also aim to foster motivation and student engagement in their learning (MINEDUC, 2016, p. 3, 5).

The learner-centered approach that the MINEDUC implements in the EFL curriculum also considers that knowledge is something that the students can construct for themselves instead of just passively absorbing it. That makes the making socio-constructivism a perfect fit with the learner-centered approach. Additionally, the MINEDUC recognizes that each learner is unique and that the educational process should not be massified without considering this individuality. The learner-centered approach also supports these principles, so it fits with the belief that the Ecuadorian Ministry has.

It is important to emphasize that this research aims to have a presentation stage with these characteristics of the learner centered approach, ensuring that the student plays a leading role in their learning process. For this reason, a learner-centered approach will be used during the development of this paper.

Rote learning in Ecuadorian English teaching

It has already been mentioned that socio-constructivist learning and a learner-centered approach are suitable for students in the Ecuadorian context. However, this is not the case with

the students at Manuela Cañizares School. In their case, the type of learning taking place is rote learning. Li (2004) defines rote learning as the process of memorizing something and being able to repeat it rather than truly understanding it. (p. 8). Some examples of rote learning are memorizing the numbers and the alphabet, which was the case of Manuela Cañizares students. Even if it can be considered necessary to learn some topics, there are more effective techniques to apply than rote learning in a classroom. The reason for this is that Ramadan (2011) believes that in rote learning, students are learning without understanding what they are actually learning. (p. 4). When something is just memorized, the knowledge is isolated and does not combine with their previous learnings. The fact that knowledge is isolated prevents socio-constructivist learning from taking place. This means that students will not construct new knowledge by relating what they are learning to what they have already learned.

This rote learning can be risky when learning a language since students may believe they have understood a topic when they have not. If the focus is on learning a language, it can be very detrimental since any gap directly affects students' future learning. Additionally, it is important to remember that Manuela Cañizares students have very little exposure to the language. The average time a student has English classes during a week is between 1 hour 20 minutes and 2 hours 40 minutes (this means they have 2 to 4 English hours of 40 minutes). Thanks to Ramadan (2011), it is known that rote learning limits students' creativity and their ability to think analytically. Because of that, he expresses that rote learning is one of the primary reasons for the deterioration in the student's English proficiency. (p. 4). Suppose this deterioration in the level of English is added to the little exposure that these students have to the language. In that case, it is evident why Manuela Cañizares students do not reach the English proficiency level they should,

which increases the time required for completing any activity and causes the teacher to reduce the number of stages the class can have.

Because of that problem, the implementation of mini whiteboards is done, allowing the students to actively participate and utilize their existing knowledge to construct the presentation stage along with the teacher. This approach will foster an active learning process, awakening their engagement and facilitating a more meaningful learning experience.

Meaningful learning

This study has already discussed that the type of learning occurring with Manuela Cañizares students is rote learning, which prevents the socio-constructivist model from taking place. This is why another type of learning must occur, and meaningful learning is appropriate for this pedagogical model. Mayer (2002) emphasizes that in meaningful learning, students not only acquire knowledge but are also capable of applying it in new situations. (p. 226). Here, new knowledge is not isolated information like in rote learning, where learners do not integrate new knowledge with what they already learned. For meaningful learning, knowledge is a new piece that fits with others, and this information learned meaningfully can be applied to new learning situations.

That allows a socio-constructivist model to occur, and for that reason, this thesis wants to ensure that the learning of the Manuela Cañizares students is meaningful. It will enable them to retain and apply the knowledge they acquire during the limited class time available, which will help to improve their English proficiency with each class they have. In order to achieve meaningful learning, a class must be active, constructive, and engaging, which is the purpose of implementing the mini whiteboard participation during this research.

The presentation stage of an English class

Now that the types of learning that happen and should happen with Manuela Canizares students have been discussed, it is the moment to describe the methodology used by the teacher. The teacher used the PPP methodology, which stands for "Presentation, practice and Production". According to Criado (2013), teachers follow in PPP a specific sequence where they first introduce the topic, then proceed to practice it, and finally produce something with the language. Criado believes that PPP is quite useful in teaching as it provides opportunities for modeling for the teacher, offers a safe space for controlled practice, and gives students the chance to use previously learned knowledge in new situations (p. 98). As evident, this methodology heavily incorporates constructivism, dedicating an entire stage to the construction of new knowledge by utilizing content learned in class along with what was already known.

However, students at Manuela Cañizares do not have a production stage; the class is entirely devoted to the presentation and practice stages. That makes the presentation stage crucial for the students, since the students cannot practice what they do not understand, and that's the reason why this research focuses on the presentation stage of an English class. Criado (2013) explains that it is in the presentation stage where teachers introduce all the content that is the objective of the class. Here, they provide explanations and meaning to the words and lexical structures that make the language. Additionally, a specific context is provided for students to understand the rules and meanings (p. 99). This is a fundamental stage of the class, as it is where students acquire the language and understand how it works. Furthermore, it is a stage that carries significant weight for the others, as in the practice stage, mastery of what was presented is sought to subsequently develop fluency in the language during the production stage (Criado, 2013, p. 99).

For that reason, the presentation stage should involve as much student interaction as possible. In this way, teachers can assess whether what they are presenting is being understood by the students. It will also contribute to the students' affinity for the language, as constant participation allows them to clarify any doubts that may arise and gives them the opportunity to demonstrate their understanding of what they are learning. This is where the mini whiteboards come in as a resource that students can use to interact with the teacher continuously, without any limitation on the number of times they can participate.

Student engagement during an English class

The objective of this thesis is to increase the engagement that students have during the presentation stage, making it essential to clearly define what engagement is. Hiver et al. (2021) define engagement as how interested and involved students are in an activity, as well as the level to which this interest drives students to pay attention and achieve a goal. (p. 3). However, Hiver et al. (2021) also clarify that engagement does not emerge out of nowhere; it significantly depends on the student's context and the activities implemented by teachers. (p. 3). It is important for teachers to be aware of that, as a student's engagement depends on how classes are taught.

The students will not be engaged if the classes are monotonous and boring. That also applies when students are not active participants in the class and simply sit and listen. Sprenger (2018) believes that in order to engage students, classes must be student-centered rather than teacher-centered. (p. 2). The students at Manuela Cañizares School are learning in a teacher-centered way; they do not have a student-centered class. This led to the students frequently asking the teacher how to develop the activity that was assigned since they did not pay attention

during the presentation stage. Even 10 minutes after starting an activity, some students did not have anything written on their papers because they did not know how to do the activity.

Achieving a student-centered class through the implementation of mini whiteboards will help motivate students and increase their engagement, which will also help maintain students' attention during the presentation stage. It can bring benefits such as reducing the time the teacher needs to spend giving instructions, as well as the number of times these instructions need to be repeated. Additionally, it would make students take less time to complete an activity, which can allow the teacher to use that time for providing feedback or even developing a production stage.

Motivation in Language Learning

Engagement and motivation are two concepts that go together because they complement each other. Nevertheless, it is important to define what motivation is separately. According to Neill (2015), "Motivation is what makes us act the way we do, start, direct, maintain, and stop our behaviours. Motivation is the needs, wants, interests, and desires that energise & direct behaviour. Motives reflect biological needs and psychosocial needs" (p. 8). This is the perspective that motivation biologically has in a person, and it is one of the most powerful feelings teachers can activate in students during a class. Motivation is the reason why learners can achieve effective acquisition of a second language. Motivation builds their self-confidence and helps students remain engaged in their own learning, even after achieving a set goal (Ebata, 2008, p. 1)

Basically, motivation is what drives engagement. If motivated, the students will develop an activity without feeling obligated will participate more. A study conducted by Taşgın & Tunç (2018) presents results showing that students are less distracted during classes when they are

engaged. To achieve this, teachers should plan their classes by considering what motivates their students since motivation is a fundamental vehicle for achieving engagement, which is essential for an effective learning process. (p. 70). Additionally, Taşgın & Tunç (2018) also state that effective participation is an inseparable concept from the motivation and engagement that students come to feel. (p. 58)

This motivation that helps the students pay more attention and retain more information is something beneficial during the presentation stage of a class. For this reason, mini whiteboards will be implemented with the intention of allowing active student participation, which is a vehicle that activates motivation and engagement.

Didactics in English Teaching to improve student engagement

A class could be active, constructive, or engaging in different ways. According to Chevallard (2007), didactics is "the science of the diffusion of knowledge in any institution, such as a class of pupils, society at large, etc." (p. 133). Didactics can be directly linked with teaching since both have the same objective, the transmission of knowledge. Besides that, didactics do not only intend to transmit this knowledge; it also has a particular way of doing it. The didactics aspire that learning can be something more than just making information known. They want learning to be fun and to take place in a meaningful way. When merging the attributes of the didactics with the tasks performed in the classroom, motivation can appear and engage the students.

The benefit of didactics is that they motivate students to participate in an activity without feeling that it is mandatory. They help to make classes fun and increase students' motivation. (Padurean, 2013, p. 121). Didactic teaching methods such as roleplays, songs, debates,

competitions, and more can be effective ways for teachers to engage their students in the learning process. Everything depends on the teacher's personality and creativity. Implementing these didactic activities has different advantages, for example, using imagination and creativity. They can play a leading role during the activity, meaning that the activity can be performed for pleasure rather than feel like it is mandatory. All this can allow spontaneity to be a part of the class, improving the rapport with the students, which is essential for meaningful learning to occur in the classroom and improve the students' learning. That is why this thesis focuses on implementing a didactic resource such as mini whiteboards to awaken students' creativity, which can make them perceive classes as something meaningful rather than mandatory. In this way, it will be possible to motivate the students and improve the level of engagement experienced by them.

Elicitation in language learning

Having explained what didactics is, the researcher can proceed to explain the didactic strategies that can be implemented with the mini whiteboards. The first of these will be elicitation. Kamilah & Cahyani (2020) define elicitation as something teachers can use to actively engage students during their class. It involves allowing students to express their own ideas while learning new content, enabling the teacher to extract the knowledge students have. This can be very useful for students to develop a better understanding of a language. Additionally, elicitation is an effective way to attract the students' interest and attention (p. 14 - 15). Elicitation is a very useful strategy for teachers; it allows students to provide the content rather than the teacher delivering it directly to them. In this way, teachers can diagnose how much their class knows about a topic while building the class together with the students. Clearly, this strategy reflects a student-centered approach, as students are not treated as empty vessels

that the teacher must fill. Elicitation recognizes that students also have knowledge to contribute, and teachers must give them the opportunity to share that knowledge. Thus, the class is no longer one-sided. Here, the learning process is two-way, with students sharing what they know and complementing it with the teacher's explanations.

For this reason, elicitation will be something the researcher implements extensively with the mini whiteboards, as this combination allows all students to share the knowledge inside them and express it. Doing this not only reflects student-centered learning but also enables socio-constructivist learning, where everyone in the classroom constructs new knowledge using what others share with them.

Gamification for increasing engagement

Another strategy that can be used to increase the effectiveness of a didactic resource or activity is gamification. Gamification is a strategy that employs game elements to increase motivation and facilitate the learning process. These elements can include scoring systems, mechanics, or activities designed with a playful approach. (Kapp, 2014, p. 42). In other of his books, he also states that gamification is the use of these game mechanics to enhance people's motivation in activities unrelated to a game (Kapp, 2012, p. 10). It means teachers can increase students' motivation by implementing gamifying characteristics in an activity since students will think that they are playing, which is fun and motivating.

However, it is worth mentioning that gamification is not just about playing games. Even in companies, gamification is used to increase employees' productivity or their morale. Gamification allows a teacher to make students feel like they are playing without necessarily deviating from their academic responsibilities. The fact that gamification is so easy to implement

enables a teacher to use it in any activity or task simply by thinking about how to incorporate a gamification aspect into what the students will do.

In the case of Manuela Cañizares students, the implementation of gamification will be introduced to enhance the effectiveness of the mini whiteboards during this research. They allow the participation of all the students simultaneously, providing the opportunity to create competitions or incorporate game-like elements during student participation to boost motivation and engagement levels. Furthermore, this approach will also make the students desire to participate and avoid feeling that their involvement is a mandatory and tedious task.

Think-Pair-Share

Something that occurred when students managed to participate during classes was that the participation of three students could consume multiple minutes of the class, causing many to miss their opportunity to participate. As mentioned earlier, mini whiteboards enable the participation of all students simultaneously and instantly, saving time by promoting interaction. For this reason, a strategy to make the most of this saved time will be implemented. The Think-pair-share is a strategy in which students are given sufficient time to discuss and reflect, providing them with an opportunity to increase the quality of their responses. Through this strategy, students can analyze the presented concepts in a more profound and engaging manner. (Kaddoura, 2013, p. 1). Here, students engage in deep thinking and reflecting on the questions made by the teacher, but it also promotes the socialization of their thoughts with other classmates. By doing so, it ensures that each student has the opportunity to analyze what they truly know about a specific topic. However, the most wonderful aspect of the strategy is that Manuela Cañizares students will be able to socialize this knowledge, fostering socio-

constructivist learning. For that reason, this strategy will be implemented during participation with the mini whiteboards.

Mini whiteboards as a didactic resource

Lots of didactic resources are available to teach and practice during a class. Nevertheless, the focus will be on using the Mini whiteboards during the stage presentation of a class. This didactic material allows the students to write or draw something with a marker and show it to the teacher in real-time. They can even be fabricated with a white piece of paper and any transparent material. They will allow the students to write and erase their ideas using a marker.

As previously clarified in this document, the intention behind implementing the mini whiteboards is to facilitate student participation during the presentation stage and thereby increase engagement. The theoretical framework of this thesis has already indicated that participation is a fundamental aspect of engagement, and classes should be student-centered to engage them effectively. The mini whiteboards will help achieve that by allowing all students to participate without limitations while focusing the class on them. Furthermore, Gimbutas (2019) also emphasizes that there is a substantial body of evidence supporting the link between mini whiteboards, active participation, and improved academic performance (p. 37). Additionally, Aguilar (2023) used mini whiteboards to facilitate student learning and constructive and meaningful learning. She demonstrated that mini whiteboards played a fundamental role in encouraging students to communicate and engage in a constructive learning process (p. 28).

That information is crucial, as it must be remembered that the students at Manuela Cañizares are learning in a teacher-centered classroom. If students only listen and memorize, the presentation stage feels like a mandatory and uninteresting thing to do. That is the reason why

incorporating interactive tools like mini whiteboards into a class can enhance student engagement and facilitate their learning. Doing so enables the teacher to elicit content for the students and build the presentation stage together, as a socio-constructivist model establishes. Eliciting the content also creates an opportunity where the teacher can diagnose the students' knowledge and pay special attention to particular content or a specific student depending on that diagnosis.

Finally, using the mini whiteboards can help to make the presentation stage more interesting for the students and even fun through the use of gamification. With this, meaningful learning takes place, helping the students to connect the content with something additional. Doing so will be useful when remembering, analyzing, or relating a topic is needed. All this combined helps teachers to create a didactic practice stage, which will be very useful to retain the content once the class finishes.

CHAPTER III

Research Methodology

Research design

The research design that was used for this study is Action research with a qualitative method. Action research aims to change social practices. This transformation is at the core of the research process, as individuals involved in action research seek to improve their professional methods by making changes and then evaluating how these differences positively affect the educational context they are investigating. (Banegas & Consoli, 2020, p. 176). This study aimed to implement a change to make the presentation stage of an English class more didactic and interactive, so students could feel more included and engaged. It did not want to prove anything; it wanted to make a positive change in the way the students learn during the presentation stage of an English class. For that reason, action research was the perfect research design for this study. Now, the participants that were the perfect fit for the study will be detailed bellow.

Respondents/Participants

The participants for this research were the fifth, sixth, and seventh-grade students of Manuela Cañizares school (89 students in total). They are students with whom the researcher had previous experience and are the perfect group for this study. Once that has been mentioned, the next step will be to explain the process of how the research was conducted with these students.

Research Steps

According to Efron & Ravid (2019), action research has a process where the researcher starts with a research question and ends with new knowledge obtained through the research. It involves a series of six steps to carry a full cycle (p. 7). The following figure will allow the observation of the 6 steps carried out during this research.

Figure 1:

Steps in Action Research

Stage 1: Plan to explore

To begin this study, a consent letter was first provided to the school principal to obtain permission to conduct the research at Manuela Cañizares School. Once this request was accepted and signed, a consent letter was given to each student, addressed to their parents. The students in

question were from the 5th, 6th, and 7th grades, and since they are minors, parental consent was required to take any photographs and publish them in this study. Due to some parents granting consent while others did not, any photos published in this study had the students' faces blurred. Once that was done, the classes of the students were observed, but with the specific focus of this study: the presentation stage of the class.

Stage 2: Explore

Talking with the English teacher of the students was a priority. It was explained to her about the mini whiteboards resource and how they functioned. Also, since there was only one researcher, the teacher's assistance would be required to carry out this study. Once it was clear how the mini whiteboards worked, the teacher agreed to the request and provided full support. After that, questions about her planning, how she developed a class, what type of activities she used, and especially, how the behavior of the students had been in previous classes were done. It was relevant to know if she had noticed that certain activities or topics had produced a change in the behavior of the students. That provided information about what had motivated the students previously. Following that, the classes given by the teacher were observed. It allowed the researcher to observe how she taught and how the students behaved during her classes, especially during the presentation stage of the class

Stage 3: Plan to change

Once all the steps described above had been completed, the change in the stage presentation of Manuela Cañizares students was planned. It involved asking the students to bring a recycled transparent cover folder with a blank sheet of paper inside. The researcher also created mini whiteboards to give to the students in case they forget theirs or do not have the necessary

materials. It's important to remember that the researcher aims for the inclusion of every student, regardless of what happens. Having these mini whiteboards prepared in advance is crucial to ensure that no student is excluded from the implementation. The aspects contained in the literature review were also included to have the approach to implement the best possible stage presentation.

Stage 4: Action

It was during this stage of the research that the implementation of the study began. Here, field diaries were implemented. These qualitative observations were conducted during the presentation stage while the teacher was giving the classes to the students. Alongside these field diaries, quantitative observations were also used. In this case, tally sheets were used to study the level of engagement among the students. Applying these two instruments allowed for the establishment of a foundation to work from during the development of the study.

All this observation process allowed obtaining the necessary information to achieve the specific objective number 1 of this thesis: to implement mini whiteboards to engage the students during the presentation stage of an English class. Once this process was done, the researcher was ready to introduce the mini whiteboards to the students as an attempt to improve the engagement they exhibited during the initial phase of the first cycle of the implementation. Additionally, the elicitation strategy was used in conjunction with the mini whiteboards so that students could not only be active participants during the presentation stage but also contribute to the construction of this stage. During this period, tally sheets were also used to study the engagement of the students while they were using the mini whiteboards during the presentation stage of their English classes alongside with the elicitation strategy.

After that, the first cycle of the research implementation concluded with the administration of a survey to achieve the specific objective number two of this research: To discover the differences that students can perceive when they use the mini whiteboards resource to participate during the presentation stage. Discovering these differences was a necessity, as mentioned in the theoretical framework, to adapt the mini whiteboards based on the students at Manuela Cañizares School. This information would allow for the identification of the students' preferences and the implementation of new strategies in addition to elicitation. The students were informed that the surveys would be anonymous so they would have the opportunity to be completely honest.

Through this instrument, valuable information was collected regarding the first cycle of implementation of this research. This information was used to reflect on the results obtained so far and implement certain improvements during a second cycle of application. It was identified that the gamification strategy could be implemented, along with the think-pair-share strategy. During this second cycle, the use of mini whiteboards continued, but with these new strategies to observe if there was an improvement in student engagement levels. Implementing a second cycle of application, along with the use of the two new strategies, would allow the researcher to fulfill the specific objective number 3 of this research: To foster students' engagement while using the mini whiteboards during the English class presentation stage.

Similar to the first cycle, tally sheets were used as the observation instrument for the second cycle, and a survey was used again to conclude this second cycle of implementation. On this occasion, the students only had to respond to one question: provide feedback on the entire implementation process. Here, students could share their opinions and feelings regarding the mini whiteboards anonymously once again. This meant they could write about both the positive

and negative aspects of the mini whiteboards, since the researcher wanted to understand both perspectives. It is also important to emphasize that the help of the English teacher was also requested during the whole implementation. To obtain as much data as possible, some classes were given by the English teacher so that the data collection process could be made by the researcher.

Stage 5: Analyze data

It was in this stage of the research where all the data obtained from the study was organized in order to observe the results of the implementation. It was processed to present the information visually. Different processes were undertaken to present mind maps as well as charts and tables. In this way, all raw data could be synthesized visually to facilitate its presentation. Once all of that was done, the data was analyzed to see the results of implementing the mini whiteboards during the stage presentation, detailing what each graphical representation contains and explaining said content. The analysis was done for each objective, which will allow to determine if this change helped the students, as well as why and how it helped them.

Stage 6: Reflect

Here, the results and data analysis were used to reflect on how education is being taught and what was done in this study. If this project helped the students, the researcher would definitely start planning all of his classes using what he has learned from the research. However, if the results are not strong enough to support the idea that the change helped the students, the researcher would still consider thinking of another way to improve the presentation stage since it is a crucial aspect. If the students do not understand what is presented at this stage, the stages of the class that come later may not be successful either.

Techniques and instruments

According to Efron & David (2019), there are various methods of data collection. However, in action research, researchers must ask themselves what they want to achieve and determine the best method for accomplishing that. Here, researchers should not limit themselves to solely a qualitative or quantitative orientation. Instead, they must consider what meaningful information each paradigm can provide, allowing the use of different instruments (p. 90 – 91). In the case of this research, both qualitative and quantitative instruments were used.

The presentation of the instruments will follow the chronology in which they were used. To begin with, qualitative observations will be detailed. Observations are used by a researcher to gather information about what is happening in the surroundings. These notes can pertain to a certain behavior or the environment. (Busetto et al., 2020, p. 3). The researcher's observations contained notes on the students' behaviors during the presentation stage before the implementation of the mini whiteboards. In this way, it was possible to see how their participation and interaction were during this stage of the class, providing background information on their English classes during the first cycle of implementation of the research.

At the same time, structured observations were also implemented. They are similar to qualitative observations; the researcher observes behaviors and interactions, but in this case, the structured observations are planned in advance (Busetto et al., 2020, p. 3). It means that qualitative observations do not have parameters and variables to observe as quantitative observations do. Having clarified that, tally sheets (see appendix 2 and 3) were implemented as the quantitative observation method. Both the qualitative and quantitative observations were used

to accomplish the specific objective number 1 of this thesis: to implement mini whiteboards to engage the students during the presentation stage of an English class.

Surveys were also applied to the students to obtain their perspectives on using the mini whiteboards. Surveys are an instrument used for data collection in which the same set of questions is presented to a group of individuals. (Cath et al., 1975, p. 1). In this case, a quantitative survey (see appendix 4) was administered at the end of the first implementation cycle. It consisted of closed-ended questions to fulfill the specific objectives number 2: to identify the differences that students can perceive when they use the mini whiteboards resource to participate during the presentation stage. In this quantitative section, students had to select their preferred response to different questions regarding the use of the mini whiteboards. That enabled to identify whether they believed the mini whiteboards made a difference during the presentation stage. Examples of such differences include if the students feel the mini whiteboards made their participation more valued or if they felt more motivated when using this didactic resource. The information from this survey was used to conduct a second cycle of implementation, fulfilling the specific objective number 3 of the research: to foster students' engagement while using the mini whiteboards during an English class presentation stage.

Once this second cycle was completed, a qualitative survey (see appendix 5) was administered. It aimed to fulfill the general objective of this thesis: To analyze students' engagement when using the mini whiteboards during the presentation stage of the English class. In this part of the survey, the students could share their feelings and thoughts about how the mini whiteboards did or did not help to increase their engagement. However, the important part of this section is that it will also show the reasons behind these results.

As defined earlier, action research aims to implement a change to positively impact the educational context in which the change is implemented. Action research does not seek to prove something; it aims to discover the positive aspects that the change brings. This means that this study does not want to prove whether mini whiteboards are effective in increasing engagement or not; It wants to understand why they were effective (if they do increase engagement).

Nevertheless, each student is unique, so there may be students who enjoy using this didactic resource as well as students who do not. Discovering why mini whiteboards may not be effective is also very important, as it is a significant outcome for the researcher too. Knowing the positive aspects of using mini whiteboards for participation, as well as the negative aspects, are equally valuable findings for this thesis. For that reason, both aspects will be investigated during this research to improve the educational practices that will be implemented in the future.

Finally, by applying these surveys, not only was the researcher's perspective related to the use of the mini whiteboards considered during this study, but also the students' perspective. With this section, the methodology section of this thesis concludes, explaining the research process and the instruments used. Therefore, it is time to move on to a section focused specifically on the study's subject: the mini whiteboards. The strategies implemented with this teaching resource will be detailed in the implementation proposal, which explains how each strategy was implemented. In the coming section, the teaching proposal will be detail, which was implemented to carry out this action research process.

Teaching Proposal

Title: Constructing the class together: using the mini whiteboards during the presentation stage with Manuela Cañizares students

Objective

The objective of this implementation proposal is to make 5th, 6th and 7th grade students an active part of the class by using mini whiteboards during the presentation stage. This didactic resource will give students the opportunity to share their knowledge and build this stage together with the teacher, instead of just using the teacher's knowledge while they sit and listen.

Introduction

This implementation proposal is about the use of mini whiteboards to make the students an active part of the class during the presentation stage. The researcher was able to observe that the students of Manuela Cañizares school, during the presentation stage of their English classes only sat down to listen to the teacher. This type of interaction causes that the students do not contribute any knowledge during this period of the class, which goes against what the Ecuadorian government wants in the Ecuadorian education. According to the Ecuadorian Ministry of Education (2016), the focus of the EFL curriculum is student-centered. Teachers should not only teach the content in a textual manner but also recognize the differences among their students in terms of needs, learning styles, personalities, and interests. (p. 5). What it basically means is that, in this type of learning, students are holders of knowledge rather than empty vessels to be filled by teachers. This is why the mini whiteboards were used during the duration of the presentation stage of a class.

Through the mini whiteboard's use, it was possible to get all students to participate and contribute their knowledge, regardless of the number of students there are in the classroom. The number of English hours that applied this didactic resource were 36 in total. This allowed the researcher to see results of making the students an important part of the presentation stage, removing that teacher-centered approach and making this stage if a class be built together with the students.

It is worth mentioning that different didactic strategies were used in conjunction with the mini whiteboards. During the first cycle of implementation, the elicitation strategy was used to allow students to contribute their knowledge and construct the presentation stage together with the teacher. However, as mentioned in the methodology section, valuable information was obtained through the survey administered at the end of the first implementation cycle. Based on this information and observations made throughout the first cycle, two new strategies were implemented during the second cycle of the research application. In this case, gamification was applied since students reported in the survey that they enjoyed using the mini whiteboards due to feeling like they were playing and competing with their classmates. For that reason, gamification elements such as point systems, rewards, and team competitions were implemented to reinforce these feelings of playfulness that students expressed while using the mini whiteboards during the presentation stage. Additionally, the researcher noticed that the mini whiteboards helped to save a lot of time during participation, so the think-pair-share strategy was implemented to stimulate deeper knowledge construction processes. Below are detailed the steps for implementing these strategies along with the mini whiteboards.

The following strategy was used during the first implementation cycle of the mini whiteboards

Strategy 1: Elicitation

Objective: To promote student vocabulary knowledge sharing through the use of elicitation questions.

Materials: Erasable Whiteboard Markers, Folders with transparent cover, A4 paper sheets and eliciting questions.

Procedure

- The teacher asks the students to have their mini whiteboards and markers ready to start the class.

- The teacher introduces the topic of the class with a short question that makes students try to guess what today's class will be about.

- The teacher asks them to write their answers and have everyone raise their mini whiteboards at the same time, using a countdown.

- The teacher gives feedback on the student's answers, and if any of them gives the correct answer (or one that is related), the teacher links it to the starting question and tells them the topic of the day.

- The teacher starts presenting the content of the class, but instead of giving the students the vocabulary directly, the teacher constantly asks questions so that they are the ones to give the content/knowledge for the presentation stage.

- Time needed to use the mini whiteboards: 5 to 20 min (the duration depends on how long the presentation stage lasts according to what is in the lesson plan).

The following strategies were implemented during the second implementation cycle of the mini whiteboards

Strategy 2: Gamification

Objective: To increase the engagement of the students when using the mini whiteboards through the implementation of gamification while teaching grammar and vocabulary.

Materials: Classroom whiteboard, personal mini whiteboards, erasable whiteboard Markers, folders with a transparent cover, A4 paper sheets and candies.

Procedure:

- The teacher asks the students to have their mini whiteboards and markers ready to start the class.

- The teacher tells the students that they will form groups according to the classroom columns, and that they will compete for points.

- The teacher asks the students to choose a name in English for their group, but that they do not have to speak. The teacher tells them to use the mini whiteboards to suggest names and choose the one they like best. Also, the teacher says that they will have 2 minutes to do this.

- Once the 2 minutes have finished, the teacher writes the name that each group chose next to each other on one side of the classroom whiteboard.

- The teacher instructs them that the first student to raise up the mini whiteboard with the correct answer to the teacher's questions will add a point to their group. Also, the teacher mentions that the column with the most points will win a candy at the end of class.

- The teacher starts presenting the content of the class, but instead of giving students the grammar or vocabulary directly, the teacher constantly asks questions so that they are the ones to give the content/knowledge for the presentation stage.

- Time needed to use the mini whiteboards: 5 to 20 min (the duration depends on how long the presentation stage lasts according to what is in the lesson plan).

Strategy 3: Think-Pair-Share

Objective: To encourage the students' metacognitive thinking and communication by using the think-pair-share strategy.

Materials: Classroom whiteboard, personal mini whiteboards, erasable whiteboard Markers, folders with a transparent cover, A4 paper sheets and content eliciting questions.

Procedure:

- The teacher asks students to have their mini whiteboards and markers ready to start the class.
- The teacher tells the students to sit in pairs.
- The teacher introduces the topic with a short question that makes students try to guess what today's class will be about.
- The teacher asks them to write their answers and have everyone raise their mini whiteboards at the same time, using a countdown.
- The teacher gives feedback on their answers and if any student gives the correct answer (or one that is related), links it to the starting question and tells them the topic of the day.
- The teacher starts presenting the content of the class, but the time that mini whiteboards help to save during participations, the teacher uses it to ask questions that need a deeper thought process and construct the content of this stage.
- The teacher tells the students to share their thoughts in pairs and discuss their answers.

- The teacher asks them to raise their mini whiteboards at the end of a countdown. However, the teacher tells them beforehand that all students must respond, and that the responses on the mini whiteboards should complement their partner's answer.

- The teacher uses the ideas that the students give to teach the content of the presentation stage.

- Time needed to use the mini whiteboards: 5 to 20 min (the duration depends on how long the presentation stage lasts according to what is in the lesson plan)

Conclusion

Mini whiteboards are a didactic resource that aims to increase the student-teacher interaction during the presentation stage of a class. These strategies seek to increase the engagement that students have during the use of mini whiteboards. However, the use of the mini whiteboards does not stop there. Active interaction on the part of the students is attempted. In this way, both the students and the teacher build the content of the class together instead of having the students as mere spectators.

CHAPTER IV

Results and Discussion

This section will highlight and present this study's findings clearly and concisely. It will provide a detailed account of the data collected and analyzed by the researcher so the readers can understand the research topic deeply and how it relates to the existing body of knowledge in the field. The results presented in this section will allow the researcher to answer the research questions at the beginning of the document and determine if the objectives were achieved.

Before presenting the results, it is important to recall the objectives. In this thesis, the aim is to analyze students' engagement when using the mini whiteboards during the presentation stage of an English class. Additionally, implementing mini whiteboards to engage the students during the presentation stage of an English class, discovering the differences that students can perceive when they use the mini whiteboards resource to participate during the presentation stage and fostering students' engagement while using the mini whiteboards during an English class presentation stage are the specific objectives that this project has. All this is done with the intention of changing how the presentation stage of a class is taught to the students, so it can be improved and allow them to learn the English language in a more exciting and meaningful way.

In conducting this thesis, an action research design with a qualitative method was utilized. Also, both qualitative and quantitative data collection techniques were implemented to gather information and insights on the proposed topic following the action research methodology. It should be noted that Efron & David (2019) suggest that researchers in action research should select instruments according to their needs. In this case, they should not limit themselves to certain types of instruments based on the paradigm they are working with but

rather choose the best way to achieve their goals. (p. 90-91). For this reason, both qualitative and quantitative instruments were implemented.

Before using the mini whiteboards, field diaries and tally sheets were recorded to explore the level of engagement the students had prior to the first implementation cycle of the mini whiteboards. Subsequently, a survey was administered at the end of both the first and second implementation cycles of the research. The quantitative survey was administered first, consisting of questions where the students could answer questions related to the use of the mini whiteboards. Equally important, a qualitative survey was administered at the end of the second implementation cycle. The students were provided with a section where they could write any information regarding their opinion about using the mini whiteboards.

Now that relevant information has been recalled for the upcoming section in this thesis, the collected data from this research will be presented.

Data presentation

Specific objective 1

The first source of data that will be presented related the implementation are the field diaries as they seek to fulfill the specific objective number 1 of this research, which aims to implement mini whiteboards to engage the students during the presentation stage of an English class. They provided information about how the rapport and the students' behavior prior to the use of the mini whiteboards. Before proceeding to present the field diaries' data, it is important to emphasize that these observations are related to the students' participation during the presentation stage of the English classes.

Figure 1

Students' participation during the presentation stage before the mini whiteboards' implementation
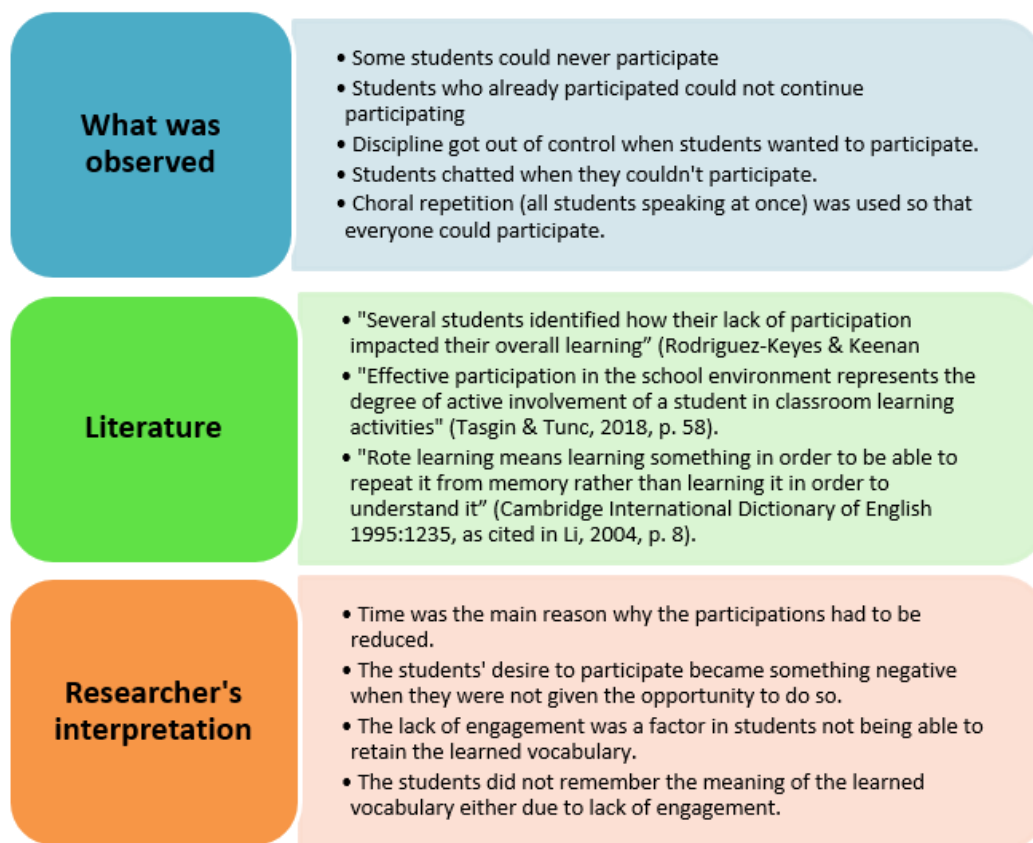
Note: This figure was created based on the most frequent patterns in the field diaries applied during the presentation stage (see appendix 6).

This graph illustrates the presentation stage of the students' English classes prior to the implementation of the mini whiteboards. The most frequent issue encountered was that the students often faced difficulties in participating during this stage. That was attributed to various factors, such as limited time available for the whole lesson or a large number of students in the class. Additionally, even when the students were able to participate, there were instances where they were asked to abstain from doing so in order to give other students an opportunity to

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participate. Consequently, it led to students engaging in conversations rather than being engaged in the class when they were unable to participate or, in many cases, becoming restless due to their eagerness to participate. On the other hand, when the teacher wanted all students to participate simultaneously, choral repetition was employed, involving only the repetition of either learned vocabulary or what the teacher was saying.

Based on the information gathered from these field journals, it can be observed that there was a significant lack of opportunities available for students to participate during the presentation stage of their English classes. As previously mentioned in the theoretical framework, Taşgın & Tunç (2018) emphasize that active participation is crucial in stimulating students' motivation and engagement (p. 58). It means that the lack of participation opportunities had severe implications in the engagement students had while the content that was presented to them. Nevertheless, it not only affects students' engagement but has effects that extend beyond it. Rodriguez-Keyes & Keenan (2013) point out that the lack of participation also affects students' learning in general, not just their engagement. One of the students who took part in their study mentioned that he did not feel like he was part of the class because of the interaction absence. For other students, the lack of participation led to distraction and a sense of being lost while the content was presented (p. 795). It is clear that the lack of opportunities for participation can have serious implications on students' overall learning experience and engagement. If Manuela Cañizares students already have a low level of English proficiency, the lack of participation further hinders their ability to learn the English language. For this reason, it is crucial for the students to have an environment that promotes active participation during an English lesson.

Additionally, there were more consequences with Manuela Cañizares students aside from those presented because of the lack of opportunities to participate. It is known that engagement is

a crucial factor that benefits students in achieving effective learning outcomes, improving

problem-solving abilities, and optimizing their academic performance. At the same time, it also

goes beyond academic achievements and awakes voluntary behaviors. That results in higher

energy levels and genuine enthusiasm during participation (Tasgin & Tunc, 2011, p. 60).

However, the lack of opportunities transformed Manuela Cañizares students' desire of participate

into something negative. When the students repeatedly requested the chance to participate but

could not do it, they resorted to talking with a classmate about the answers they would have

given. As a consequence, other students who overheard these discussions also engaged in

conversations regarding their answers, leading to a domino effect that spread among the students.

The outcome of this eagerness to participate was that students became distracted and lost their

focus on the classes, resulting in a loss of engagement.

As can be seen, the lack of opportunities for student participation during English classes

is a significant challenge that needs to be addressed urgently. The only opportunities where all

students had the chance to participate simultaneously were when they repeated some vocabulary

along with the teacher. However, this participation was not meaningful. It only involved word

repetition over and over for memorization, reflecting a rote learning approach. By incorporating

the mini whiteboards, an attempt to shift away from rote learning and create more participation

opportunities was made. As previously discussed in the theoretical framework, increased

participation opportunities will help establish a more inclusive and engaging learning

environment for the students, which is what the Ministry of Education aims to happen in

Ecuadorian classrooms.

It should be remembered that a second instrument was used alongside the field diaries

during the presentation stage of the English classes. In this case, the researcher will now proceed

to present the tally sheets, which were also used prior to the first cycle of the research. This instrument was developed to also fulfill the specific objective number 1 of this research. It consisted of recording three behaviors that were the most common among students when they became distracted: a student was not paying attention, engaged in a conversation with another classmate, or worked on tasks related to other subjects. The theoretical framework showed how Hiver et al. (2021) believe that paying attention is driven by engagement (p. 3). That means that the student's lack of attention represents a lack of engagement. Gimbutas' study also reinforces this, as in her research, she was able to determine the level of engagement of her participants by observing how much attention they were actively paying. However, that study was conducted with a group of 10 students, while the average class size for this thesis is 30. This means that consistently observing whether students are paying attention would require multiple observers.

Therefore, instead of observing if students are actively paying attention to see if they are engaged, the opposite was observed to determine if there is an absence of engagement. This is something feasible for a single observer since it is something that can be observed more reliably and is easy to notice when it occurs. For that reason, the 3 most common behaviors observed when students became distracted were chosen for conducting this research. The approach used to capture the data was frequency recording. Each time any student engaged in one of the behaviors, a mark was made, increasing the count of that parameter by one each time it occurred. Now that this has been clarified, it is time to present the data collected through the tally sheets.

Table 1

Results of the week before using the mini whiteboards

Behavior	5th	6th	7th	Total
A student is not paying attention to the teacher	106	102	116	**324**
A student is talking with a classmate	51	54	74	**179**
A student is doing tasks from other subjects	2	3	9	**14**

Note: This table was created based on the three tally sheets conducted during the week prior the implementation of the mini whiteboards. (see appendix 7).

Table 1 presents the total count of each behavior for the 5th, 6th, and 7th grades observed during the week before the use of mini whiteboards started. It can be observed that in the 5th grade, students were not paying attention to the teacher's explanation during the presentation stage 106 times, making it the course with the second highest frequency during the first week. On the other hand, 6th-grade students exhibited this behavior in the lowest amount, occurring 102 times during the presentation stage of the classes. Finally, 7th-grade students present the highest frequency, with 116 instances of not paying attention to the teacher. All this gives a total frequency of 324 for the behavior of not paying attention to the teacher during the first week.

For the second behavior, the frequency of students engaging in conversations with their classmates during the presentation stage of English classes was observed. In this case, 5th-grade students exhibited the lowest frequency, occurring 51 times throughout the week. 6th-grade students, on the other hand, fall in the middle, with this behavior happening 54 times. Finally, 7th-grade students displayed the highest quantity, with this behavior occurring 74 times. As a result, the behavior of talking with a classmate during the presentation stage occurred 179 times,

which although is higher, is significantly different from the total frequency of not paying attention behavior.

Last but not least important, the final behavior observed was students working on tasks related to subjects other than English. This behavior was reflected significantly lower than the 2 mentioned earlier. In this case, 5th-grade students showed the lowest amount, totaling 2 occurrences. On the other hand, 6th-grade students have a very similar amount, occurring 3 times. Finally, 7th-grade students show the highest frequency, totaling 9 occurrences.

Having finished presenting the data from the first week of observation, it is time to conduct its respective analysis. With the tally sheets from this week, a foundation can now be established for studying engagement when implementing the mini whiteboards. Even if it is a source of quantitative data, the tally sheets provided extremely valuable information. Thanks to them, there is now an official precedent regarding the levels of the students' engagement within this research. They also enable the implementation of the mini whiteboards. The reason for this is that the information from the tally sheets, along with the field diaries, is vital for implementing the didactic resource of the mini whiteboards. Not having a precedent of student engagement levels without the mini whiteboards would not allow the effective study of the engagement once they are implemented. The precedent will allow observing any improvement in that engagement during the implementation of the mini whiteboards in the presentation stage, which means that now it is possible to implement them. For this reason, it can be determined that specific objective number 1 of implementing the mini whiteboards to engage the students during the presentation stage of an English class was effectively fulfilled, as any potential improvements they may have on student engagement can now be observed.

From this point onward, the mini whiteboards were implemented during the presentation stage of the students' English classes, starting with the first cycle of research implementation. It is worth remembering that mini whiteboards serve as a way for students to communicate with the teacher without any limits. Taking advantage of this and extracting as much knowledge from students as possible is fundamental during the construction of the class presentation stage if a socio-constructivist and student-centered learning environment is desired. For this reason, when implementing mini whiteboards, the elicitation strategy was also implemented. In this way, students not only receive knowledge from the teacher as mere spectators. Now they can also contribute their knowledge and work together with the teacher, so they can feel they are a valuable part of the class and thus increase their levels of engagement.

During this first cycle of implementation, the use of the tally sheets was also maintained with the same specific objective of implementing these mini whiteboards to engage the students during the presentation stage, as now the aim is to observe the levels of engagement during the use of this didactic resource. This means that the researcher will proceed to present the data collected through these tally sheets when using the mini whiteboards with the elicitation strategy. However, it is worth clarifying that first, the data from the 2 weeks of the first implementation cycle will be presented. After that, the analysis of the 2 weeks together will be done after the presentation of the collected data. Once this has been highlighted, it is time to present the information collected during the first cycle of implementation stage of this research project. To begin with, presenting the data collected during the first week of the first cycle of implementation will be the next step.

Table 2

Results of the first week while using the mini whiteboards (first cycle).

Week 1 results (first cycle)				
Behavior	5th	6th	7th	Total
A student is not paying attention to the teacher	34	29	32	**95**
A student is talking with a classmate	23	37	50	**110**
A student is doing tasks from other subjects	0	0	0	**0**

Note: This table was created based on the three tally sheets conducted during the first week of the first implementation cycle (see appendix 8).

Table 2 presents the results of each behavior for the first week of mini whiteboard implementation with the elicitation strategy. During this week, 5th-grade students did not pay attention to the teacher 34 times, 6th-grade students 29 times, and 7th-grade students 32 times. Altogether, this gives a total of 95 occurrences for the behavior of not paying attention during this week. During the second week, the frequencies for the behavior of a student talking to a classmate were 23 for 5th-grade students, 37 for 6th-grade students, and 50 for 7th-grade students. This represents a total of 110 instances where students were talking with another student instead of paying attention to what the teacher was presenting. Lastly, it was not observed that the third behavior of students engaging in activities from other subjects occurred in any of the 3 classes.

This concludes the results for the first week. It's now time to present the data collected during the second week of the first cycle of implementation of the research.

Table 3

Results of the second week while using the mini whiteboards (first cycle)

Week 2 results (first cycle)				
Behavior	5th	6th	7th	Total
A student is not paying attention to the teacher	15	42	25	82
A student is talking with a classmate	24	16	36	76
A student is doing tasks from other subjects	0	0	0	0

Note: This table was created based on the three tally sheets conducted during the second week of the first implementation cycle (see appendix 9).

Table 3 presents the data collected during the second week of using the mini whiteboards with the elicitation strategy in the first cycle of research implementation. During this week, 5th-grade students were not paying attention to the teacher 15 times, 6th-grade students 42 times, and 7th-grade students 25 times. This totals 82 instances where the behavior of a student not paying attention was observed during the second week of the first implementation cycle. On the other hand, the second behavior, where a student was talking to a classmate, occurred 24 times in the 5th grade, 16 times in the 6th grade, and 36 times in the 7th grade. This totals 76 instances where students engaged in conversations with another student. Finally, during the second week, it was not observed that a student was engaging in activities related to other subjects.

This was the data collected regarding the presentation stage of the students' English classes during the first cycle of the mini whiteboards' implementation using elicitation. Having concluded their presentation, it is time to proceed with their analysis. With this first cycle of implementation, differences can already be noticed thanks to the use of the mini whiteboards alongside with the elicitation.

Firstly, a considerable reduction in all behaviors representing distractions during the presentation stage was observed. Both the first and second weeks of implementation showed a significant decrease in distractions. However, there was also a reduction in the number of distractions from the first to the second week. Something the researcher noticed is that this reduction in distractions resulted from the students becoming more familiar with the use of the mini whiteboards. Initially, students had some difficulty getting used to them. Some students continued to raise their hands to participate or tried to answer out loud. Consequently, students were more distracted during the first week of the first cycle of implementation.

Nevertheless, after having had the whole week to become familiar with their use, students showed greater comfort with the didactic resource. The researcher clearly observed that students displayed higher engagement when using the mini whiteboards, which is supported by the results of the tally sheets. Also, it was evident how the use of elicitation facilitated active student participation, as everyone wanted to contribute. Even on some occasions, students knew they were going to give incorrect answers but still chose to participate. They simply wanted to contribute to the class and be part of it, even if they did not have the required knowledge at that moment. This helped create opportunities for instant feedback to students who still lacked that knowledge, enabling them to acquire it each time they participated. This, along with a significant reduction in distractions, allows the researcher to affirm that there were higher levels of engagement. Additionally, the fact that students seemed happier and more animated was also a clear sign of higher levels of engagement.

This concludes the results of the observations made during the first cycle of implementation of the research. These results allow the researcher to declare that the specific objective number 2 of implementing the mini whiteboards to engage the students during the

presentation stage of an English class was achieved. Clearly, there was greater engagement among students during the presentation stage of their English classes when using the mini whiteboards, satisfactorily fulfilling the purpose of engaging them during this phase of the class. However, the data collection in this cycle does not end here. It is time to present the next objective, which represents the closure of this first cycle of implementation.

Specific objective 2

As it was just mentioned, it is time to present the next instrument used at the end of the first implementation cycle to fulfill specific objective number 2 of this thesis: to discover the differences that students can perceive when they use the mini whiteboards resource to participate during the presentation stage. Since action research is a cyclical process, as described in the methodology, it is important to consider ways to improve the practices that teachers implement to bring about change. For this reason, the researcher sought to discover the differences that students perceived when using the mini whiteboards during the presentation stage of their English classes. This will help to understand what is contributing to achieving the higher levels of engagement observed previously and also begin to identify any potential drawbacks associated with the use of mini whiteboards. For this reason, a survey was applied to fulfill the specific objective number 2 and identify these characteristics of the mini whiteboards.

The survey consisted of 11 questions, which contained closed-ended responses, providing the researcher with quantitative results. These questions allowed the students to choose the differences they experienced when using mini whiteboards compared to when the didactic resource was not implemented. Now, the results of all the students' responses to the quantitative part of the survey will be presented. The information will be presented question by question, along with the results from the fifth, sixth, and seventh-grade students collectively. Then, a

general analysis of the complete survey will be conducted after presenting the results of all the questions.

Graphic 1

Responses to the first question of the survey applied to the students
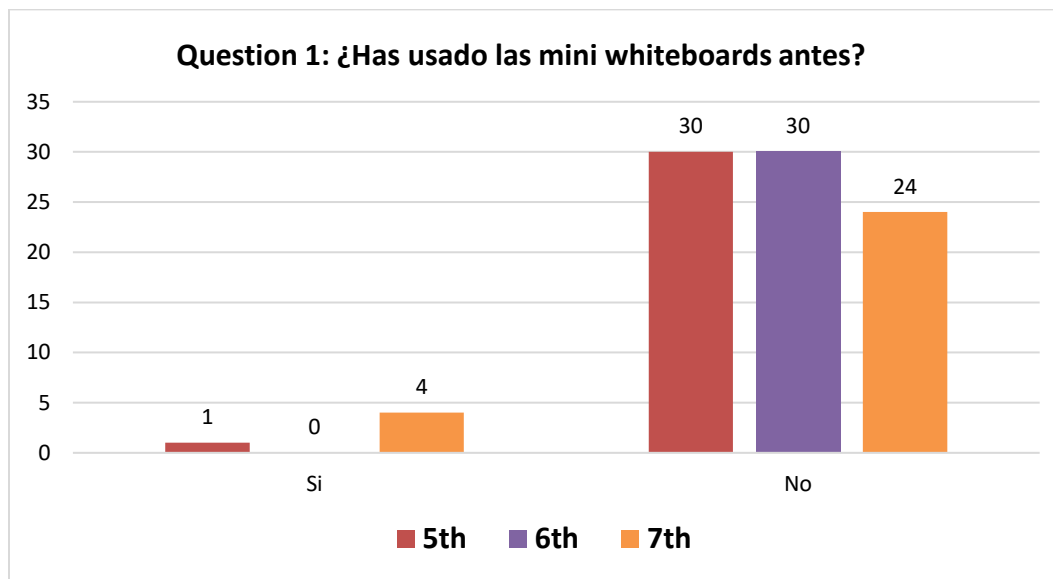
Question 1: ¿Has usado las mini whiteboards antes?

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 1 presents the results of the responses provided by the students to the question, "¿Has usado las mini whiteboards antes?" (Have you used the mini whiteboards before?). Of the 31 students in the fifth grade, 30 stated that they had not used mini whiteboards before implementing this research. On the other hand, only 1student responded affirmatively, indicating that he/she had used mini whiteboards previously. Moving on to the sixth grade, all 30 students responded that they had not used mini whiteboards before. Finally, out of the 28 students in the

seventh grade, 4 students indicated that they had used mini whiteboards in the past. Conversely, 24 students responded negatively.

All this, collectively, results in a total of 89 students across the fifth, sixth, and seventh grades. Out of this total, 5 students had prior experience using mini whiteboards, while the remaining 84 did not. Therefore, 94% of the students were unfamiliar with the mini whiteboards before the implementation of this research. This result can benefit the research, as 94% of the students had not previously used mini whiteboards, which indicates that it will be a fresh and new didactic resource for them.

As mentioned earlier, the discussion and analysis of the survey will be conducted after presenting the results of each question, with the purpose of conducting an overall analysis of the main findings obtained from this instrument.

Graphic 2

Responses to the second question of the survey applied to the students
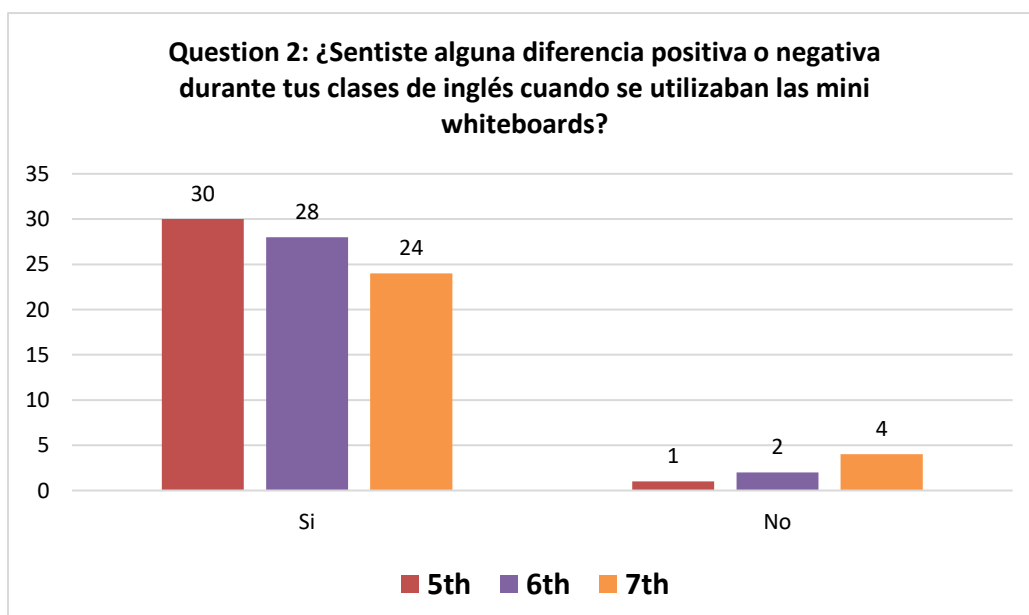
Question 2: ¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 2 presents the results of the responses provided by the students to the question, "¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?" (Did you feel any positive or negative difference during your English classes when the mini whiteboards were used?). Of the 31 students in the fifth grade, 30 answered that they noticed a difference during the implementation of the mini whiteboards. On the other hand, only 1student responded negatively, indicating that they did not feel something was different. Moving to the sixth grade, all 28 students responded that they thought something was different thanks to the mini whiteboards. On the other hand, 2 students felt there was no difference while using this didactic resource. Finally, out of the 28 students in the seventh grade, 24 students indicated that they felt something was different. Contrarily, 4 students responded this was not the case for them.

Out of 89 total students, 7 students did not feel the mini whiteboards made any difference, while the remaining 82 did. Therefore, 92% of the students believed something was different, while 8% did not.

Graphic 3

Responses to the third question of the survey applied to the students

Question 3: ¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 3 presents the graphical representation of the responses given by students to the question, "¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?" (How do you feel your English classes were when mini whiteboards were used?). Of the 31 students, 30 responded that they felt the English classes were better during the implementation of the mini whiteboards, while only 1 student indicated that the lessons remained the same. Similarly, 6th-grade students showed similar results, with 28 responses stating that the classes were better and only 2 suggesting that they remained the same. Finally, the results for 7th grade did not differ significantly, with 25 students feeling that the classes were better and 3 students expressing otherwise.

In total, 83 students responded that the classes were better thanks to the mini whiteboards, while the remaining 6 did not feel the same way. This represents a contrast of 93% who perceived an improvement in their English classes versus 7% who did not feel this.

Graphic 4

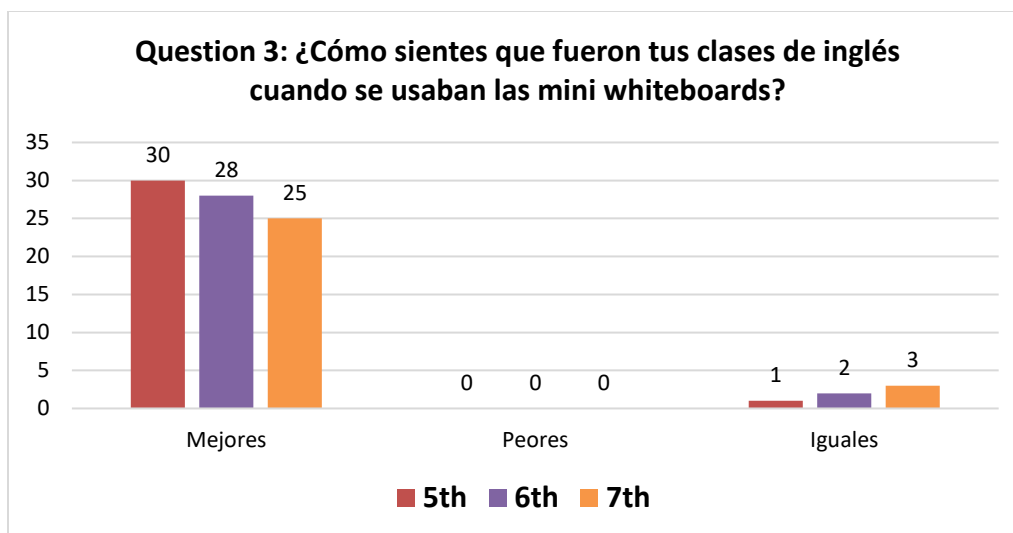Responses to the fourth question of the survey applied to the students

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 4 presents the responses to the question, "¿Te sentías más motivado/a a participar cuando usabas las mini whiteboards durante las clases de inglés?" (Did you feel more motivated to participate when you used the mini whiteboards during English classes?). In the 5th grade, all students felt more motivated to participate using the mini whiteboards. Furthermore, 28 out of 30 students also experienced higher motivation levels, while 2 did not. Finally, 24 students answered affirmatively to this question, whereas 4 students reported not feeling increased motivation during the implementation. In this question, 83 out of 89 students felt higher levels of motivation thanks to the mini whiteboards. In comparison, only 6 students felt differently, indicating that the mini whiteboards helped motivate 93% of the participants.

Graphic 5

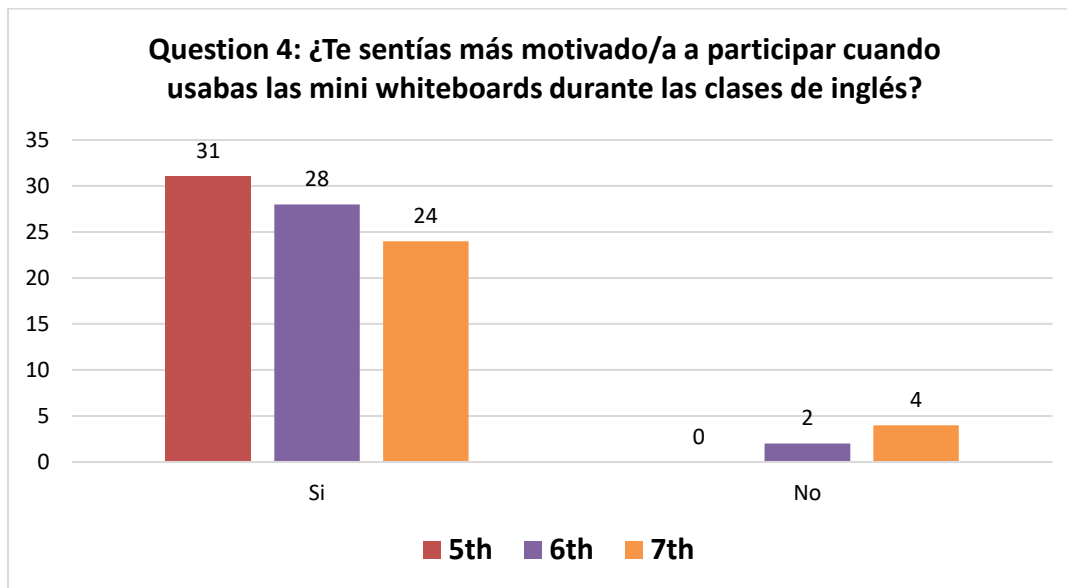Responses to the second question of the survey applied to the students

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 5 indicates the responses that the students provided to the question, "¿Cuál era el nivel de esta motivación para participar en tus clases de inglés?" (What was the level of this motivation to participate in your English classes?). Here, 24 students responded that they felt highly motivated thanks to the mini whiteboards, and 7 students felt motivated. Among the 6th-grade students, 25 responded that they felt highly motivated, 3 felt motivated, and 2 felt neutral, which means that the mini whiteboards did not motivate them further but were not perceived as boring either. In 7th grade, we find a similar number of students feeling the same way, with 2 responding as neutral, 17 feeling highly motivated, and 9 feeling motivated.

In total, 66 students experienced much higher levels of motivation during the use of the mini whiteboards, representing 74% of the participants, while 21% (19 students) also felt more motivated but to a lesser extent. On the other hand, only 4 students felt neutral regarding using mini whiteboards, representing 5% of the total participants. Finally, no student felt bored during the implementation of the mini whiteboards.

Graphic 6

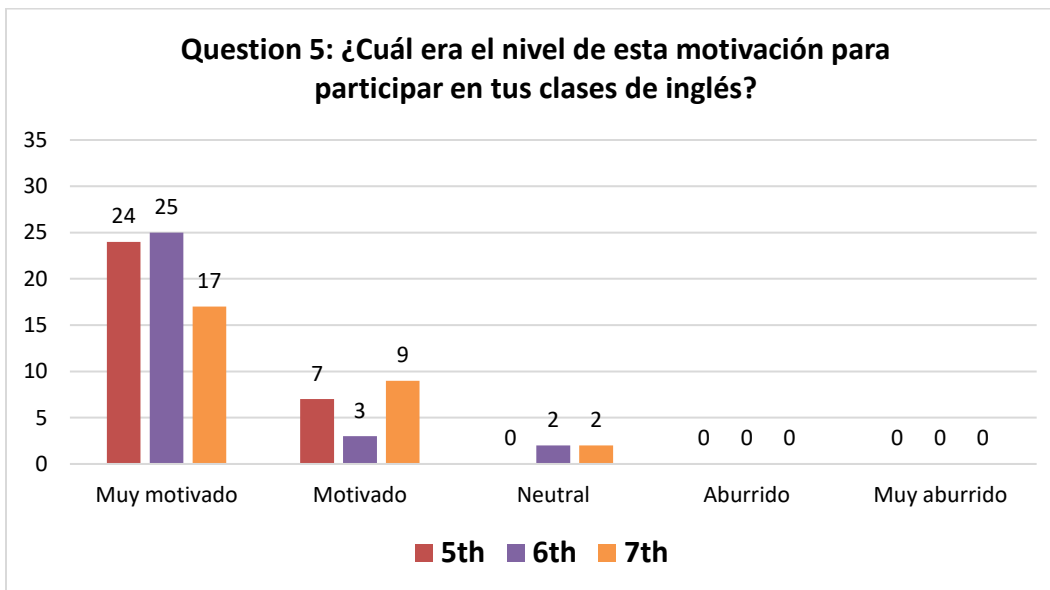Responses to the sixth question of the survey applied to the students
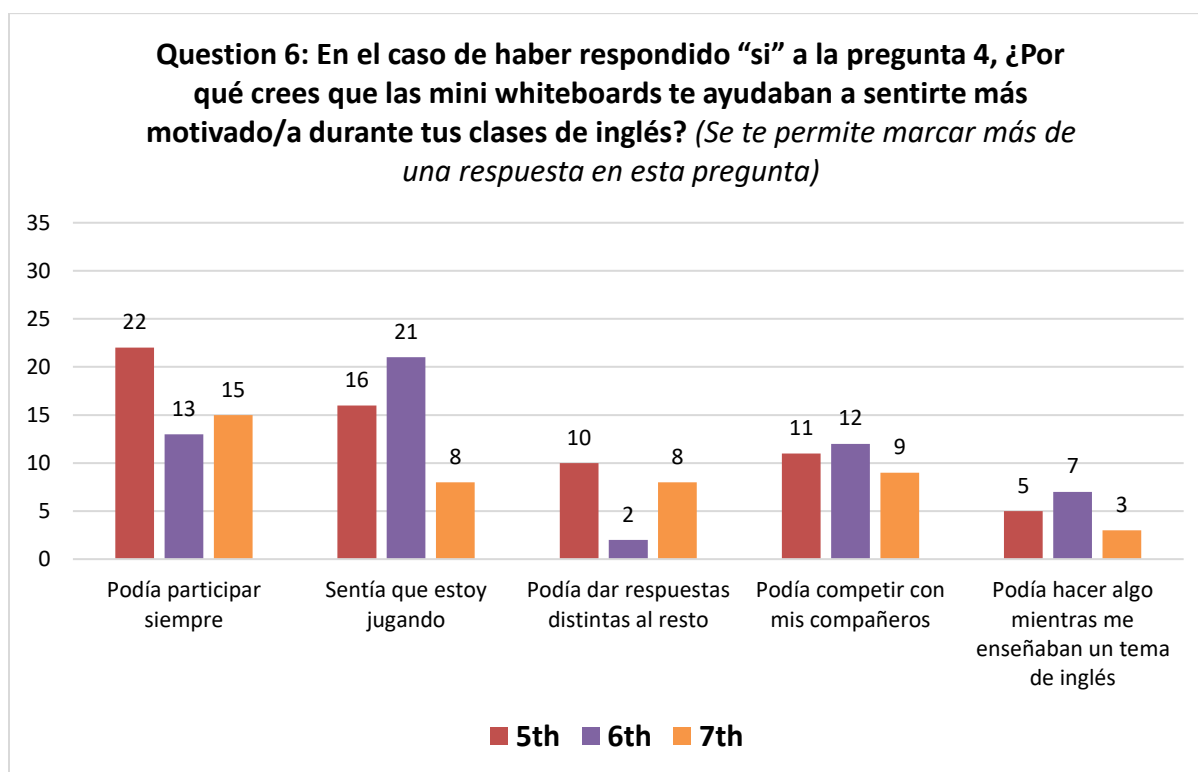
Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

In graphic 6, it can be observed the students' responses to the question, "En el caso de haber respondido "si" a la pregunta 4, ¿Por qué crees que las mini whiteboards te ayudaban a

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sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*" [If you answered "yes" to question 4, why do you think the mini whiteboards helped you feel more motivated during your English classes? *(You are allowed to mark more than one answer in this question*)]. This question only applied to the students who indicated feeling more motivated in question 4, and it presents various reasons why the students might have felt that way. It is important to note that this is a multiple-choice question where students could select more than one response.

In this question, 50 students responded that the reason they felt motivated was that they had the opportunity to participate all the time, 45 students because they felt like they were playing, 20 students because they could provide different answers than the rest, and 32 because they could compete with their peers. On the other hand, 15 students felt more motivated because they could do something during the presentation stage instead of just sitting and listening.

Figure 7

Responses to the seventh question of the survey applied to the students
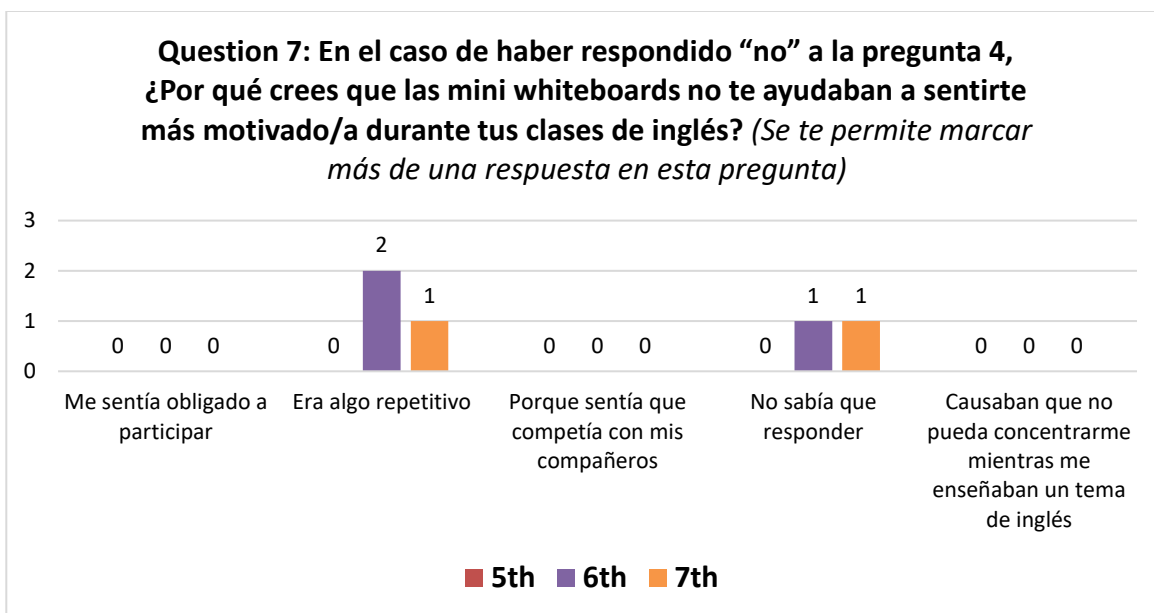
Question 7: En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*

|	Me sentía obligado a participar	Era algo repetitivo	Porque sentía que competía con mis compañeros	No sabía que responder	Causaban que no pueda concentrarme mientras me enseñaban un tema de inglés
5th	0	0	0	0	0
6th	0	2	0	1	0
7th	0	1	0	1	0

■ 5th ■ 6th ■ 7th

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Similar to question 5, students could answer question 7 "En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés? (*Se te permite marcar más de una respuesta en esta pregunta*)" [If you have answered 'no' to question 4, why do you believe mini whiteboards did not help you feel more motivated during your English classes? (*You are allowed to select more than one response to this question*)] only if they indicated not feeling more motivated in question 4. Also, various reasons why the students might have felt that way were presented. Students could select more than one response equally to question 5.

In this case, there were very few responses, as most students felt more motivated using the mini whiteboards. Among the reasons why some students did not feel that way, 2 students from 6th grade mentioned it was repetitive, and 1 student stated that they did not know what to

respond at times. Additionally, 1 student in 6th grade also indicated that it felt repetitive and that they were unsure about how to respond at times.

Graphic 8

Responses to the eighth question of the survey applied to the students
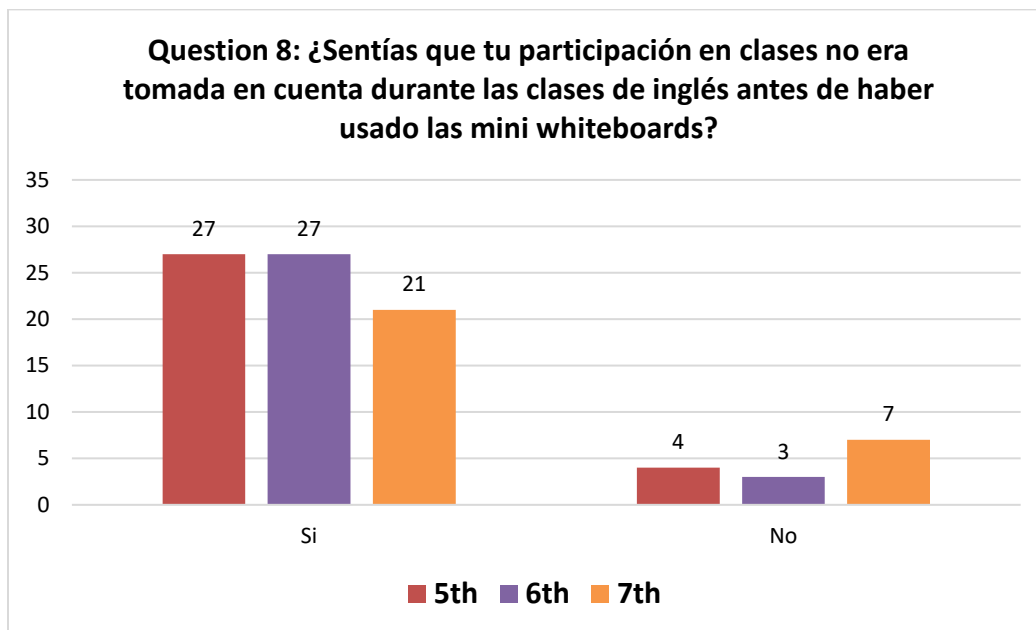
Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graphic 8 presents the students' responses to the question, "¿Sentías que tu participación en clases no era tomada en cuenta durante las clases de inglés antes de haber usado las mini whiteboards?" (Did you feel that your participation in classes was not taken into account during English classes before using the mini whiteboards?). Here, the same number of students in the 5th and 6th grades answered that they did not feel they had the opportunity to participate in their English classes, with 27 responses in both classes. A similar number is found for the other option, with 4 students in the 5th grade and 3 students in the 6th grade feeling that their

participation was considered before the mini whiteboards were implemented. Finally, in 6th grade, 21 students responded that they did not feel their participation was considered before the use of the mini whiteboards, while 7 students answered that their participation was indeed taken into account.

Graphic 9

Responses to the ninth question of the survey applied to the students
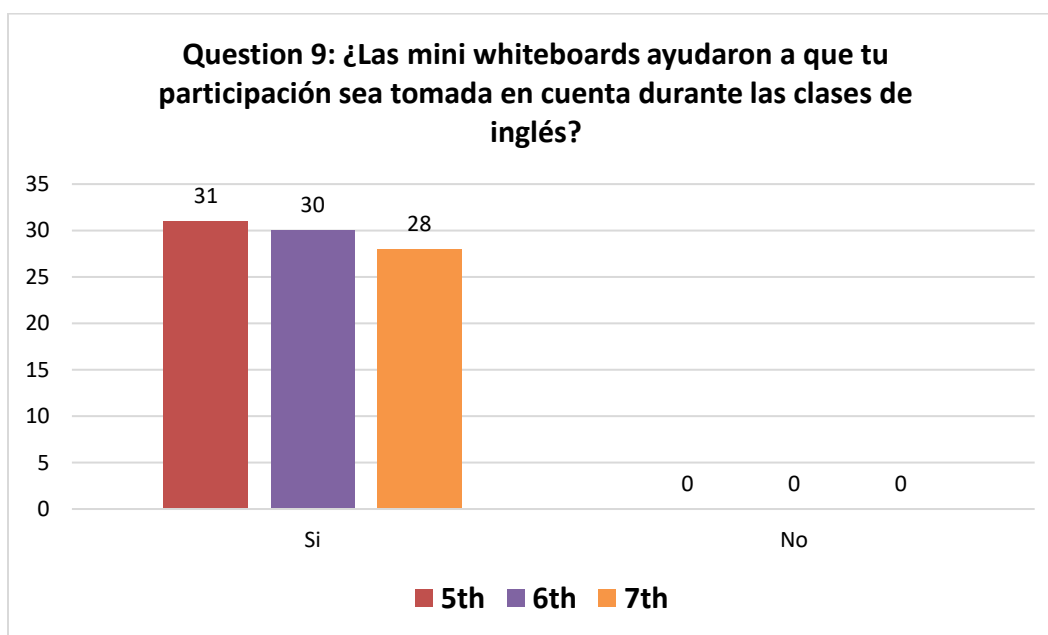
Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graph number 9 shows the results of the question, "¿Las mini whiteboards ayudaron a que tu participación sea tomada en cuenta durante las clases de inglés?" (Did the mini whiteboards help your participation to be taken into account during the English classes?). All 5th, 6th, and 7th-grade students responded that the mini whiteboards helped them participate during their English classes. Despite some students mentioning in the previous response that

their participation was taken into account even before using the mini whiteboards, this
educational resource helped to maintain and even enhance their participation.

These results highlight something crucial as they indicate that 84% of the students felt
that their participation was not meaningful before the implementation of this research, which
means that only 16% of the students felt involved during the presentation stage.

Graphic 10

Responses to the tenth question of the survey applied to the students
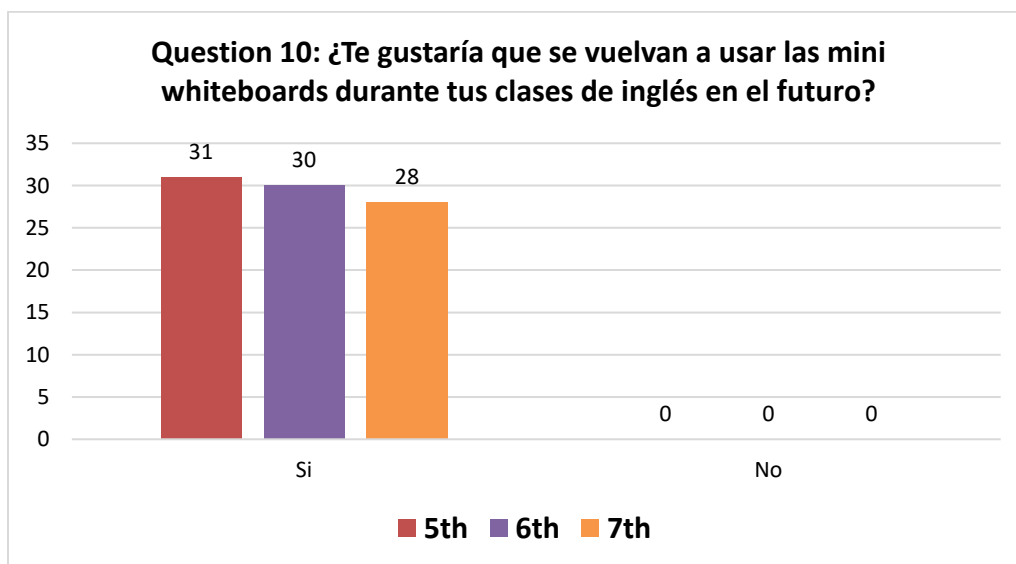
Question 10: ¿Te gustaría que se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?

Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see
appendix 10).

Graph number 10 displays the responses to the penultimate Question, "¿Te gustaría que
se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?" (Would you
like to use the mini whiteboards again during your English classes in the future?). Similar to the

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previous question, 100% of the students answered that they would like the mini-whiteboards to be used again in their future English classes.

Graphic 11

Responses to the eleventh question of the survey applied to the students
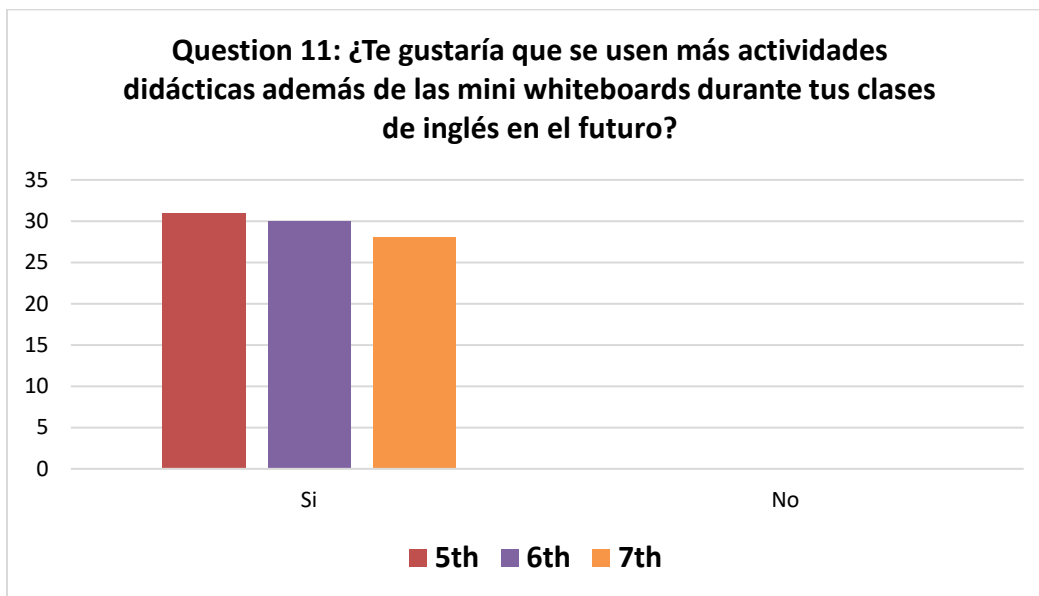
Note: This graph was constructed based on the fifth, sixth, and seventh-grade survey results (see appendix 10).

Graph number 11 presents the responses to the last question, "¿Te gustaría que se usen más actividades didácticas además de las mini whiteboards durante tus clases de inglés en el futuro?" (Would you like to see more didactic activities in addition to mini whiteboards used during your English classes in the future?). This question follows the same pattern as the previous two questions, with 100% of the students answering that they would like more educational activities to be implemented in addition to the mini whiteboards in their English classes.

Now that the results of the entire survey have been presented, it is the moment of conducting the respective analysis.

The survey allowed the researcher to obtain valuable information related to the first cycle of mini whiteboards' implementation during the presentation stage. Initially, it was revealed in the field diaries that most students lacked the opportunity to participate during the presentation stage of their English classes, leading to disengagement. Furthermore, this lack of participation often resulted in negative consequences, as students stopped paying attention and engaged in conversations with other classmates, leading to losing the engagement with those students. The tally sheets indicated that mini whiteboard participation helped to maintain engagement, and the survey provided insights into the differences that could be the reasons for them feeling these higher levels of engagement while using this didactic resource. Now, it is time to highlight the main findings obtained through the survey.

Among the main findings, thanks to the survey, all students reported that they felt the mini whiteboards helped change the fact that they did not have the opportunity to participate before. It is important to recall that Sprenger (2018) emphasizes that classes should be student-centered to engage them (p. 2). If students do not have opportunities to participate, the primary factor for a student-centered class is missing. Additionally, Gimbutas and Taşgın & Tunç also reinforce the posture that participation is crucial to awake student engagement. The fact that this barrier for participation was broken thanks to the mini whiteboards may explain the answers of the students in question 4 (see figure 4) about being more motivated, and the results obtained when analyzing the data from the tally sheets regarding the higher levels of engagement.

Furthermore, the students mentioned that the main differences they felt were the sense of playfulness and the ability to compete with their classmates. This aligns with what Dehghanzadeh et al. (2019) state about the benefits of gamification, "Being enjoyable, engaging, motivating, and fun were positive learning experiences of gamified LESL environments" (p. 1). Additionally, it was also presented that the vast majority of reviewed studies report that gamification is beneficial for students' experiences when learning English (Dehghanzadeh et al., 2019, p. 9), which is reflected in the use of mini whiteboards during this research.

Furthermore, the students expressed that being able to provide different answers than their peers and engaging in active learning were more differences they experienced. This suggests that the elicitation strategy involved the students actively in the learning process, thereby promoting student-centered learning, is another reason for the higher levels of motivation observed. These results also foster meaningful learning, as students feel that they are contributing to the class, which also reflects a socio-constructivist model. However, as observed in the survey results, the use of elicitation was not the most selected response by students. The gamification feelings represented a greater preference among students. This implies that using only the elicitation with the mini whiteboards is not enough. Therefore, a second cycle of research implementation was conducted, but now incorporating two new strategies along with elicitation.

As can be seen, the survey allowed for the discovery of the differences that students perceive when using the mini whiteboards during the presentation stage of their English classes, which is the specific objective number two of this research. It also suggested the implementation of new strategies during a second cycle of research implementation, as an attempt to increase the effectiveness of the mini whiteboards and foster the engagement observed during the first cycle.

Nevertheless, there are also other important insights that need to be emphasized. The results align with concepts explored in the theoretical framework of this document. Concepts such as meaningful learning, gamification, student-centered learning, and the socio-constructivist model are reflected in the findings of this instrument, thus confirming what has been previously cited on that section of the document. Concluded with this, it's time to move on to the third specific objective of the research, which represents the purpose of the second cycle of mini whiteboard implementation.

Specific objective 3

After reflecting on the insights provided by the survey along with the observations made from the beginning, it's time to apply that knowledge in a second cycle of implementation during this research. In this case, the mini whiteboards were implemented with the new strategies of gamification and think-pair-share with the intention of fulfilling the specific objective number 3 of this research: to foster students' engagement while using the mini whiteboards during an English class presentation stage.

During this second cycle of implementation, the use of tally sheets continued as they have allowed for significant analysis of engagement related to the use of mini whiteboards. However, the new didactic strategies mentioned earlier were implemented to observe if there was an improvement in student engagement, enhancing the use of the mini whiteboards. Now, the results of the 2 weeks of observation during the second cycle of implementation of the research will be presented. Just as before, the analysis of the information will be conducted after presenting the data collected during the 2 weeks. First, only the description of this data will be provided.

Table 4

Results of the first week while using the mini whiteboards (second cycle)

Week 1 results (second cycle)				
Behavior	5th	6th	7th	Total
A student is not paying attention to the teacher	47	43	33	**123**
A student is talking with a classmate	9	35	43	**87**
A student is doing tasks from other subjects	0	0	0	**0**

Note: This table was created based on the three tally sheets conducted during the first week of the second implementation cycle (see appendix 11).

Table 4 shows the results of the first week of the second cycle of implementation in the research. In this case, mini whiteboards were used during the presentation stage, adding the strategies of gamification and think-pair-share to identify if there was an increase in students' engagement levels. The same behaviors observed in the first cycle of implementation were tracked to continue studying students' engagement. For the behavior of a student not paying attention, 5th-grade students exhibited this behavior 47 times. In contrast, 6th-grade students displayed it 43 times, and 7th-grade students 33 times. This totals to students not paying attention to the teacher a total of 123 times.

On the other hand, 5th-grade students engaged in conversations with a classmate 9 times, 6th-grade students 35 times, and 7th-grade students 43 times. This totals to 87 instances where students conversed with someone else during the presentation stage of their English classes.

Finally, no students in the 5th, 6th, and 7th grades engaged in activities related to other school subjects.

It will be emphasized again that the presentation of the data collected each week will be done first, and the respective analysis will be done once the presentation of the two weeks of the second implementation cycle has concluded. Therefore, it is now time to present the results of the observations made during the second week of the second implementation cycle.

Table 5

Results of the second week while using the mini whiteboards (second cycle)

Week 2 results (second cycle)				
Behavior	5th	6th	7th	Total
A student is not paying attention to the teacher	72	63	60	195
A student is talking with a classmate	34	60	63	157
A student is doing tasks from other subjects	0	0	0	0

Note: This table was created based on the three tally sheets conducted during the second week of the second implementation cycle (see appendix 12).

Table 5 presents the results observed during week 2 of the second implementation cycle of the research. Remember that these observations were made during the use of the mini whiteboards during the presentation stage with the two added strategies of gamification and the think-pair-share strategy. As shown in the table, 5th-grade students did not pay attention to the teacher 72 times during the week, 6th-grade students 63 times, and 7th-grade students 60 times. This represents a total of 195 instances where students did not pay attention to the teacher during

the presentation stage. On the other hand, 5th-grade students engaged in conversations with a classmate 34 times during the week, 6th-grade students 60 times, and 7th-grade students 63 times in total. This adds up to 157 instances for the number of occasions when students were conversing with a classmate during the presentation stage. Lastly, once again, no student engaged in activities belonging to other subjects.

This concludes the presentation of the data from the observations made during the second cycle of implementation of the research, so it's time to conduct its respective analysis.

The observations made during the second cycle of implementation present interesting results regarding the study of student engagement. Firstly, during the first week of the second cycle of implementation, students showed similar levels of distraction and conversation as those observed during the first cycle. However, during the second week of the second cycle, students were more distracted and engaged in more conversations during the presentation stage of their English classes. It is emphasized that in the first cycle of implementation, only the elicitation strategy was used in conjunction with the mini whiteboards. However, based on the information obtained through surveys, it was decided to incorporate elements of gamification when using the mini whiteboards. Additionally, since it was observed that the mini whiteboards helped save time in student participation during the first cycle, the think-pair-share strategy was also introduced in the second cycle to facilitate deeper knowledge construction when students participated.

The results of the second cycle of implementation indicate that indeed the mini whiteboards continued to help students become more engaged during the presentation stage of their classes, as students were much more distracted and engaged in more conversations when their use was not yet implemented. However, the results of the second cycle also indicate a

reduction in the effectiveness of the mini whiteboard as a teaching resource, as students exhibited these behaviors more frequently. This suggests that, despite applying new strategies with the mini whiteboards during the second cycle of implementation, the mini whiteboards lost effectiveness in retaining student engagement. Although they still helped to increase student engagement, this engagement decreased over time with their use. This can be related to the findings of Ahmadian et al. (2017) regarding how there are issues with constant repetition of activities. They discovered that the constant repetition poses problems for both teachers and students, such as altering the interpretation of an activity or reducing student engagement. (p. 467).

For this reason, implementing new strategies during the second cycle of implementation was not sufficient to improve student engagement with the mini whiteboards during the English class presentation stage. This indicates that the specific objective of fostering students' engagement while using the mini whiteboards during the English class presentation stage could not be achieved. Although the mini whiteboards continued to help increase student engagement during the presentation stage, their effectiveness decreased over time. This suggests that their effectiveness could continue to diminish over time. However, these are factors that the researcher also wanted to understand, as they provide both positive and negative factors to consider when developing a didactic resource or strategy during the presentation stage. Therefore, knowing what these factors are is essential, which is why a second qualitative survey was conducted at the end of the second cycle of implementation of the research. The results of this survey will be presented now.

General objective

The following section will present the second data set obtained through the qualitative survey. This instrument will be used to fulfill the general objective of this thesis: To analyze students' engagement when using the mini whiteboards during the presentation stage of an English class. The purpose of this survey was to gather insights into what the entire implementation process of this research represented in the study of the students' engagement. However, the best way to learn about this implementation is to directly obtain the opinions of the students, as they were the protagonists of the research. For that reason, it is time to present the information collected through the qualitative survey provided to the students.

This section of the survey was pretty simple. The students were given a blank space containing lines to write any information they desired to express, including positive and negative comments about the implementation of the mini whiteboards. The survey was conducted anonymously to ensure that students felt no fear or concern in expressing their genuine feelings in case they did not enjoy the mini whiteboards or the English class. Also, as it was optional for the students to provide feedback, most students chose not to do so. Nevertheless, information was collected from 28 students across the fifth, sixth, and seventh grades combined (see Appendix 13). In order to present this information, a categorization process was executed to identify recurring patterns among the students' comments regarding the implementation of mini whiteboards.

Figure 2

Categorization of the feedback from the students
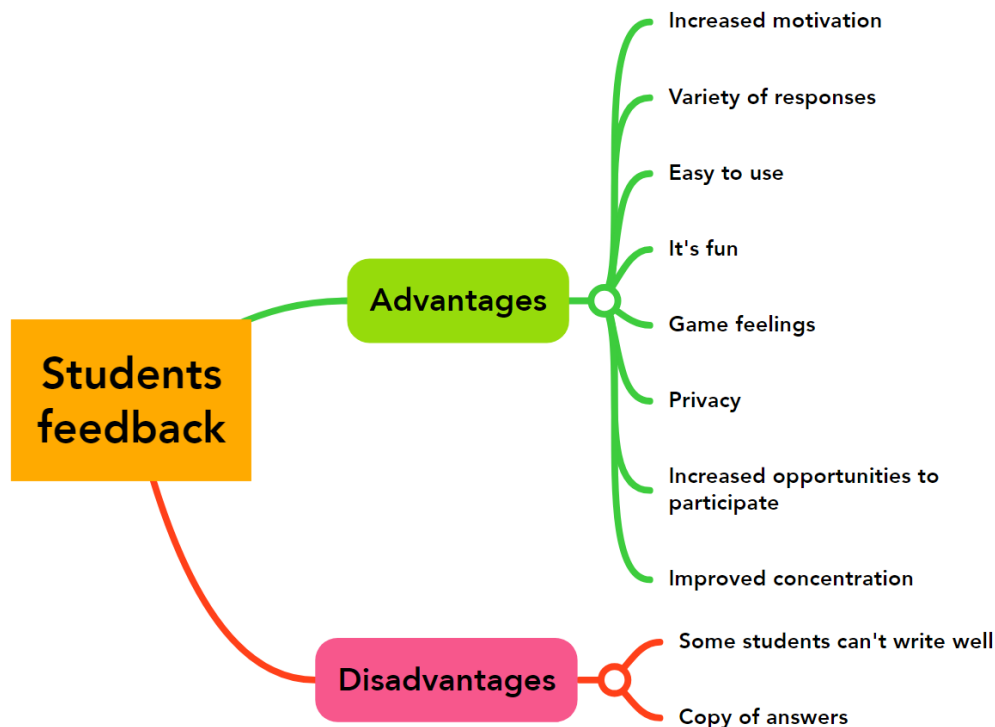
Note: This figure was created based on the common patterns on the comments made by the students on appendix 13.

Figure 2 displays the graphical categorization of the feedback provided by students in the survey administered after the implementation. This categorization was done by identifying the advantages and disadvantages mentioned in the students' comments about using the mini whiteboards. The advantages represent the reasons why mini whiteboard participation increased engagement, while the disadvantages represent why engagement was affected. It is worth noting that not all identified advantages were included in the graph, but rather those mentioned most frequently.

Among the advantages depicted in the graph, one notable benefit of using mini whiteboard participation was the increased motivation among students. As expressed by student number 3 (see appendix 13), ***"Me agrado el uso de las mini whiteboards por que que hay mas***

participación con los compañeros y nos ayuda a dar respuestas distintas a los demás y motiva

a participar" (*I liked the use of the mini whiteboards because there is more participation with*

the classmates and it helps us to give different answers to others and motivates to participate).

Additionally, the mini whiteboards provided an opportunity for students to offer a variety of

responses based on their own beliefs, which reflects the principles of socio-constructivism and

meaningful learning. Through elicitation and the think-pair-share strategy, students also had the

opportunity to enrich their participation and think through their ideas, which increased the

variety of responses. This became evident to the researcher when assuming the students' English

teacher role, as it could be observed that all students tried to write something on their mini

whiteboards even if their response was incorrect (see appendix 14).

Allowing for these different types of participation also facilitated the think-pair-share. By

asking simple questions through elicitation, students could review the content they had learned

and socialize their ideas, sometimes they even attempted to engage in friendly discussions. The

fact that they are making more conscious use of their knowledge and questioning it alongside

their peers already involves more complex thinking functions. Moreover, on some occasions, the

think-pair-share strategy was combined with elicitation questions so that students could deduce

content they had not yet learned, such as grammar and sentence structure.

However, those were not all the advantages the mini whiteboards had. Another common

comment among students is that the mini whiteboards were fun and easy to use. As students 11

and 23 expressed in the survey feedback, "*Me gusta usar la min whiteboart por que era muy*

divertida" (*I liked to use the mini whiteboard because it was very fun*), "*Las miniwitheboards*

ayudaron a que las clases de inglés sean diberditas y asi llaman nuestra atension,

concentración" (*The mini whiteboards helped make the English classes fun and call our*

attention, concentration). Along with the comment about them being fun, students also mentioned that they felt like they were playing when using the mini whiteboards. "***me gusto por que podíamos utilizarlas cuando el profesor/aa nos pedía, además sentía que era un juego al participar***" (*I liked them because we could use them when the teacher asked us, also I felt that it was a game when I participated*) (student 14), "***Que todas estas clases fueron muy divertidas y que aprendí mucho con el profe Rafa y con la profe Prisila y fue muy divertido aprender y jugar a la vez***" (*That all these classes were very fun and that I learned a lot with teacher Rafa and with teacher Priscila and it was a lot of fun learning and playing at the same time*) (student 25). These comments clearly reflect the effectiveness of gamification with the use of the mini whiteboards for participation. Kapp (2014) has already expressed that gamification increases motivation during the learning process (p. 42), and the students' feedback reflects that this is indeed the case. Both in the qualitative and quantitative surveys, it can be observed how the effects of gamification helped to increase the engagement students were feeling when using the mini whiteboards to participate.

Finally, another mentioned advantage in the students' feedback was the increased opportunities for participation. The students expressed that what they liked was the opportunities to participate, and the freedom the mini whiteboards gave. "***Siento que las mini whiteboards fueron muy buenas ya que nos ayudo a participar sobre ingles y practicar más sobre la escritura del ingles***" (*I feel that the mini whiteboards were very good as it helped us to engage in English and practice more about writing in English*) (student 1), "***Me gusto que halla el mini whiteborars porque se me facilita participar en las clases***" (*I liked that there were mini whiteboards because it makes it easier for me to participate in the classes)* (student 2). As this document has extensively clarified, the lack of opportunities for student participation is an urgent

issue to address and a significant cause of the lack of engagement during the learning process. Aguilar (2023) emphasizes that the student is the protagonist of the learning process and that student-centered learning is a necessity within Ecuadorian classrooms (p. 17, 18, 35). Achieving this type of learning through the mini whiteboards and allowing students to participate freely was another reason why students at Manuela Cañizares felt more motivated and engaged.

Even with all the advantages that mini whiteboards presented, some disadvantages were also identified, although in a much smaller quantity. Among these drawbacks, Student 12 (see appendix 13) expressed in the feedback that **"Me gustaban las mini whitebors pero no a veces porque no se escribir muy bien"** *(I liked the mini whiteboards, but sometimes I didn't because I don't know how to write very well)*, and not being able to write well caused them to feel some embarrassment when participating. It is worth clarifying that this writing issue is not strictly related to English but is a problem that students also face in their native language. Additionally, another disadvantage of the mini whiteboards mentioned was that **"Aveces no me gusta las mini whiteboards porque copiaban las respuestas"** *(Sometimes I don't like the mini whiteboards because they copied the answers)* (Student 10). These comments, combined with the survey results indicating that the mini whiteboards can feel repetitive, highlighting the disadvantages that the mini whiteboards presented.

It is here where Ohba's study comes into play, emphasizing the importance of paying attention to the feelings students experience during their learning. In this case, the fact that students have experienced negative feelings is highly significant because they need to be addressed. If a student is feeling bad or embarrassed during the class, it will lead to disengagement from the activity or the content being presented. For this reason, identifying

potential drawbacks of using mini whiteboards was crucial for the researcher, as it allows for the exploration of solutions through different strategies or activities in the future.

Having expressed that last idea, it can be stated that the overall objective of analyze students' engagement when using the mini whiteboards during the presentation stage of an English class has been accomplished. The process undertaken during this research helped in learning and understanding many aspects of engagement, and above all, its importance. Furthermore, the study has also revealed the disadvantages associated with the use of the mini whiteboards, which is equally valuable information in an action research study.

Conclusion

This research aimed to analyze students' engagement when using the mini whiteboards during the presentation stage of their English classes. Based on both the qualitative and quantitative analyses conducted in the previous results section, it can be concluded that mini whiteboard participation effectively contributed to increased engagement among students during the presentation stage of their English classes. The reasons behind these results were uncovered through the different data collection instruments employed. Thanks to the survey, it was possible to discover that the increase in engagement results from the opportunity to participate more frequently during the class. Additionally, the didactic resource's fun and user-friendly nature also facilitated the growth in engagement levels. The tally sheets also provided valuable information to reinforce these results. They were used to address the specific objective of implementing the mini whiteboards to engage the students during the presentation stage of an English class. As previously explained during this document, fewer distractions indicate higher levels of engagement, which was the case with Manuela Cañizares students.

In light of these results, it is important to recall the research design used in this study, as it shaped the research approach. The selected research design was action research. The reason behind this choice was implementing mini whiteboards to help the students participate actively and improve their learning process. Based on the obtained results, it is evident that mini whiteboard participation effectively served this purpose by increasing engagement levels among fifth, sixth, and seventh-grade students. This sets a precedent, showing that it is possible to incorporate didactic elements during the presentation stage and that students should not just sit and listen during this period of an English class. Students are also holders of knowledge, which should be leveraged to make them feel that they co-construct the class alongside their teacher. By

doing so, students can experience meaningful learning where they play an active role in the educational process rather than simply memorizing information, as typically occurs in rote learning.

Nevertheless, it was also observed that mini whiteboards have disadvantages too. The feedback provided by the students and the survey responses shed light on the mini whiteboards' negative aspects. The results showed that some students did not entirely enjoy this didactic resource because they occasionally struggled to respond or felt embarrassed about their writing proficiency. Some students also mentioned in the survey that using mini whiteboards could become repetitive, which subsequently indicated a reduction in the effectiveness of the mini whiteboards over time. Furthermore, the tally sheets also indicated that the mini whiteboards showed reduced effectiveness. Even if this decline in engagement did not reach the levels observed when the mini whiteboards had not been implemented yet, it suggests that this margin of reduced effectiveness could amplify over time. That possibility raises the question of what other strategies or resources could be introduced during the presentation stage of an English class to enhance the variety and prevent students from perceiving didactic tools as monotonous.

Exploring distinct options for diversifying the presentation stage may prove beneficial in maintaining students' engagement and interest. Doing so will allow teachers to address the limitations associated with the prolonged use of any didactic resource. This research discovered why mini whiteboards helped to improve the students' engagement during the presentation stage, but it also exposed the disadvantages they come with. Considering these characteristics will allow the development of alternative strategies and resources teachers can use, ensuring that the learning experience remains dynamic and engaging for students throughout their English learning.

Recommendations

The students at Manuela Cañizares School lacked engagement during the presentation stage due to the lack of opportunities for participation in their teacher-centered classes. Nevertheless, introducing the mini whiteboards to participate actively shifted the classroom dynamic, transforming this presentation stage into a student-centered learning experience. Doing that shift in the learning approach significantly increased students' motivation and actively engaged them during content delivery. On top of that, this study revealed how the presentation stage is commonly taught traditionally and the implications this approach carries. A precedent was established by incorporating the mini whiteboards, demonstrating that the presentation stage can also be interactive, and that didactic activities or resources should not be limited solely to the other stages.

These results also reaffirm the findings of Gimbutas (2019) regarding how mini whiteboards contributed to increased student engagement. However, more than relying on the implementation of mini whiteboards is required. Utilizing the results obtained from this research to develop additional tools and incorporating them alongside the mini whiteboards is recommended for future studies. By doing so, the presentation stage can continue to evolve and improve over time. Also, the study of this stage should not cease after the conclusion of this research; instead, future studies should keep refining and expanding the number of pedagogical resources for engaging the students during the presentation stage of an English class, so teachers have more and more options from where to choose.

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Appendixes

Appendix 1:

Example of a mini whiteboard

Appendix 2:

Instrument used for the structured observations (tally sheet) before the use of the mini

whiteboards.

Students' behavior during class (Without using the mini whiteboards)		
Behavior	**Frequency**	**Total**
A student is not paying attention to the teacher		
A student is talking with a classmate		
A student is doing tasks from other subjects		
Observations:		

Appendix 3:

Instrument used for the structured observations (tally sheet) during the mini whiteboards use.

Students' behavior during class (While using the mini whiteboards)		
Behavior	**Frequency**	**Total**
A student is not paying attention to the teacher		
A student is talking with a classmate		
A student is doing tasks from other subjects		
Observations:		

Appendix 4:

Quantitative survey applied to the students

Encuesta sobre el uso de las mini whiteboards

A continuación, se te harán unas preguntas de opción múltiple sobre la implementación de las "mini whiteboards" durante tus clases de inglés. Lee cuidadosamente los ítems, y procede a marcar con una "x" la opción que deseas dar como respuesta. La siguiente encuesta se realizará de forma anónima, nadie sabrá quien la realizó, así que realízala con completa honestidad y tranquilidad.

1. **¿Has usado las mini whiteboards antes?**
    □ Si   □ No

2. **¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?**
    □ Si   □ No

3. **¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?**
    □ Mejores   □ Peores   □ Iguales

4. **¿Te sentías más motivado/a a participar cuando usabas las mini whiteboards durante las clases de inglés?**
    □ Si   □ No

5. **¿Cuál era el nivel de esta motivación para participar en tus clases de inglés?**
    □ Muy motivado   □ Poco motivado   □ Neutral   □ Aburrido   □ Muy aburrido

6. **En el caso de haber respondido "si" a la pregunta 4, ¿Por qué crees que las mini whiteboards te ayudaban a sentirte más motivado/a durante tus clases de inglés?** *(Se te permite marcar más de una respuesta en esta pregunta*

    □ Podía participar siempre.
    □ Sentía que estoy jugando.
    □ Podía dar respuestas distintas al resto.
    □ Podía competir con mis compañeros.
    □ Podía hacer algo mientras me enseñaban un tema.

7. **En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés?** *(Se te permite marcar más de una respuesta en esta pregunta)*

    □ Me sentía obligado a participar.
    □ Era algo repetitivo.

□ Porque sentía que competía con mis compañeros.

□ No sabía que responder.

□ Causaban que no pueda concentrarme mientras me enseñaban un tema.

8. **¿Sentías que tu participación en clases no era tomada en cuenta durante las clases de inglés antes de haber usado las mini whiteboards?**

□ Si   □ No

9. **¿Las mini whiteboards ayudaron a que tu participación sea tomada en cuenta durante las clases de inglés?**

□ Si   □ No

10. **¿Te gustaría que se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?**

□ Si   □ No

11. **¿Te gustaría que se usen más actividades didácticas además de las mini whiteboards durante tus clases de inglés en el futuro?**

□ Si   □ No

Appendix 5:

Qualitative survey applied to the students

Encuesta sobre el uso de las mini whiteboards

A continuación, se te pedirá que brindes una retroalimentación sobre la implementación de las "mini whiteboards" durante tus clases de inglés. En esta sección, puedes expresar cualquier opinión, sentimiento o idea relacionada al uso de las mini whiteboards. Esta retroalimentación puede ser tanto de aspectos positivos como negativos que te hayan parecido importantes o relevantes sobre usar las mini whiteboards. Recuerda que esta encuesta es anónima, así que, por favor se completamente honesto en tu respuesta.

Feedback:

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Appendix 6:

Field diaries extract about students' participation during the presentation stage before the implementation of the mini whiteboards.

- A student wanted to participate and was raising his hand, but he could not do it (the teacher told him to lower his hand)

- In a question about emotions, many students wanted to participate but couldn't (there were many hands raised).

- In another question about emotions, the teacher wanted participation but had to say "new people".

- Students were screaming "teacher yo" (teacher me) and jumping but still couldn't participate.

- The students talked among themselves about what they would answer to the teacher's questions since they could not participate (this caused students to talk among themselves and distract other classmates).

- Again, the teacher had to say "new hands" when participating.

- Again, some students raised their hands over and over again and were unable to participate.

- To participate, the teacher made the students repeat the emotions one after the other and asked what they meant (only one other student said the meaning, and the others copied what they said).

Appendix 7:

Tally sheets results (Before the implementation of the mini whiteboards)

Day 1				

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	48	22	36	106
A student is talking with a classmate	5	16	10	31
A student is doing tasks from other subjects	1	0	4	5

Day 2				

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	21	24	27	72
A student is talking with a classmate	15	18	35	68
A student is doing tasks from other subjects	0	3	5	8

Day 3				

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	37	56	53	146
A student is talking with a classmate	31	20	29	80
A student is doing tasks from other subjects	1	0	0	1

Appendix 8:

Tally sheets results (Week 1 – first implementation cycle)

Day 1

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	10	17	17	44
A student is talking with a classmate	8	13	11	32
A student is doing tasks from other subjects	0	0	0	0

Day 2

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	11	8	7	26
A student is talking with a classmate	4	16	20	40
A student is doing tasks from other subjects	0	0	0	0

Day 3

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	13	4	8	25
A student is talking with a classmate	11	8	19	38
A student is doing tasks from other subjects	0	0	0	0

Appendix 9:

Tally sheets results (Week 2 – First implementation cycle)

Day 1

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	6	12	18	36
A student is talking with a classmate	15	2	16	33
A student is doing tasks from other subjects	0	0	0	0

Day 2

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	3	21	3	27
A student is talking with a classmate	5	10	8	23
A student is doing tasks from other subjects	0	0	0	0

Day 3

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	6	9	4	19
A student is talking with a classmate	4	4	12	20
A student is doing tasks from other subjects	0	0	0	0

Appendix 10:

Survey results (5th, 6th and 7th Grades)

Survey Results - 5th Grade					

Question	Results				
1) ¿Has usado las mini whiteboards antes?	**Si**	**No**			
	1	30			
2) ¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?	**Si**	**No**			
	30	1			
3) ¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?	**Mejores**	**Peores**	**Iguales**		
	30	0	1		
4) ¿Te sentías más motivado/a a participar cuando usabas las mini whiteboards durante las clases de inglés?	**Si**	**No**			
	31	0			
5) ¿Cuál era el nivel de esta motivación para participar en tus clases de inglés?	**Muy motivado**	**Motivado**	**Neutral**	**Aburrido**	**Muy aburrido**
	24	7	0	0	0
6) En el caso de haber respondido "si" a la pregunta 4, ¿Por qué crees que las mini whiteboards te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	**Podía participar siempre**	**Sentía que estoy jugando**	**Podía dar respuestas distintas al resto**	**Podía competir con mis compañeros**	**Podía hacer algo mientras me enseñaban un tema de inglés**
	22	16	10	11	5

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7) En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	Me sentía obligado a participar	Era algo repetitivo	Porque sentía que competía con mis compañeros	No sabía que responder	Causaban que no pueda concentrarme mientras me enseñaban un tema de inglés
	0	0	0	0	0
8) ¿Sentías que tu participación en clases no era tomada en cuenta durante las clases de inglés antes de haber usado las mini whiteboards?	Si	No			
	27	4			
9) ¿Las mini whiteboards ayudaron a que tu participación sea tomada en cuenta durante las clases de inglés?	Si	No			
	31	0			
10) ¿Te gustaría que se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?	Si	No			
	31	0			
11) ¿Te gustaría que se usen más actividades didácticas además de las mini whiteboards durante tus clases de inglés en el futuro?	Si	No			
	30	1			

Survey Results - 6th Grade

Question	Results				
1) ¿Has usado las mini whiteboards antes?	Si	No			
	0	30			
2) ¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?	Si	No			
	28	2			
3) ¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?	Mejores	Peores	Iguales		
	28	0	2		

4) ¿Te sentías más motivado/a a participar cuando usabas las mini whiteboards durante las clases de inglés?	Si	No			
	28	2			

5) ¿Cuál era el nivel de esta motivación para participar en tus clases de inglés?	Muy motivado	Motivado	Neutral	Aburrido	Muy aburrido
	25	3	2		

6) En el caso de haber respondido "si" a la pregunta 4, ¿Por qué crees que las mini whiteboards te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	Podía participar siempre	Sentía que estoy jugando	Podía dar respuestas distintas al resto	Podía competir con mis compañeros	Podía hacer algo mientras me enseñaban un tema de inglés
	13	21	2	12	7

7) En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	Me sentía obligado a participar	Era algo repetitivo	Porque sentía que competía con mis compañeros	No sabía que responder	Causaban que no pueda concentrarme mientras me enseñaban un tema de inglés
	0	2	0	1	0

8) ¿Sentías que tu participación en clases no era tomada en cuenta durante las clases de inglés antes de haber usado las mini whiteboards?	Si	No			
	27	3			

9) ¿Las mini whiteboards ayudaron a que tu participación sea tomada en cuenta durante las clases de inglés?	Si	No			
	30	0			

10) ¿Te gustaría que se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?	Si	No			
	30	0			

11) ¿Te gustaría que se usen más actividades didácticas además de las mini whiteboards durante tus clases de inglés en el futuro?	Si	No			
	30	0			

Survey Results - 7th Grade

Question	Results				
1) ¿Has usado las mini whiteboards antes?	**Si**	**No**			
	4	24			
2) ¿Sentiste alguna diferencia positiva o negativa durante tus clases de inglés cuando se utilizaban las mini whiteboards?	**Si**	**No**			
	24	4			
3) ¿Cómo sientes que fueron tus clases de inglés cuando se usaban las mini whiteboards?	**Mejores**	**Peores**	**Iguales**		
	25	0	3		
4) ¿Te sentías más motivado/a a participar cuando usabas las mini whiteboards durante las clases de inglés?	**Si**	**No**			
	24	4			
5) ¿Cuál era el nivel de esta motivación para participar en tus clases de inglés?	**Muy motivado**	**Motivado**	**Neutral**	**Aburrido**	**Muy aburrido**
	17	9	2	0	0
6) En el caso de haber respondido "si" a la pregunta 4, ¿Por qué crees que las mini whiteboards te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	**Podía participar siempre**	**Sentía que estoy jugando**	**Podía dar respuestas distintas al resto**	**Podía competir con mis compañeros**	**Podía hacer algo mientras me enseñaban un tema de inglés**
	15	8	8	9	3
7) En el caso de haber respondido "no" a la pregunta 4, ¿Por qué crees que las mini whiteboards no te ayudaban a sentirte más motivado/a durante tus clases de inglés? *(Se te permite marcar más de una respuesta en esta pregunta)*	**Me sentía obligado a participar**	**Era algo repetitivo**	**Porque sentía que competía con mis compañeros**	**No sabía que responder**	**Causaban que no pueda concentrarme mientras me enseñaban un tema de inglés**
	0	1	0	1	0
8) ¿Sentías que tu participación en clases no era tomada en cuenta durante las clases de inglés antes de haber usado las mini whiteboards?	**Si**	**No**			
	21	7			

9) ¿Las mini whiteboards ayudaron a que tu participación sea tomada en cuenta durante las clases de inglés?	**Si**	**No**			
	28	0			
10) ¿Te gustaría que se vuelvan a usar las mini whiteboards durante tus clases de inglés en el futuro?	**Si**	**No**			
	28	0			
11) ¿Te gustaría que se usen más actividades didácticas además de las mini whiteboards durante tus clases de inglés en el futuro?	**Si**	**No**			
	27	1			

Appendix 11:

Tally sheets results (Week 1 – Second implementation cycle)

Day 1

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	27	15	4	46
A student is talking with a classmate	3	19	12	34
A student is doing tasks from other subjects	0	0	0	0

Day 2

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	8	10	11	29
A student is talking with a classmate	4	7	20	31
A student is doing tasks from other subjects	0	0	0	0

Day 3

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	12	18	18	48
A student is talking with a classmate	2	9	11	22
A student is doing tasks from other subjects	0	0	0	0

Appendix 12:

Tally sheets results (Week 2 – Second implementation cycle)

Day 1

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	36	14	16	67
A student is talking with a classmate	11	31	22	64
A student is doing tasks from other subjects	0	0	0	0

Day 2

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	16	22	13	51
A student is talking with a classmate	11	16	26	53
A student is doing tasks from other subjects	0	0	0	0

Day 3

Behaviors	Frequency			Total
	5th	6th	7th	
A student is not paying attention to the teacher	20	26	31	77
A student is talking with a classmate	12	13	18	40
A student is doing tasks from other subjects	0	0	0	0

Appendix 13:

Categorized students' feedback

Green: Advantages

Red: Disadvantages

Student 1:
"Siento que las mini whiteboards fueron muy buenas ya que <mark>nos ayudo a participar</mark> sobre ingles y <mark>practicar más</mark> sobre la escritura del ingles solo que <mark>aveces no sabía como se escribían las palabras</mark> pero esforzándome pude escribir bien"

Student 2:
"Me gusto que halla el mini whiteborars porque <mark>se me facilita participar</mark> en las clases"

Student 3:
"Me agrado el uso de las mini whiteboards por que que <mark>hay mas participación</mark> con los compañeros y nos <mark>ayuda a dar respuestas distintas</mark> a los demás y <mark>motiva a participar</mark>"

Student 4:
"Me gusto mucho porque <mark>podía participar en las clases</mark> y <mark>compartir mi opinión</mark> o poner lo que pienso yo"

Student 5:
"me agrado el uso de las mini whiteboards, ya que <mark>podía compartir mis dudas, mis respuestas y mi opinión</mark>"

Student 6:
"No creo que sea necesario agregar otra cosa"

Student 7:
"Mi opinión es que <mark>son muy fáciles de usar</mark>"

Student 8:
"<mark>Podriamos utilizar mas seguidas</mark>"

Student 9:
"Me agrado utilizar las mini whiteboards por que <mark>me sentía más libre de expresar mis respuestas</mark>"

Student 10:

"Aveces no me gusta las mini whiteboards porque ==copiaban las respuestas=="

Student 11:

"Me gusta usar la min whiteboart por que ==era muy divertida=="

Student 12:

"Me gustaban las mini whitebors pero no a veces porque ==no se escribir muy bien=="

Student 13:

"Eran muy buenas y ==se utilizaban en cualquier momento=="

Student 14:

"me gusto por que ==podíamos utilizarlas cuando el profesor/aa nos pedía==, además ==sentía que era un juego al participar=="

Student 15:

"me parecía muy buena la clase de ingles con las mini whiteboards"

Student 16:

"mi comentario es que ==nadien podía ver lo que escribíamos== haci que podianos poner lo que creianos que era ==sin tener miedo de que vean lo que escribi=="

Student 17:

"la mini whiteboard fue muy bonita me ayudo mucho y me ayudara en un futuro"

Student 18:

"me parecio muy buena"

Student 19:

"las mini whiteboards ==estaban muy bien para ver las respuestas de todos== y aprender más"

Student 20:

"yo pino que era ==chebre y divertido=="

Student 21:

"me gusto mucho por que ==me ayudaron a no aburrirme=="

Student 22:

"==me parese dibertido=="

Student 23:

    "Las miniwitheboards ==ayudaron a que las clases de inglés sean diberditas== y asi ==llaman nuestra atension y concentración=="

Student 24:

    "Gracias a las mini whiteboards ==pude aprender el verb be,=="

Student 25:

    "Que todas ==estas clases fueron muy divertidas== y que aprendí mucho con el profe Rafa y con la profe Prisila y ==fue muy divertido aprender y jugar a la vez.=="

Student 26:

    "Aprendimos como dice en esta hoja de las mini whiteboards para que en clase ==podamos comunicarnos en silencio== y para mejorar mi aprendizaje y porque a mi me gusta el ingles porque te puedes comunicar, puedes aprender mucho sobre el ingles para que cuando conoscas a una persona del estrangero y para que te entiendas con esa persona."

Student 27:

    "Me gusto hacer oraciones positivas y negativas. Me gusto porque ==las clases eran divertidad==. Me gusto por que trabajamos con el profe Rafa y la profe Prisila."

Student 28:

    "A mi parecer ==es muy entretenido y divertido==. Aprendì mucho y mejor el ingles ==me gustó mucho la clase=="

Appendix 14:

Photos of the students using the mini whiteboards

Appendix 15:

Consent letter for the implementation of the study

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Azogues, 20 de diciembre del 2022

1. **DATOS INFORMATIVOS:**

1.1. Apellidos y nombres: Maldonado Valarezo Rafael Alberto	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de Inglés de los estudiantes de Sexto de Educación General Básica
1.4. Ciclo: Octavo y Noveno Ciclo	**1.5. Paralelo:** 2

Mgt. Elva Jiménez

Rectora de la Escuela de Educación Básica Manuela Cañizares

 Yo, **Rafael Alberto Maldonado Valarezo** con **C.I. 0106740897,** me dirijo a usted muy respetuosamente para solicitar la autorización de ingreso a la Escuela de Educación Básica

Manuela Cañizares, con el objetivo de la ejecución de un estudio educativo como parte de mi proyecto de titulación, el cual se podrá dar en la modalidad que cuente su institución.

De igual manera se les hará llegar a los representantes una carta de consentimiento para que puedan informarse sobre este estudio y puedan estar al tanto del proceso de aprendizaje de su representado/a.

A continuación, detallo mi estudio educativo:

El proyecto enfocado en un recurso didáctico llamado "mini-whiteboards". Este recurso se relaciona con la etapa de presentación y en cómo hacerla más didáctica a través del uso de una mini pizarra personal para cada uno de los estudiantes en el aula, y que así se pueda presentar esta etapa de una clase de una manera diferente. El propósito de mi estudio es descubrir si el uso de las "mini-whiteboards" puede incrementar el enganche que tienen los estudiantes durante las clases de inglés como Lengua Extranjera. Por otro lado, la metodología de mi estudio consiste en recolectar información con herramientas cualitativas como la observación y diarios de campo, además de herramientas cuantitativas como lo son las observaciones estructuradas. El proyecto será enfocado en una investigación-acción, haciendo intervenciones durante el periodo de dos ciclos.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma: _____

Nombres y apellidos: _____

Rectora

C.I.: _____

Sello de la institución: _____

_____

Appendix 16:

Consent letter for the student's parents

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Escuela de Educación Básica Manuela Cañizares

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el practicante de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **8vo & 9no ciclo**, paralelo **2** que realiza sus prácticas pre profesionales en la Escuela de Educación Básica Manuela Cañizares, tome fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, se detalla el estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes tengan una etapa de presentación de una clase más didáctica e interesante, mediante la implementación del recurso llamado "mini-whiteboards". Durante este tiempo, los estudiantes de Sexto grado de educación básica, deberán colaborar con ciertas actividades como el uso de este recurso didáctico durante las clases y encuestas con la finalidad de que los estudiantes puedan ser una parte más protagónica durante esta etapa de una clase, y mejorar el aprendizaje de la materia de inglés. Cabe recalcar que el estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con su docente sobre este curso para pedir su debida autorización.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.

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3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

………………………………………………………………………..…………………

Nombre completo padre/madre/representante legal:

…………………………………………………………………………………….......

Cédula de ciudadanía: ………………………….

Firma del padre/madre/representante legal: ……………………….

Fecha: …………………….

UNIVERSIDAD NACIONAL DE EDUCACIÓN

CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERA DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, UVALDO RECINO PINEDA, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "**Student engagement during the English class presentation stage through the use of mini whiteboards in Manuela Cañizares school**" perteneciente aL estudiante: Rafael Alberto Maldonado Valarezo con C.I. 0106740897. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 3 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 07 de marzo 2024

Firmado electrónicamente por:
UVALDO RECINO PINEDA

UVALDO RECINO PINEDA

C.I: 1756655393

UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN DEL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Rafael Alberto Maldonado Valarezo*, portador de la cedula de ciudadanía nro. *0106740897*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada "Student engagement during the English class presentation stage through the use of mini whiteboards in Manuela Cañizares school" son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado "Student engagement during the English class presentation stage through the use of mini whiteboards in Manuela Cañizares school" en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Rafael Alberto Maldonado Valarezo
C.I.: 0106740897