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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INFORME FINAL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN

TEMA:

"COVID-19 AND EDUCATIONAL DEVELOPMENT: AN ANALYSIS OF THE EFFECTS OF THE PANDEMIC LOCKDOWN ON ENGLISH LANGUAGE ACQUISITION IN STUDENTS AGED 12 TO 15 DUE TO THEIR LOW EXPOSURE TO THE LANGUAGE".

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DEDICATORIA

There is no other person in the whole universe to whom I would dedicate this thesis but my mother. She has only been a supportive pillar during my entire life. Thank you for being such a wonderful person. The world needs more people like you.

Salinas Herrera Roberto Carlos

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ABSTRACT

Internalizing a second language (L2) constitutes a significant part of cognitive and social development, which different theoretical views have analyzed. This research aims to expose the effects of the COVID-19 pandemic lockdown, which caused reduced English language exposure in adolescents aged 12-15.

Different theories, such as Linguistic Learning Theory, Behaviorism, the Interactionist Approach, and Cognitive Learning Theories, have been considered to examine how second language acquisition (SLA) happens under the influence of structured input, social interaction, and cognitive processes.

This research also analyses Krashen's Input Hypothesis, the Critical Period Hypothesis and factors influencing SLA learning stages, such as exposure to the language, which is one of the main points to be studied because the COVID-19 lockdown limited the exposure to the English language in millions of people affecting their fluency and proficiency, mainly because of disruptions and complete isolation caused by remote learning and technological disparities. Finally, this research addresses historical disruptions such as wars or weather catastrophes and how digital learning tools and assessment strategies have helped bridge the gaps in learning under such situations. The findings underscore the importance of creating full access to digital resources. Immersive environments such as flipped classroom programs that can be accessed synchronously or asynchronously and structured learning guides can support and reinforce effective language acquisition during and beyond periods of educational disruption caused by an eventual lockdown.

Keywords: cognitive learning, language acquisition, lockdown, COVID-19

RESUMEN

La internalización de una segunda lengua (L2) constituye una gran parte del desarrollo cognitivo y social, la cual ha sido analizada desde diferentes visiones teóricas. Esta investigación tiene como objetivo exponer los efectos del bloqueo de la pandemia de COVID-19 que provocó una exposición reducida al idioma inglés en adolescentes de 12 a 15 años.

Se han tenido en cuenta diferentes teorías, como la teoría del aprendizaje lingüístico, el conductismo, el enfoque interaccionista y las teorías del aprendizaje cognitivo, para examinar cómo se produce la adquisición de una segunda lengua (SLA) bajo la influencia del input estructurado, la interacción social y los procesos cognitivos.

Esta investigación también analiza la Hipótesis de Entrada de Krashen, la Hipótesis del Período Crítico y los factores que influyen en las etapas de aprendizaje del SLA como la exposición al idioma, que es uno de los principales puntos a estudiar debido a que el confinamiento por COVID-19 limitó la exposición al inglés. idioma en millones de personas afectando su fluidez y competencia, principalmente debido a las interrupciones y el aislamiento total causados por el aprendizaje remoto y las disparidades tecnológicas. Finalmente, esta investigación aborda disrupciones históricas como guerras o catástrofes climáticas y cómo las herramientas de aprendizaje digital y las estrategias de evaluación han ayudado a cerrar las brechas en el aprendizaje en tales situaciones. Los hallazgos subrayan la importancia de crear acceso total a recursos digitales, entornos inmersivos como programas de aula invertida a los que se pueda acceder de forma sincrónica o asincrónica y guías de aprendizaje estructuradas que puedan apoyar y reforzar la adquisición efectiva del lenguaje durante y más allá de los períodos de interrupción educativa causados por un eventual aislamiento.

Palabras clave: aprendizaje cognitivo, adquisición del lenguaje, confinamiento, COVID-19

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INTRODUCTION

The COVID-19 pandemic started in 2019 and has had profound effects on different environments all over the world; education has been one of the most impacted. While the OMS and the whole world ordered a strict lockdown to stop the spread of the virus (World Health Organization [WHO], 2020), schools irremediably had to close their doors, giving birth to online and remote learning, which represented a significant change that posed numerous challenges, especially for those students who rely on human interaction such as language acquisition through exposure to the language (World Bank, 2020).

Language learning involves environments where there is continuous exposure to the language that the subjects want to learn. Regular classrooms include interactive activities such as speaking, listening, reading, and writing, which enforce language acquisition (Ellis, 2005). Nevertheless, the mandatory lockdown removed these regular learning environments, significantly reducing students' exposure to the English language (World Bank, 2020).

Students aged 12 to 15 are at a critical stage in terms of the language learning process. During this developmental period, repetitive practice and exposure are needed to improve and reinforce language skills and fluency. The pandemic lockdowns had students confined to their rooms, with limited or almost null access to English language learning resources and materials, reducing opportunities for exposure to the language and interaction (Almonacid-Fierro et al., 2021). Learning platforms attempted to relieve the situation; however, the fact that levels of access to technology and the internet were different for each subject, disparities in learning experiences and outcomes emerged.

This study aims to investigate how the COVID-19 lockdown affected English language acquisition among students aged 12 to 15, focusing mainly on how low exposure to the language during such a period affected their learning outcomes (Asakawa & Ohtake, 2021). It will be tested with a diagnosis of the English proficiency levels before and after the lockdown; this comparative measure of these levels, along with the analysis of the impact of low exposure, seeks to provide a comprehensive understanding of the challenges and the potential long-term implications for teaching and learning second language processes.

Understanding the impact of the COVID-19 lockdown on English language acquisition is critical for several reasons. Firstly, it can help identify the areas where students may need additional help and guidance to effectively continue their language learning process. Secondly, it informs educators and policymakers about the potential gaps and inequities in language education caused by the pandemic lockdown (Asakawa & Ohtake, 2021). It allows them to develop future strategies to improve the learning acquisition (Moorhouse & Kohnke, 2021). Lastly, it helps people worldwide to identify the problems caused by the lockdown, offering insights that can help educators be prepared for possible similar future situations (World Bank, 2020).

CHAPTER I

I.   THEORETICAL FRAMEWORK

1.1. Language Acquisition Theories

Research on linguistics and education have been attached to Language acquisition for decades if not centuries. Many theories propose how individuals learn and internalize a new language, including new vocabulary, grammar, and fluency. These theories, which include Behaviorist, Linguistic, Interactionist, and Cognitive Learning, show different points of view regarding the way language learning works. Other facts like social and cognitive interactions, human skills, and environmental influences are always under the lens of researchers (Saville-Troike, 2012).

1.1.1.   Behaviorist Theory

Skinner argues that imitation, repetition, and reinforcement are the main keys to the behaviorist perspective. According to Skinner, habits become part of the learner's life only when they practice language structures over and over again until they can master them or nearly do them (Skinner, 1957).

According to Lightbown and Spada, some techniques can be used to promote behaviorism in young learners; these include drills, mimicry, role plays, acting, singing, and some other activities that follow an established structure followed by the corresponding feedback (Lightbown & Spada, 2013).

1.1.2.   Linguistic Learning Theory

Humans are the only species that can acquire a language; this was cited and exposed by Chomsky, who said that humans have a universal grammar and a language acquisition device (LAD) (Chomsky, 1965).

LAD is activated by linguistic input. Therefore, classroom activities are essential for learners. Grammatical rules can improve young learners' abilities to internalize complex linguistic patterns (Cook, 1985).

1.1.3. Interactionist Theory

This theory was proposed by Vygotsky, according to him, humans are part of a society; they learn when they interact, and the same happens to language acquisition; an individual cannot learn a specific language such as English if they are not exposed to it; for instance, Spanish people do not learn French, because they are constantly exposed to Spanish (Vygotsky, 1978). According to Ellis, language acquisition happens when learners are within the Zone of Proximal Development (ZPD), where they interact with peers and instructors. For adolescents, "group activities and discussions simulate real-world language use, promoting fluency and comprehension" (Ellis, 2008).

1.1.4. Cognitive Learning Theory

Piaget explained how cognitive processes are related to language acquisition; he included processes such as memory, attention, and problem-solving (Piaget, 1971). Young learners who go through their operational stage can understand complex concepts. Piaget suggests that activities and exercises that involve critical thinking and analytical skills reinforce the comprehension of tense and syntax in language acquisition (Baddeley, 1992).

1.1.5. Critical Period Hypothesis in Language Learning

This theory is based on biology; according to Lenneberg, "individuals can acquire a language better during a determined period, especially before puberty" (Lenneberg, 1967). The critical period is often present in adolescents aged 12-15 when efficient exposure to English is crucial for achieving good proficiency levels. Researchers like Singleton point out that interaction in virtual

classes was reduced during the COVID-19 pandemic compared to regular face-to-face classes, hindering language acquisition for many learners (Singleton, 2005).

1.1.6. Krashen's Input Hypothesis and its Importance

Krashen proposed that students need to be exposed to a higher level than usual; he stated that young learners have to step forward to increase their language knowledge. The input Hypothesis explains that learners should be exposed to comprehensible input or "language that is slightly above the learner's current proficiency level (i+1)" (Krashen, 1982). The COVID-19 pandemic lockdown diminished such exposure in virtual classes, affecting the learning progress. Lightbrown addresses Krashen's theory and adds that motivation is essential in learning environments (Lightbown & Spada, 2013), a situation that was far distant from the reality learners dealt with during the pandemic.

1.1.7. Second Language Acquisition (SLA) in Adolescents

1.1.7.1. SLA Learning Stages in Adolescents

Second Language Acquisition reportedly shows five stages (Saville-Troike, 2012):
Preproduction: Where students learn new words and simple phrases.
Early production: Learners start communicating simple ideas.
Speech emergency: Learners can have simple conversations.
Intermediate fluency: Learners can communicate and understand more complex ideas.
Advanced fluency: Speakers can transmit and understand complex ideas in different contexts.
According to Ellis, learners go through these stages thanks to exposure and constant practice (Ellis, 1994). The COVID-19 lockdown blocked progression, "leaving learners at earlier stages due to limited interaction and feedback" (Bailey & Lee, 2020).

1.1.7.2. Cognitive and Social Factors

Several factors contribute to language acquisition, such as adolescents' cognitive abilities, including metacognitive mechanisms and memory (Oxford, 1990), and social factors involving

teacher scaffolding and peer interaction (Vygotsky, 1978). These theories suggest that collaborative work reinforces learning. Therefore, the lockdown greatly impacted language acquisition, especially in speaking and listening skills (Reimers & Schleicher, 2020).

1.2. Impact of Low Exposure on Language Acquisition

1.2.1. Role of Exposure to Language

Language is acquired through constant exposure in different levels; since humans leave their mother's body, they are exposed to specific language characteristics and interactions, beginning with parents, family members, young peers in early school periods, social media, radio and television (Saville-Troike, 2012). This exposure is critical for language acquisition; it promotes the internalization of vocabulary and grammar features (Ellis, 2008). Exposure to a language gamma of features, such as books, magazines, TV. Programs and podcasts that enhance listening and speaking can help accelerate fluency, comprehension, and young learners' proficiency (Krashen, 1982).

1.2.2. Impact of Low Exposure

Fossilization is a term used by Selinker that refers to "incorrect language patterns used by individuals due to low exposure to a language" (Selinker, 1972). The pandemic reduced education processes significantly and reduced almost 0% of exposure to the English language, which negatively affected speaking and listening skills (Bailey & Lee, 2020). Even though there were activities created in virtual classes, young learners were affected, mainly because they were not used to setting up activities or guided practice.

1.2.3. Case Studies

The COVID-19 lockdown seems too close to our present. Nevertheless, some case studies expose the adverse effects of low exposure to English during that period. A survey by Bailey and Lee, carried out in 2020, suggests that young learners who lack the internet suffer deep recoils regarding oral skills (Bailey & Lee, 2020). Likewise, UNESCO performed a similar study in

which evidence that young learners with low exposure to the English language because of different disadvantages such as lack of connectivity, long distances from schools, or poverty had a substantial negative impact on their oral proficiency (UNESCO, 2020).

1.3. Disruptions in Education

1.3.1. Disruptions Through History

Throughout history, significant events have stopped educational processes in different locations. For instance, World Wars, the Persian Gulf War, and, most recently, the war in Ukraine are historical disruptions that exposed significant learning losses (Tyack & Cuban, 1995). Not only do human actions disrupt education processes, but nature can also affect societies; some examples are typhoons, hurricanes, earthquakes and tsunamis. For instance, Hurricane Katrina disrupted education, revealing long-term incidences in language acquisition (Kagawa & Selby, 2010).

1.3.2. Impact of COVID-19

Education was one of the most affected environments during the COVID-19 pandemic lockdown (World Health Organization [WHO], 2020); it revealed how learning processes are still weak when difficulties are faced. Over 1.6 billion learners worldwide were affected (UNESCO, 2020). Virtual platforms were not as well prepared as the needs of students required for effective acquisition (Hodges et al., 2020).

Economy and geographical factors affected a significant number of students in Ecuador who did not have access to the Internet, and therefore, they interrupted their learning process in all areas, including the language acquisition of English; UNICEF stated that nearly 1.8 million young learners suffered a similar situation (UNICEF, 2021). In a relatively recent study, UNESCO found that learners in rural areas went through fierce conditions due to their low-income budgets, which kept them from being able to access online or digital educational materials (UNESCO, 2021). ONGs like the World Bank, mentioned that this economic division

ended with critical learning losses and a crisis mainly in the academic public system (World Bank, 2021).

1.3.3. Adapted Remote Learning and Virtual Environments

All over the world, teachers from all areas had to develop accessible remote learning adaptations, including flipped classes, recorded videos, online activities, and digital materials, which tried to diminish the negative impact on education. However, unequal access to technology and the Internet was a huge problem for educators (Hodges et al., 2020).

1.3.4. Educational Differences

1.3.4.1. Access to Technology

UNICEF reported an immense division between students who had a regular and constant connection to the internet and access to technological tools and those who lacked them. This division affected the second group, which had several losses in language acquisition due to the low exposure to language and oral practice (UNICEF, 2020).

1.3.4.2. Psychological Impacts

Isolation is a terrible situation humans are not used to facing; young learners who are always in contact with peers and educators started to suffer demotivation, anxiety and depression because of the COVID-19; the lockdown was a trigger for poor language acquisition (Reimers & Schleicher, 2020).

1.4. Digital Learning and Language Acquisition

1.4.1. Digital Tools

Duolingo, Kahoot, Quizlet, Promova, Forvo, smalltalk2me, youglish, and fluentyou are examples of digital platforms that help students improve pronunciation. These are tools that are globally present (Asakawa & Ohtake, 2021). Nevertheless, they can be used only with access to the internet and technological tools such as laptops or smartphones. Students can add a new word, and the apps create the correct pronunciation sound then the student can record their voice

and contrast it with the correct sound. Nevertheless, the utility depends on learners' discipline and access to online tools (World Bank, 2020).

1.4.2. Advantages and Limitations

Online learning has become an excellent way for people to learn without covering long distances or worrying about schedules. It provides infinite audio-visual material at any time and place as long as the learner has access to a technological device and internet connection (Hodges et al., 2020). On the other hand, online learning does not have access to immediate personal feedback and interaction with educators and peers; this limits the chances of spontaneous language use, which is a crucial stage for language acquisition. (Anderson, 2008).

1.4.3. Changes in Assessment

Google and Microsoft forms, tools like ProctorU and Moodle, and online worksheets became very popular during the COVID-19 lockdown since they are always available and accessible to students. Nevertheless, many questions about validity have been raised since they can be hacked, and the answer sheets can be easily shared (ETS, 2020).

CHAPTER II
II. METHODOLOGY

2.1. Type of Investigation

This research will be descriptive and exploratory with a mixed-methods approach.

2.2. Research Methods, Techniques, and Instruments.

This research will use a Mixed-Methods Approach, combining quantitative and qualitative methods, to determine the impact of the COVID-19 pandemic lockdown on English language acquisition.

2.3. Techniques

2.3.1. Quantitative Techniques

2.3.1.1. Surveys and Questionnaires

Surveys and questionnaires will be designed and conducted for students to assess their language proficiency, learning experiences, and challenges during the COVID-19 pandemic lockdown.

They will also be conducted on parents to gather insights into home learning environments, access to technology, distractions, support provided, and parents' perceptions of their children's language acquisition development.

2.3.2. Qualitative Techniques

2.3.2.1. Interviews

Semi-structured surveys will be conducted on students and their parents to explore their experiences, feelings, and perceptions of the English learning process during the COVID-19 pandemic lockdown (Creswell & Creswell, 2017).

Teachers will participate in the research by responding to in-depth interviews to obtain insights into their teaching strategies, adaptations required during the lockdown, and observations of student engagement, participation, and progress.

2.4. Instruments

Questionnaires for interviews

Questionnaires for surveys

2.5. Research Questions

1. What impact has the Covid-19 pandemic lockdown had on the English language acquisition of students aged 12 to 15 years at "Unidad Educativa El Colegio de Liga"?

2. How has the reduced exposure to English during the COVID-19 lockdown period affected the English proficiency levels of students aged 12 to 15 years at "Unidad Educativa El Colegio de Liga" in specific language skills (speaking, listening, reading, writing)?

3. What long-term implications of the COVID-19 lockdown on the English language development of students in this age group can be addressed?

2.6. Sample

The population consists of 183 students; all will be part of the surveys.

2.7. Data Analysis Procedure

We must follow some stages to carry out a correct research analysis. First, to transcribe qualitative responses and tabulate quantitative data. Next, quantitative data will be analyzed with descriptive statistics to identify trends and significant changes in language proficiency.

For qualitative data, codify responses to address recurring themes and personal experiences. Integrate quantitative and qualitative findings through triangulation.

Finally, results are synthesized, and validity and reliability are ensured through cross-verification and feedback.

CHAPTER III

III. RESULTS AND DISCUSSION

3.1. Survey on Learning English During Covid-19 Confinement for Students Aged 12 to 15 From the El Colegio de Liga Educational Unit.

Objective: This survey aims to gather information on how the COVID-19 lockdown affected your English language learning, focusing on reduced exposure to the language.
Instructions: This anonymous survey will help us understand how the COVID-19 lockdown affected your English learning. Please answer the questions as honestly as you can.
Encuesta sobre el aprendizaje de inglés durante el confinamiento por COVID-19 para estudiantes de 12 a 15 años de la Unidad Educativa El Colegio de Liga.
This survey was carried out in Spanish to obtain the most accurate responses.

3.1.1. Age

Table 1

EDAD	RESPUESTAS
12	18
13	35
14	23
15	30
TOTAL	106

Source: Own elaboration
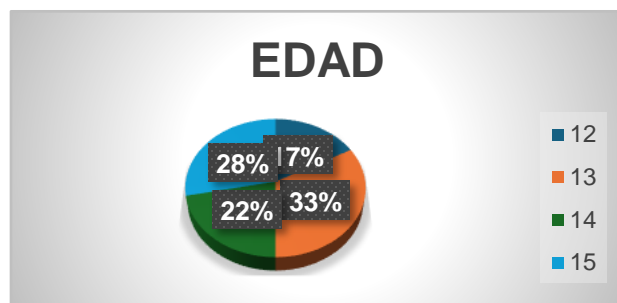
Figure 1

According to the results, 12 participants are 12 years old (17%), 35 participants are 13 years old (33%), 23 participants are 14 years old (22%), and 30 participants are 15 years old (28%).

3.1.2. Gender

Table 2

GÉNERO	RESPUESTAS
Masculino	65
Femenino	35
Otro (prefiero no decirlo)	7
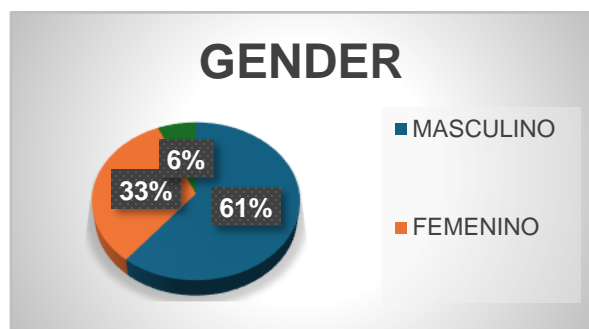
Figure 2

The survey shows that 33% of female participants, 61% of male participants, and 6% of participants prefer not to mention their gender.

3.1.3. Access to Technology During Lockdown

Acceso a la tecnología durante el encierro:

Table 3

ACCESO A LA TECNOLOGÍA DURANTE EL ENCIERRO	RESPUESTAS
Tenía acceso a una computadora personal/portátil	86
Compartí una computadora/portátil con otra persona.	9
Utilicé un teléfono inteligente o una tableta	12
No tenía acceso a dispositivos digitales para aprender.	0
TOTAL	107

Source: Own elaboration
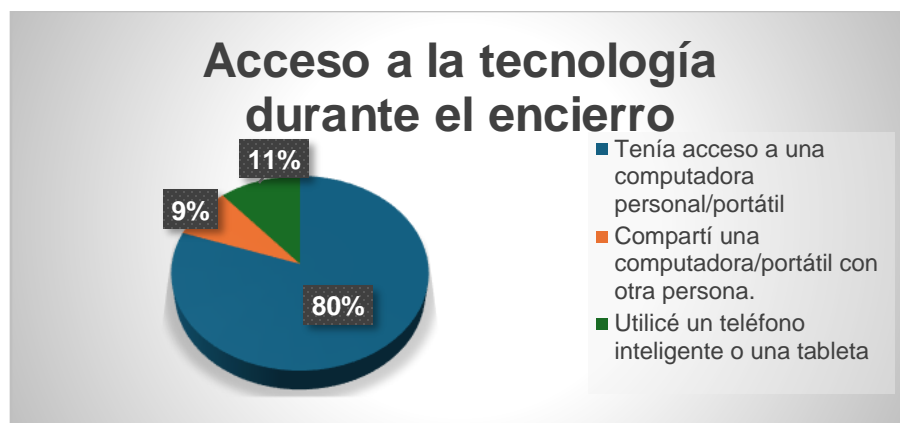
Figure 3

Once the survey was applied, the results in this question showed that 80% of participants had access to a personal computer, 9% shared a computer with another person, and 11% used a smartphone or tablet.

3.1.4. Internet Connection

Conexión a Internet:

Table 4

Tuve Internet confiable todo el tiempo.	77
Tenía internet, pero no era confiable.	28
No tenía acceso a Internet	1
No responde	1

Figure 4

The survey applied revealed that 72% of participants had reliable internet all the time, 26% had internet, but it was unreliable, and 1% I had no access to the internet.

3.1.5. How Often did you Participate in Online English Classes During the Lockdown?

¿Con qué frecuencia participaste en clases de inglés en línea durante el encierro?

Table 5

FRECUENCIA	RESPUESTAS
Ocasionalmente	31
Cada día	29
Algunas veces a la semana	28
Rara vez o nunca	18
No responde	1
TOTAL	107
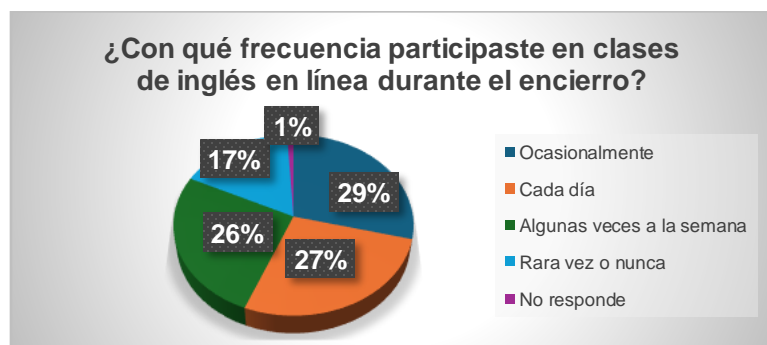
Figure 5

According to the data obtained, 29% of participants occasionally participated in English classes during the lock down, 27% did so every day, 28% a few times a week, 17% rarely or never participated, and 1% did not respond.

3.1.6. What Were the Main Challenges you Faced While Learning English During the Lockdown? (Check all that apply)

¿Cuáles fueron los principales desafíos que enfrentaste al aprender inglés durante el encierro? (Marque todo lo que corresponda)

Table 6

OPCIONES	RESPUESTAS
Falta de interacción con mi profesor.	65
Falta de motivación para estudiar.	81
Dificultad para entender las lecciones en línea.	54
Mala conexión a internet	31
Falta de un espacio de estudio tranquilo	21
Otro	23
TOTAL	275

¿Cuáles fueron los principales desafíos que enfrentaste al aprender inglés durante el encierro? (Marque todo lo que corresponda)
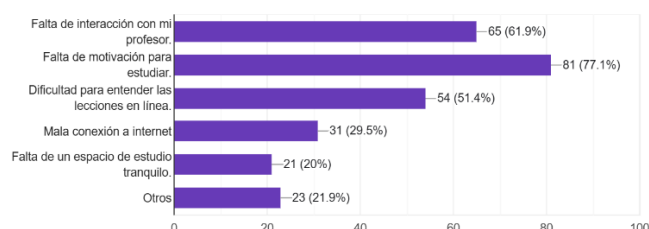
Figure 6

According to the open question applied, 65 participants (65%) think the main challenge they faced during the lockdown was the lack of interaction with their teacher, 81 participants (77.1%) consider the lack of motivation to study as a primary challenge, 54 (51.4%) participants cited the difficulty understanding online lessons, 31 (29.5%) mentioned the poor internet connection, 21 (20%) noted the lack of a quiet study space, and 23 participants mentioned that there are other factors considered as challenges.

3.1.7. How Would you Rate your English Language Skills Before the Lockdown?

¿Cómo calificarías tus habilidades en el idioma inglés antes del encierro?

Table 7

Calidad	RESPUESTAS
Excelente	11
Bueno	46
Promedio	42
Por debajo del promedio	8
TOTAL	107
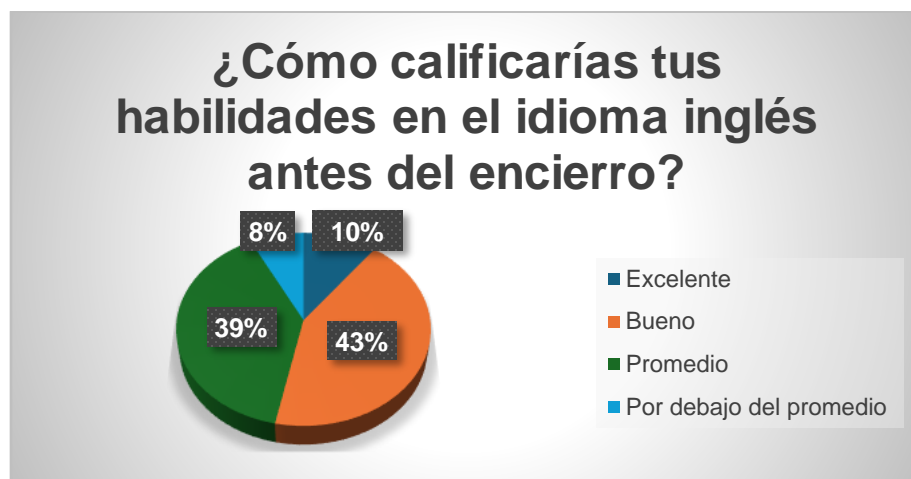
Figure 7

The collected data showed that 10% of participants had excellent English language skills before the lockdown, 43% had good English language skills before the lockdown, 39% had average English language skills before the lockdown, and 8% indicated that they had below-average English language skills.

3.1.8. How Would you Rate your English Language Skills After the Lockdown?

¿Cómo calificarías tus habilidades en el idioma inglés después del encierro?

Table 8

CALIDAD	RESPUESTAS
Excelente	16
Bueno	48
Promedio	31

Por debajo del promedio	12
TOTAL	107

Figure 8

The results of question 8 of the survey determined that 15% of participants had excellent English language skills after the lockdown, 45% had good English language skills before the lockdown, 29% had average English language skills before the lockdown, and 11% had below-average English language skills before the lockdown.

3.1.9. Which English Skills Were the Most Challenging for you to Improve During the Lockdown?

¿Qué habilidades de inglés te resultaron más difíciles de mejorar durante el encierro?

Table 9

DESTREZA	RESPUESTAS
Habla	50
Escucha	29
Escritura	21
Lectura	7
TOTAL	107

Figure 9

According to the results, 47% of participants thought that speaking was the most challenging skill to improve during the lockdown, while 27% considered listening the most challenging. On the other hand, 20% mentioned that writing was the most challenging skill, and 6% said reading was the most difficult skill to improve during the lockdown.

3.1.10. What Methods did you use to Practice English Outside of Class? (Check all That Apply)

¿Qué métodos usaste para practicar inglés fuera de clase? (Marque todo lo que corresponda)

Table 10

MÉTODO	RESPUESTAS
Ver vídeos en inglés (películas, YouTube)	31
Escuchar música en inglés o podcasts	13
Leer libros o artículos en inglés.	0
Hablar con amigos o familiares en inglés.	1
Completar ejercicios/tareas de inglés	0
Ninguno	0
TOTAL	45

¿Qué métodos usaste para practicar inglés fuera de clase?

(Marque todo lo que corresponda)
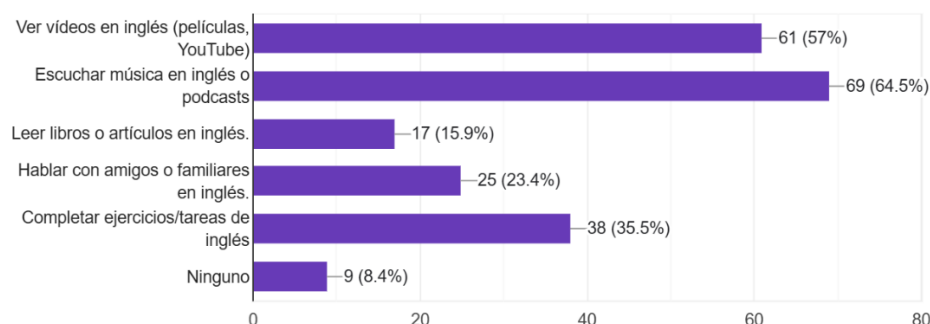
Figure 10

This open question invited participants to cite the methods they used to practice English outside their classes; 61 (57%) cited watching videos (movies, YouTube), 69 (64.5%) listening to music or podcasts in English, 17 (15.9%) reading books or English articles, 25 (23.4%) talking to friends or families in English, 38 (35.5%) Completing English exercises or homework, and 9 (8.4%) did not mention any method.

3.1.11. Which Type of Lessons do you Prefer for Learning English?

¿Qué tipo de lecciones prefieres para aprender inglés?

Table 11

TIPO DE LECCIÓN	RESPUESTAS
Clases presenciales	72
Clases en línea	9
Una combinación de ambos	26
TOTAL	107
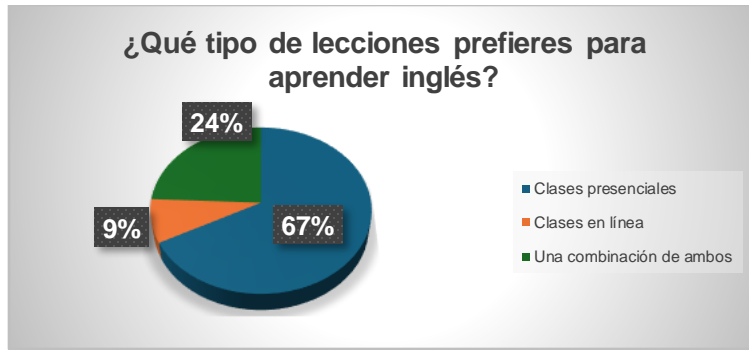
Figure 11

The survey results indicate that 67% of participants prefer in-person classes, 9% prefer online classes, and 24% prefer a combination.

3.1.12. What Would Have Helped you Learn English Better During the Lockdown?

¿Qué te habría ayudado a aprender mejor inglés durante el encierro?

Table 12

OPCIÓN	RESPUESTAS
Más interacción online con el profesor	53
Acceso a mejor tecnología (computadora, internet)	16
Más tareas y materiales de práctica.	15
Otros	23
TOTAL	107
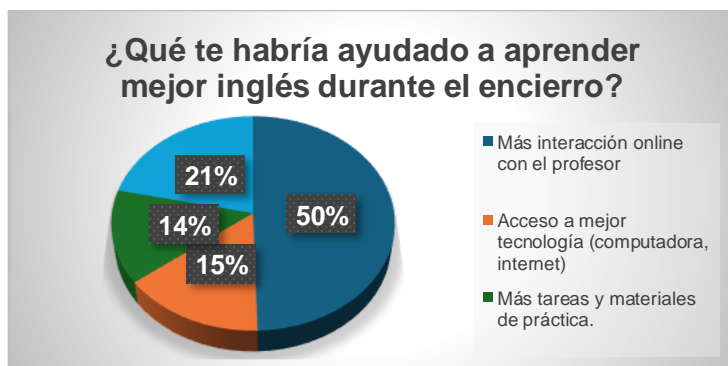
Figure 12

According to the results, when asked about what would have helped participants learn English better during the lockdown, 50% responded that more online interaction with the teacher would have helped, 15% cited access to better technology (computer, internet), 14% believes that More homework and practice materials would have helped, and 21% mentioned other factors.

3.1.13. Do you Feel your English Learning was Negatively Affected by the Lockdown?

¿Sientes que tu aprendizaje de inglés se vio afectado negativamente por el encierro?

Table 13

OPCIÓN	RESPUESTAS
Sí	63
No	19
No estoy seguro	25
TOTAL	107
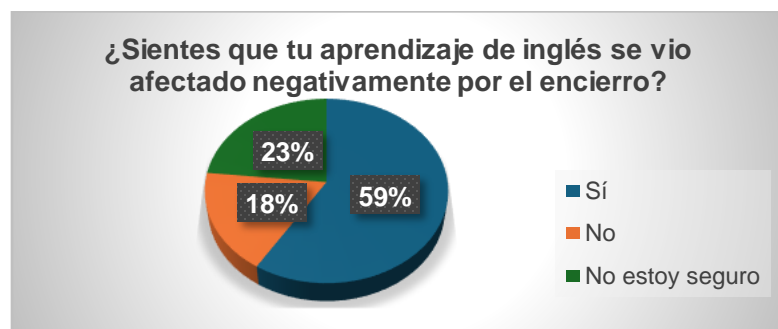
Figure 13

The results obtained show that 59% of participants consider that their English learning was negatively affected by the lockdown, 18% consider that their English learning was not negatively affected by the lockdown, and 23% of participants mentioned that they are not sure whether their English learning was negatively affected by the lockdown or not.

3.1.14. In your Opinion, What can Schools do to Help Students Recover From Learning Losses in English? (Open Question)

En su opinión, ¿qué pueden hacer las escuelas para ayudar a los estudiantes a recuperarse de las pérdidas de aprendizaje en inglés? (Pregunta abierta).

Table 14

OPINIÓN	RESPUESTAS
Tener en cuenta a los alumnos de bajo nivel de inglés y tener apoyo a ellos	2
Más interacción con los profesores	2
Hacer actividades interactivas	2
Tener clases de recuperación	2
TOTAL	8

This open question revealed different criteria among participants; nevertheless, four main ideas were constantly mentioned in different words. The first mentions that students with low English levels must be considered and given support. The second suggests more interaction between teachers and students. The third recommends more interactive activities, and the last suggests extra lessons for needy students.

3.2. Survey on English Learning and the COVID-19 Lockdown and its Influence on the Learning of the English Language in Students Aged 12-15 (For parents).

Objective: This survey aims to understand your perspective on how the COVID-19 lockdown affected your child's English learning, notably how reduced exposure to the language impacted their progress.

Instructions: This survey will help us understand how the lockdown affected your child's English learning experience. Your responses are anonymous and will help improve future educational practices.

Encuesta sobre el aprendizaje del inglés y el confinamiento por el COVID-19.

This survey was conducted in Spanish to obtain the most accurate responses among Spanish-speaking participants.

3.2.1. How Many Children Aged 12 to 15 do you Have??

¿Cuántos hijos de 12 a 15 años tienes?

Table 15

Número de hijos	RESPUESTAS
1	41
2	7
3	0
TOTAL	48

Figure 14

The survey shows that 85% of participants have one child aged 12-15, and 15% have two children aged 12-15.

3.2.2. Did your Child Have Access to a Device for Online Learning During the Lockdown?

¿Tuvo su hijo acceso a un dispositivo para el aprendizaje en línea durante el encierro?

Table 16

OPCIONES	RESPUESTAS
Sí, un dispositivo personal	41
Sí, pero compartido con otros.	6
No	1
TOTAL	48
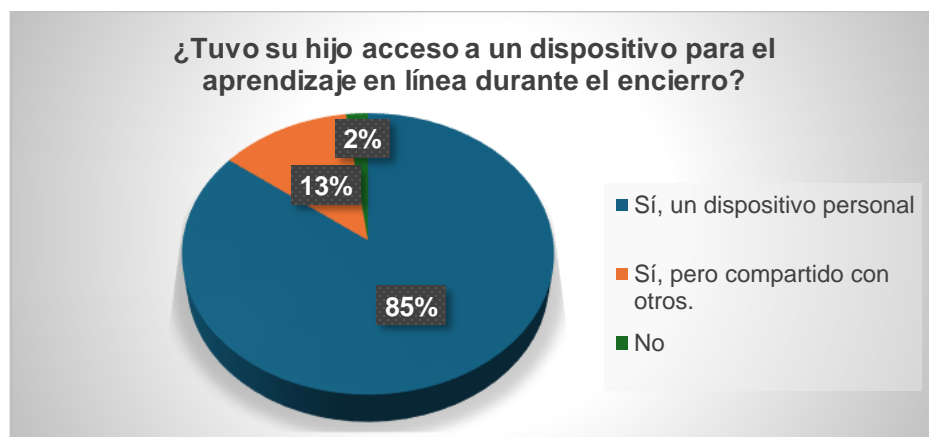
Figure 15

Data obtained determined that 85% of participants had children with a personal device to log in to English classes, 13% mentioned that their children had a device shared with another person, and 2% had children with no device to log into classes.

And arts.

3.2.3. Did your Child Have a Reliable Internet Connection During the Lockdown?

¿Tuvo su hijo una conexión a Internet confiable durante el encierro?

Table 17

OPCIONES	RESPUESTAS
Sí	41
A veces	5
No	2
TOTAL	48

Figure 16

The survey application showed that 86% of participants had children with reliable internet connections, 10% had children who sometimes had reliable internet connections, and 4% had children with no reliable internet connection.

3.2.4. How Often did your Child Participate in Online English Classes During the Lockdown?

¿Con qué frecuencia participó su hijo en clases de inglés en línea durante el encierro?

Table 18

OPCIONES	RESPUESTAS
Todos los días	24
Algunas veces a la semana	15
Ocasionalmente	5
Rara vez o nunca	4
TOTAL	48
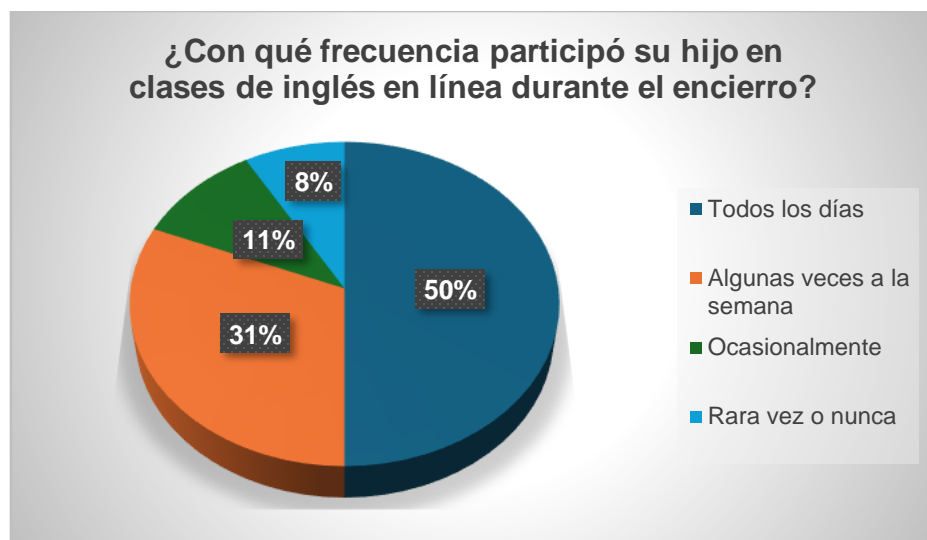
Figure 17

The results show that 50% of the respondents' children participated in classes every day, 31% participated a few times a week, 11% occasionally, and 8% rarely or never participated in classes.

3.2.5. What Were your Child's Main Challenges in Learning English During the Lockdown?

¿Cuáles fueron los principales desafíos que enfrentó su hijo para aprender inglés durante el encierro?

Table 19

OPCIONES	RESPUESTAS
Falta de interacción con los profesores.	27
Falta de motivación	13
Dificultad con las lecciones en línea	3
Mala conexión a internet	2
Falta de un espacio de estudio tranquilo.	2
Otro	1
TOTAL	48
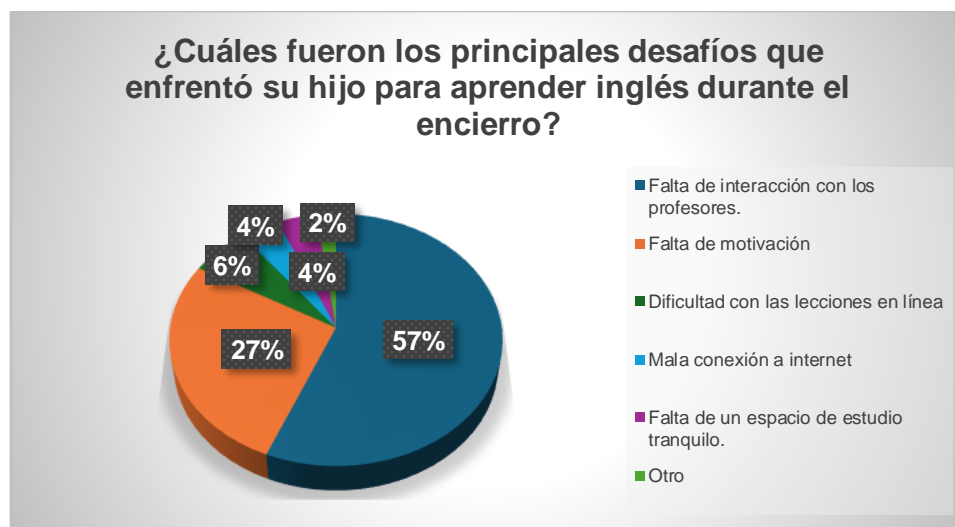
Figure 18

According to the findings, 57% of participants' children lacked interaction with other children, 27% suffered from a lack of motivation, 6% experienced difficulty with online lessons, 4% had a bad internet connection, 4% lacked a quiet study space, and 2% of participants' children mentioned other issues.

3.2.6. Do You Think your Child's English Proficiency Changed During the Lockdown?

¿Cree que el dominio del inglés de su hijo cambió durante el encierro?

Table 20

OPCIONES	RESPUESTAS
Disminuyó	34
Se mantuvo igual	12
Mejoró	2
TOTAL	48
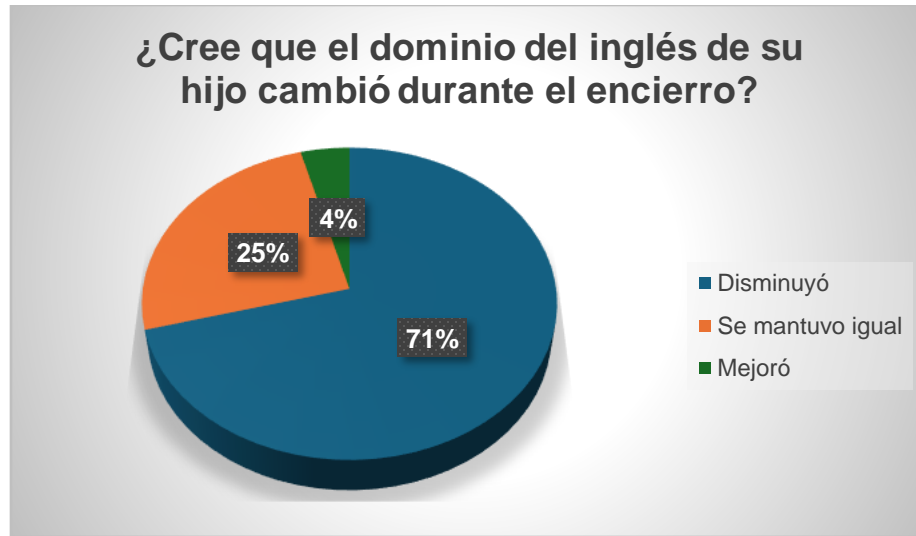
Figure 19

The survey, which was applied to parents of students aged 12 to 15, showed that 71% think that their children's English proficiency decreased during confinement, 25% think that their children's English proficiency remained the same during confinement, and 4% think that their children's English proficiency improved during confinement.

3.2.7. Which English Skills did your Child Struggle With the Most During the Lockdown?

¿Con qué habilidades de inglés tuvo más dificultades su hijo durante el encierro?

Table 21

OPCIONES	RESPUESTAS
Habla	22
Escucha	8
Escritura	15
Lectura	3
TOTAL	48
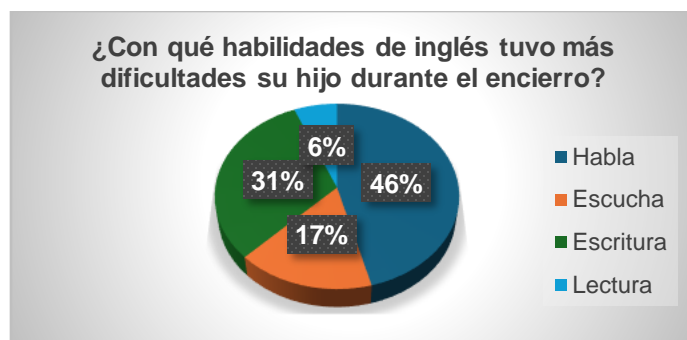
Figure 20

According to the results, 46% of students struggled the most with speaking skills, 31% with writing skills, 17% with listening, and 6% with reading.

3.2.8. What Kind of Support Would Have Helped Your Child Improve Their English During the Lockdown?

¿Qué tipo de apoyo habría ayudado a su hijo a mejorar su inglés durante el encierro?

Table 22

OPCIONES	RESPUESTAS
Clases más dinámicas	6
Más horas de clases	4
Más interacción con los docentes	4
Ninguno	34
TOTAL	48
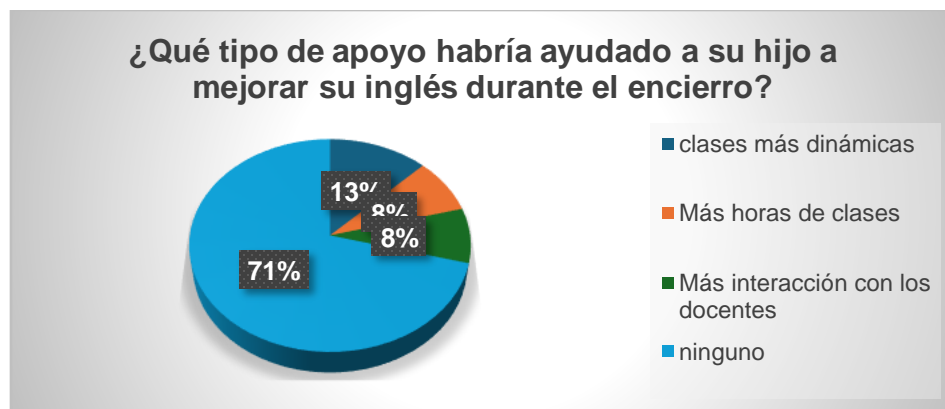
Figure 21

After analyzing the results, it can be concluded that 31% of parents believe that no factor could have helped their children improve their English during the lockdown, 13% consider that more dynamic classes could have helped, 8% mentioned that more class periods would have helped, and 8% cited more interaction with teachers.

3.2.9. Do you Feel the Lockdown Negatively Affects your Child's English Learning?

¿Siente que el aprendizaje de inglés de su hijo se ha visto afectado negativamente por el encierro?

Table 23

OPCIONES	RESPUESTAS
Sí	35
No	3
No estoy seguro	9
TOTAL	47

Figure 22

According to the results, 75% of participants believe that the lockdown has negatively affected their children's English learning, 6% think that it has not, and 19% are unsure whether their level has been negatively affected.

3.2.10. What Steps Should Schools Take to Help Children Recover any English Learning Lost During the Lockdown?

¿Qué medidas deberían tomar las escuelas para ayudar a los niños a recuperar el aprendizaje del inglés perdido durante el encierro?

Table 24

OPCIONES	RESPUESTAS
Aumentar las horas de inglés	7
Hacer las clases más dinámicas e interactivas	6
Reforzar conocimientos y nivelar a los estudiantes	6
TOTAL	25

This open question aimed to gather common information from participants; thus, it revealed three main ideas that were constantly mentioned. The first mentions that students should have more hours of English classes. The second refers to more interactive activities, and the last suggests knowledge reinforcement and leveling students.

3.3. Survey on the Impact of the COVID-19 Lockdown on English Teaching

Objective: The goal of this survey is to collect data on how the COVID-19 lockdown affected your teaching practices and students' English language acquisition, focusing on the challenges and strategies related to reduced language exposure during this period.

Instructions: This survey will help us understand the challenges and changes in English teaching during the pandemic lockdown. Your insights are valuable and will remain confidential.

3.3.1. Your Role

Table 25

CARGO	RESPUESTAS
English teacher	3
Other subject teacher (if involved in English)	0
TOTAL	3
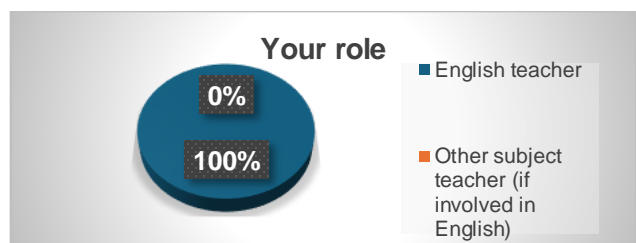
Figure 23

100% of participants have a role as English teachers.

3.3.2. Teaching Experience:

Table 26

EXPERIENCIA	RESPUESTA
2-5 years	2
More than 5 years	1
TOTAL	3
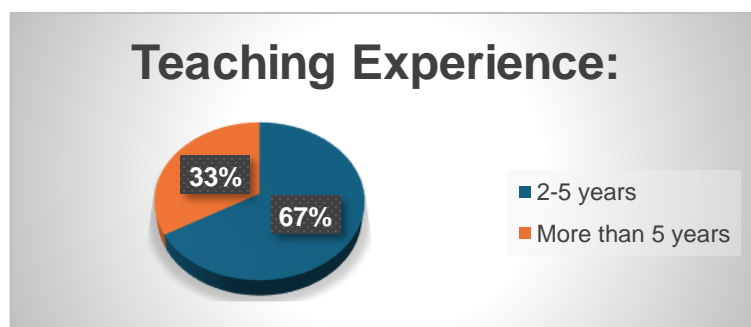
Figure 24

According to the results, 67% of participants have 2-5 years of teaching experience, and 33% have more than 5 years of experience.

3.3.3. Did you Have Access to the Necessary Tools for Online Teaching?

Table 27

OPCIONES	RESPUESTAS
Yes	2
Partially	1
TOTAL	3
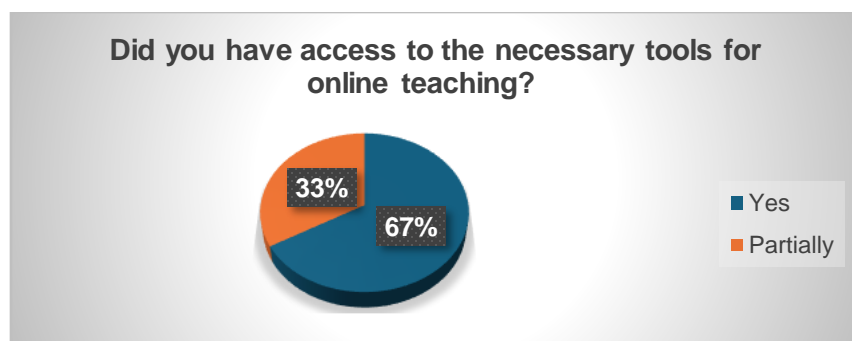
Figure 25

The results show that 67% of participants had access to the necessary tools for teaching online, while 33% had partial access to them.

3.3.4. How Often did you Conduct English Lessons Online During the Lockdown?

Table 28

OPCIONES	RESPUESTAS
A few times a week	2
Every day	1
Occasionally	0
Rarely or never	0
TOTAL	3
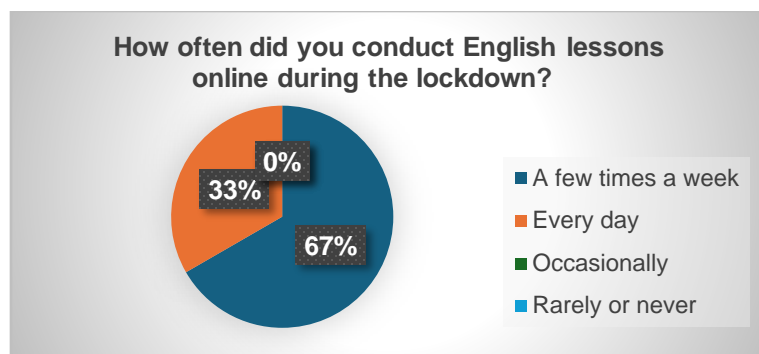
Figure 26

According to the results, 67% of participants conducted English lessons online a few times a week during the lockdown, and 33% did it daily.

3.3.5. What Challenges did you Face While Teaching English During the Lockdown? (Check all That Apply)

Table 29

OPCIONES	RESPUESTAS
Students lacked access to technology	2
Poor student engagement	2
Unreliable internet connections	2
Lack of training for online teaching	1
Other	1
TOTAL	8
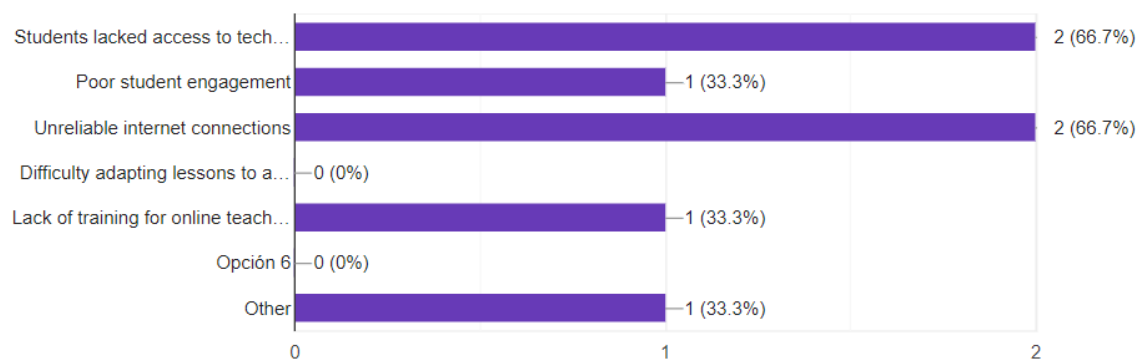
Figure 27

The survey revealed that the most common challenges for teachers while teaching English during the lockdown were: students lacked access to technology (66.7%), unreliable internet connections (66.7%), poor student engagement (33.33%), lack of training for online teaching (33.33%).

3.3.6. What Were the Most Affected English Skills in Your Students During the Lockdown?

Table 30

DESTREZA	RESPUESTAS
Writing	2
Reading	0
Listening	0
Speaking	1
TOTAL	3
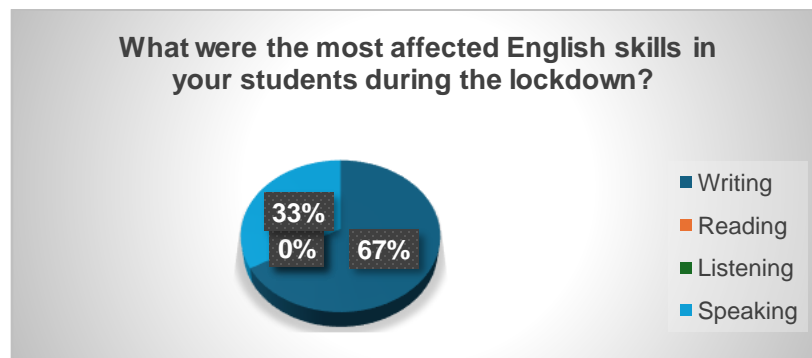
Figure 28

According to the results, the most affected English skills students during the lockdown were writing (67%) and speaking (33%).

3.3.7. How Would you Rate your Students' English Proficiency Before the Lockdown?

Table 31

OPCIONES	RESPUESTAS
Excellent	0
Good	3
Average	0
Below average	0
TOTAL	3
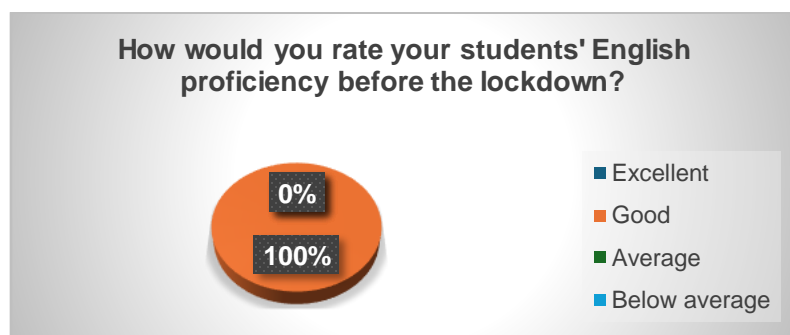
Figure 29

The respondents agree 100% that students' English proficiency was good before the lockdown.

3.3.8. How Would you Rate Your Students' English Proficiency After the Lockdown?

Table 32

OPCIONES	RESPUESTAS
Excellent	0
Good	1
Average	2
Below average	0
TOTAL	3
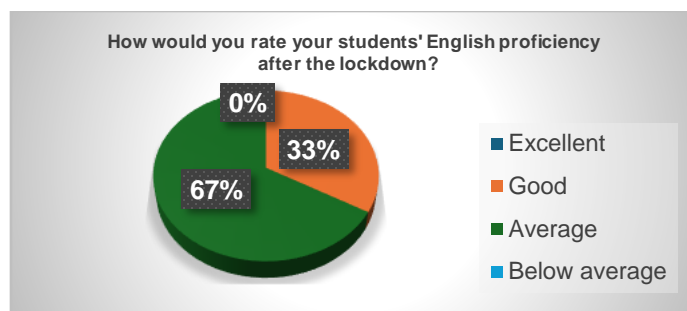
Figure 30

According to the results, 67% of the respondents' students had average English proficiency after the lockdown, and 33% had good proficiency.

3.3.9. Which Strategies did you Implement to Help Students Improve Their English During the Lockdown? (Check All That Apply)

Table 33

OPCIONES	RESPUESTAS
Assigning extra homework	0
Using videos and audio resources	3
Offering one-on-one support sessions	1
Encouraging peer interactions	2
Other	1
TOTAL	7
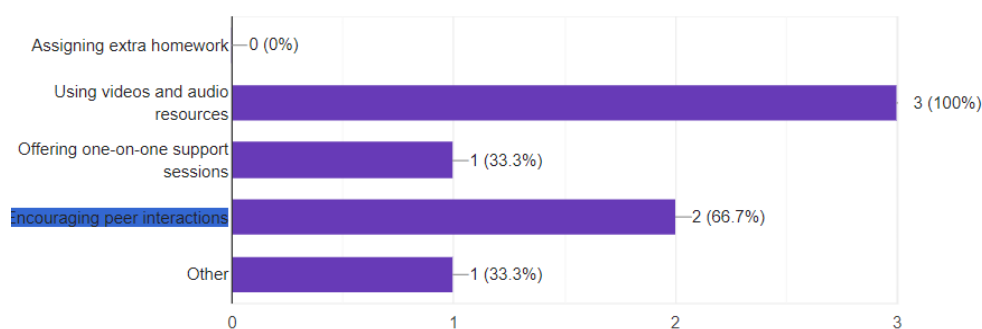
Figure 31

The survey revealed that the strategies that the respondents implemented to help students improve their English during the lockdown were using videos and audio resources (100%), encouraging peer interaction (66.7%), and offering one-on-one support sessions (33.3%). 33.3% of respondents mentioned other strategies.

3.3.10. What Tools or Resources Would Have Helped you Teach English More Effectively During the Lockdown?

Table 34

OPCIONES	RESPUESTAS
I had everything I needed during the lockdown and was prepared to teach effectively and meaningfully.	1
Better Internet, better digital tools.	1
Class dojo, speaking, AND improve	1
TOTAL	3

3.3.11. Do you Feel That the Lockdown had a Long-term Negative Impact on Your Student's English Language Acquisition?

Table 35

OPCIONES	RESPUESTAS
Yes	2
No	1
TOTAL	3

Figure 32

54
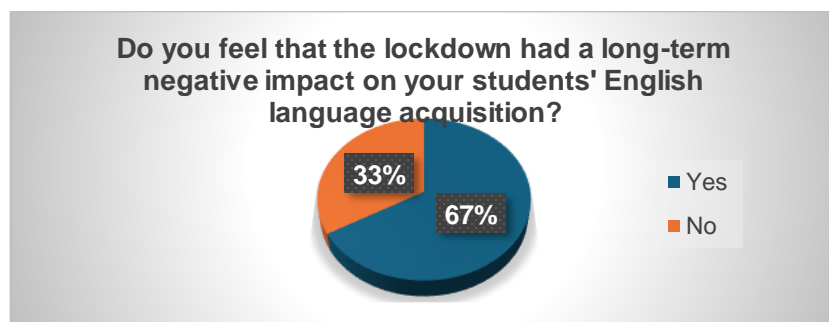
3.3.12. What Support is Necessary for Students to Recover lost English Skills Post-lockdown?

Table 36

OPCIONES	RESPUESTAS
Trying to focus on conversational English, which is likely to be relevant in the exams.	1
Extra classes, extra preparation, and better teaching material.	1
Speaking practice environment.	1
TOTAL	3

This open question aimed to gather information about what support respondents think is necessary for students to recover lost English skills post-lockdown. Respondents cited the need to focus on conversational English as necessary since it will likely be relevant in the exams. They also mentioned extra classes, extra preparation, better teaching material, and a speaking practice environment.

3.3.13. What Changes Would you Recommend for Future Remote Teaching to Improve Language Acquisition?

Table 37

OPCIONES	RESPUESTAS
Encourage repeating or mimicking language. Use visual aids and pictures, especially with Learning Targets and anchor charts. Use slow speech, emphasizing keywords. Use many gestures and movements when speaking.	1
Try to be more dynamic and ask for cameras and micros. Remote teaching is super hard when you do not have control of the whole class.	1
Use TICS	1
TOTAL	3

This open question reveals that respondents suggest Encouraging repeating or mimicking language and using visual aids and pictures, especially with Learning Targets and anchor charts,

and using slow speech and emphasizing keywords. Using many gestures and movements when speaking can improve language acquisition in remote teaching environments; they also mentioned that teachers should be more dynamic and ask for cameras and micros during classes, and finally, they mentioned using TICS.

3.4. Analysis of School Performance Records

AGE	Academic performance		Attendance		Engagement in class	Digital Learning Platform Data (if available)		
	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
12-13								
1								
2								
3…								
13-14	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
1								
2								
3…								
14-15	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
1								
2								
3…								

Figure 33

Unfortunately, proper documentation could not be delivered. The authorities explained that they migrated from a platform called "IDUKAY" to a new platform called "RUNACHAY," and the backup files have not been delivered to the school yet. Therefore, this analysis could not be performed.

IV. CHAPTER IV: PROPOSAL

4.1. Proposal Title

Flipped Classroom Program: A Grammar-Focused Approach for A2+ Level Students in times of an eventual lockdown.

4.2. Rationale

Lockdown during the COVID-19 pandemic changed educational life while it lasted; classes moved from traditional face-to-face interaction to virtual and online environments, including students aged 12 to 15 years at "Unidad Educativa El Colegio de Liga." The low exposure to the English language challenged teachers to improve their methodologies so that students can have minor impacts on their language acquisition process (Hodges et al., 2020). This proposal offers online tools or a physical copy of the program to enhance students' oral skills and language acquisition. The program includes pre-recorded instructional videos on a YouTube channel and online activities. It can help teachers engage students actively through online learning content that can be carried on at their own pace and can asynchronously reinforce interactive in-class sessions (Means et al., 2014). This program is intended to follow the principles of modern pedagogical strategies to offer personalized learning in virtual environments that can diminish the negative impact of an eventual new lockdown (Garrison & Vaughan, 2008; Tucker, 2012).

4.3. Theoretical Foundation

4.3.1. Foundation Based On Instructions

Constructivist theories align with the proposal of creating a flipped classroom program in which students participate actively and in collaborative problem-solving situations, which is supported by the findings from the theoretical background carried out in this research. The findings expose how low exposure to the language negatively impacted language acquisition among students aged 12 to 15 during the COVID-19 pandemic (Krashen, 1982; Richards & Rodgers, 1999).

Pre-recorded videos on a full-time accessible platform such as YouTube allow young learners to learn at their own pace; they can repeat the video as many times as necessary to make sure they understand a topic in case of an eventual lockdown produced by any circumstance. Vygotsky explained his concept of the Zone of Proximal Development (ZPD), which explains how students learn better when they are challenged with tasks that go beyond their current level (Vygotsky, 1978); this program is closely related to this concept by providing autonomy through video-based learning and collaborative participation during in-class activities, promoting interaction and oral practice to enhance language acquisition.

Current research also points out the importance of technology in virtual learning environments, especially during educational disruptions (Means et al., 2014; Bergmann & Sams, 2012). Flipped classrooms include various materials that can be accessed anytime and anywhere, providing young learners the proper tools to master the A2+ level and language acquisition.

4.3.2. Myths

1. Flipped classrooms replace teachers: Flipped classrooms will never replace teachers who can provide immediate feedback, make corrections, clarify doubts, and guide discussions, debates, and role plays within a controlled and friendly environment.

2. Flipped classrooms are only for tech-savvy students: With the correct guidance and support, all students can learn to use technology relatively quickly (Tucker, 2012).

3. Flipped classrooms are less effective than traditional methods: When implemented effectively, flipped classrooms yield better learning outcomes by prioritizing active engagement and personalized support (Bishop & Verleger, 2013).

4.4. Objectives of the Proposal

4.4.1. General Objective

To reinforce English language acquisition for students aged 12-15 within an A2+ level by implementing a flipped classroom program focusing on mastering oral practice.

4.4.2. Specific Objectives

- To design, plan, and deliver a video-based grammar lessons program for students aged 12-15.

- To generate student active participation and interaction through interactive synchronous in-class activities designed to reinforce the video content provided.

- To monitor and evaluate student progress in language acquisition through formative and feedback online testing tools.

4.5. Beneficiaries

The primary beneficiaries of this proposal are students aged 12 to 15 years at "Unidad Educativa El Colegio de Liga," who will reach the proper A+2 level of the CEFR—teachers who will also benefit from the program by having access to online teaching materials. Parents will also be able to monitor their children's academic growth.

4.6. Proposal

4.6.1. Introduction

Education has been exposed regarding adapting to new technologies since the last COVID-19 lockdown, demonstrating the need for new innovative and technological strategies (Almonacid-Fierro et al., 2021). As a response to such needs experienced by students at "Unidad Educativa El Colegio de Liga" due to the educational disruption during the pandemic, this proposal aims to provide a flipped classroom approach to help teachers with the gaps in English language acquisition during an eventual future lockdown caused by different circumstances (Hodges et al., 2020). This proposal offers digital tools and pre-recorded video lessons to cover grammar topics for A2+ students. These can be used synchronically or synchronically to help students avoid anxiety with a self-paced learning process (Tucker, 2012; Lee & Bailey, 2020). This approach aims to ensure academic and linguistic competencies for good language acquisition (Garrison & Vaughan, 2008).
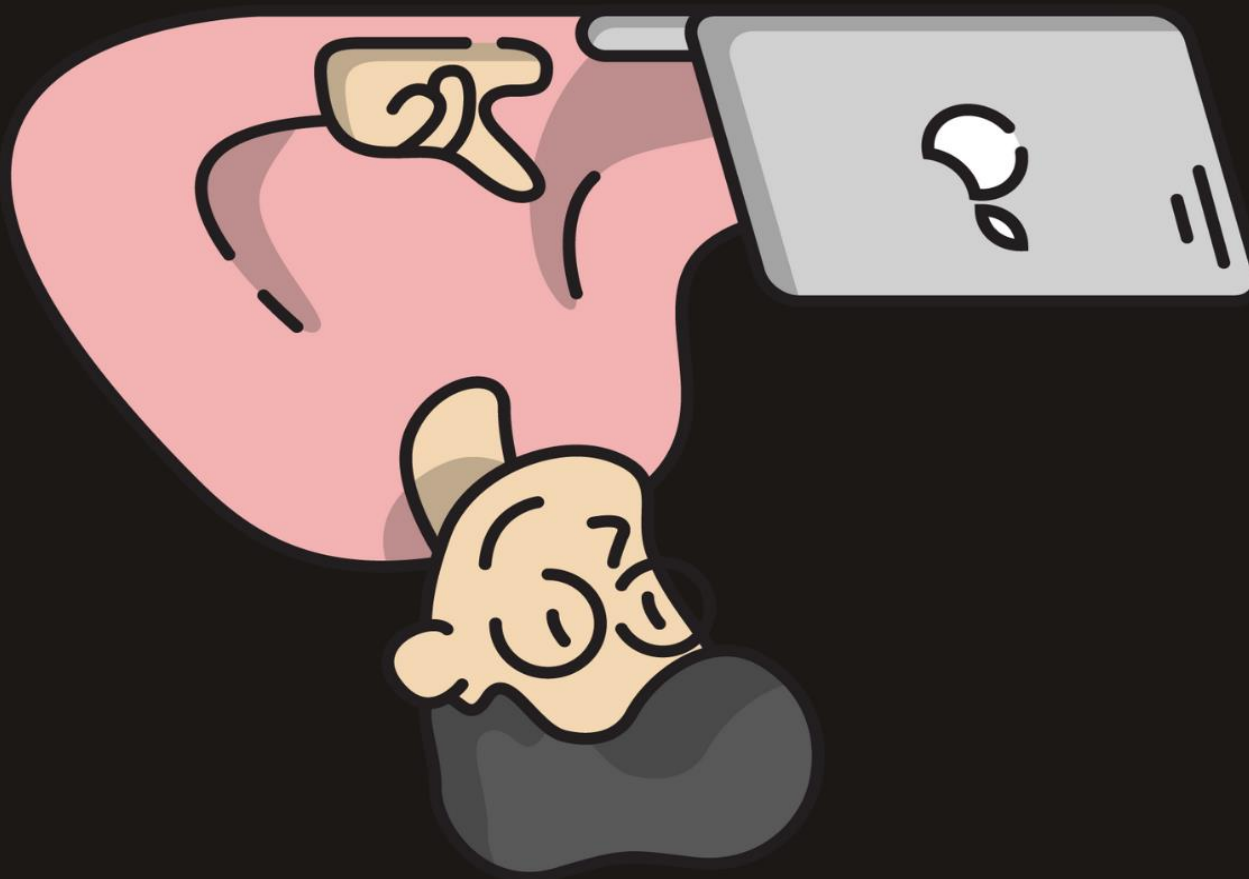
Ultimate Guide to Learn

FLIPPED CLASSROOM PROGRAM

A Grammar-Focused Approach for A2+ Level Students in times of an eventual lockdown.

UNIT 1

1.1. Simple present: affirmative and negative

1.2. Simple present: yes-no questions and information questions

1.3. Simple present: "WH" questions

UNIT 2

2.1. Present continuous affirmative and negative

2.2. Simple past affirmative and negative

2.3. Simple past interrogative forms

UNIT 3

3.1. Past continuous affirmative and negative

3.2. Past continuous interrogative forms

3.3. Simple future affirmative and negative

UNIT 4

4.1. Comparatives and superlatives

Online Asynchronous Class Plans

General Structure

GRADE:	DATE:	SUBJECT:

LESSON TOPIC:

LEARNING OBJECTIVES:

MATERIALS NEEDED:

NOTEBOOK

COMPUTER / SMART DEVICE

INTERNET

HOOK/INTRO: Complete a pre-class worksheet to check comprehension.

LESSON STRUCTURE: During-Class Activity (Asynchronous/ synchronous):

Participate in an interactive online platform: Google Forms, Kahoot, or Quizizz.

Watch an assigned video explaining the grammar topic (link provided).

Engage in collaborative activities using tools like Padlet or Google Docs.
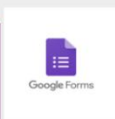
CLOSURE:

Post-Class Activity: Submit an assignment via the available platform, links for online activities and reflection tasks, videos or discussion boards such as padlet.

Interactive Quizzes:

Kahoot (kahoot.com)

Quizizz (quizizz.com)

Google Forms (docs.google.com/)

Collaborative Activities:

Padlet (padlet.com)

Jamboard (jamboard.google.com)

Google Slides

Assignments & Reflections:

Google Classroom

Flipgrid (flipgrid.com) video reflections.

UNIT 1 LESSON PLAN 1

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE PRESENT TENSE: AFFIRMATIVES AND NEGATIVES

LEARNING OBJECTIVES: UNDERSTAND THE CORRECT USE OF SIMPLE PRESENT TENSE IN REAL LIFE CONTEXTS

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Complete a pre-class worksheet to check comprehension.

LINK:
https://wordwall.net/es/resource/73830214/ingl%c3%a9s/present-simple-all-forms-

Plan: Present Simple
Pre-Class:
Watch the video: "Understanding the Present Simple"
https://www.youtube.com/watch?v=qA1eCw9U9gQ
Worksheet: Fill in blanks with Present Simple forms.
https://agendaweb.org/verbs/present_simple-exercises.html
During-Class:
Present simple kahoot: Identify errors in Present Simple sentences.
https://create.kahoot.it/details/2e339b5d-d612-4b29-a47a-b93825882aba
Padlet activity: Share three sentences about your daily routine.

Create a journal entry: Write five sentences describing a typical day.

Post-Class:

Write a paragraph about a normal day in your life.

UNIT 1 LESSON PLAN 2

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE PRESENT YES/NO QUESTIONS, WH QUESTIONS

LEARNING OBJECTIVES: COMPREHEND THE USE OF INTERROGATIVE FORMS OF SIMPLE PRESENT TENSE IN REAL

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Complete a pre-class worksheet to check comprehension.
https://wordwall.net/es/resource/2709854/present-simple-questions-do-does

Plan: Present Simple yes-no questions
Pre-Class:
Watch the video: " Information questions in simple present PART I"
https://www.youtube.com/watch?v=p3wnccJ-dt0
Worksheet: Fill in blanks with Present Simple forms.
https://agendaweb.org/verbs/present_simple-exercises.html
During-Class:
Present simple examples: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/54912#google_vignette

Padlet activity: Share three sentences about something you don't like or do.

Post-Class:

Prepare a questionnaire for your favorite person. (10 questions in simple present)

Use chat gpt to pretend it is your favorite person and interview him/her.

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UNIT 1 LESSON PLAN 3

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE PRESENT "WH" QUESTIONS

LEARNING OBJECTIVES: LEARN THE USE OF INTERROGATIVE FORMS OF SIMPLE PRESENT TENSE IN REAL LIFE CONTEXTS.

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Complete a pre-class worksheet to check comprehension.
https://wordwall.net/resource/38013578/esol/present-simple-questions

Plan: Present Simple "wh" questions
Pre-Class:
Watch the video: " Information questions in simple present PART II"
https://www.youtube.com/watch?v=rGAKaEYuFQo
Worksheet: Fill in blanks with Present Simple forms.
https://agendaweb.org/verbs/present_simple-exercises.html
During-Class:
Present simple examples: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/253267#google_vignette

Padlet activity: Share three of the most typical "WH" questions people make.

Post-Class:

Create an infographic of the most typical

questions people make every day
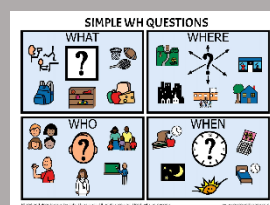
UNIT 2 LESSON PLAN 1

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: PRESENT PROGRESSIVE AFFIRMATIVE/NEGATIVE

LEARNING OBJECTIVES: UNDERSTAND THE FUNCTION OF PRESENT CONTINOUS

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Complete a pre-class worksheet to check comprehension.

https://wordwall.net/es/resource/36768738/ingl%c3%a9s/actions

Plan: Present Simple "wh" questions
Pre-Class:
Watch the video: "Present continuous"
https://www.youtube.com/watch?v=PUXb3PW4WtQ

Worksheet: Fill in blanks with Present continuous forms.
https://agendaweb.org/verbs/present_continuous-exercises.html?__r=1.b42b58e134e0900459255b44bd479344
During-Class:
Present simple examples: Go over the activity with logged students.
https://www.liveworksheets.com/es/w/en/english-second-language-esl/60178#google_vignette
Padlet activity: Share three of things you think your family members are doing.

Post class:

Use canva platform,

upload a picture of you family

and describe what they are doing

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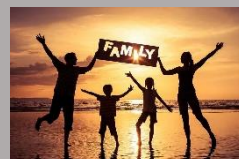
UNIT 2 LESSON PLAN 2

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE PAST AFFIRMATIVE AND NEGATIVE

LEARNING OBJECTIVES: LEARN HOW TO COMMUNICATE PAST EVENTS IN REAL-LIFE CONTEXTS

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO:

Play the following Kahoot game:

https://create.kahoot.it/share/past-simple/cfcc4e0b-229d-4e0e-8f48-3899abb421be

Plan: Simple past: affirmative-negative
Pre-Class:
Watch the video: " Simple past: affirmative-negative"
https://www.youtube.com/watch?v=JmhzbPGhDbU

Worksheet: Fill in blanks with Present continuous forms.
https://agendaweb.org/verbs/past_simple-exercises.html
During-Class:
Past simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/397395#google_vignette

Padlet activity: Share three of things you think your family members are doing.

Post-Class:
Do you remember what you did this day
one year ago?
TELL US!

A YEAR AGO TODAY

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UNIT 2 LESSON PLAN 3

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE PAST INTERROGATIVE FORMS

LEARNING OBJECTIVES: MAKE QUESTIONS IN SIMPLE PAST FORMS IN REAL-LIFE CONTEXTS

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

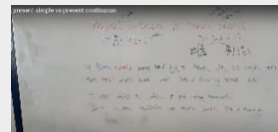HOOK/INTRO: Complete a pre-class worksheet to check comprehension.

https://wordwall.net/es/resource/11928697/past-simple/make-a-question-in-the-past

Plan: Simple past: interrogative forms
Pre-Class:
Watch the video: " Simple past: interrogative forms"

https://www.youtube.com/watch?v=R0C4YlYWBcM

Worksheet: Rewrite sentences in Past Simple interrogative form
https://agendaweb.org/exercises/verbs/past-simple/affirmative-interrogative-write.htm
During-Class:
Past simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/208029#google_vignette

Padlet activity: All students write a sentence to write a story in past.

Post-Class:

Write a paragraph:

Record a video of an interview to one

of your parents about what they did in their day.
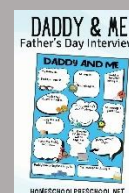
UNIT 3 LESSON PLAN 1

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: PAST CONTINUOUS AFFIRMATIVE-NEGATIVE

LEARNING OBJECTIVES: LEARN THE USE OF ACTION IN PROGRESS IN THE PAST AND CONTRAST THEM WITH SIMPLE

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Hangman game:

https://wordwall.net/es/resource/39182595/ingl%c3%a9s/past-continuous

Pre-Class: PAST CONTINUOUS
Watch the video: " Past continuous affirmative and negative"

https://www.youtube.com/watch?v=z7OntRWLyOE

Worksheet: Rewrite sentences in Past continuous interrogative form
https://www.perfect-english-grammar.com/past-continuous-exercise-2.html

During-Class:
Past simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/277007

Padlet activity: Write three sentences in past continuous.

Post-class:

Write two sentences combining

 Past Simple and Past Continuous

Example: "I was sleeping when the phone rang".

The students were studying
when the power went out.

9 am   10 am

The students   The power
were studying.   went out.
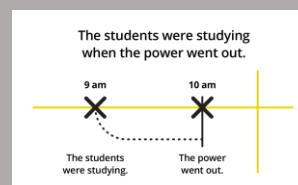
UNIT 3 LESSON PLAN 2

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: PAST CONTINUOUS INTERROGATIVE FORMS

LEARNING OBJECTIVES: UNDERSTAND THE USE OF QUESTIONS WITH PAST CONTINUOUS TENSE

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: WORDWALL GUESS GAME:

https://wordwall.net/es/resource/4618864/past-continuous

Pre-Class: PAST CONTINUOUS
Watch the video: " Past continuous: yes-no questions and information questions"

https://www.youtube.com/watch?v=AFGtaymBFqE

Worksheet: Rewrite sentences in Past Simple interrogative form
https://agendaweb.org/verbs/past_progressive-exercises.html

During-Class:
Past simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/45114

Post-class:

Imagine you're a detective,

make questions to a suspect about

what he was doing last night
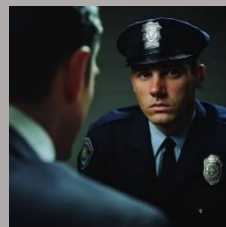
UNIT 3 LESSON PLAN 3

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: SIMPLE FUTURE TENSE: AFFIRMATIVES AND NEGATIVES

LEARNING OBJECTIVES: COMMUNICATE FUTURE PLANS USING SIMPLE SENTENCES.

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Online Activity:

https://wordwall.net/es/resource/30413864/simple-future

Mark ... to the mountains tomorrow.
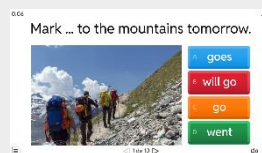
Pre-Class: FUTURE SIMPLE
Watch the video: " Future with WILL"

https://www.youtube.com/watch?v=z0SP8ZPIDUQ

Worksheet: simple future mixed exercises
https://agendaweb.org/verbs/future-will-exercises.html

During-Class:
Future simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/210934#google_vignette

Padlet activity: Write three plans you have for next weekend.

Post-class

Submit a plan for

your weekend: Write five sentences

using Future Simple.

MY WEEKEND PLANS

UNIT 4 LESSON PLAN 1

GRADE: 8th-9th

DATE:

SUBJECT: English

LESSON TOPIC: COMPARATIVES AND SUPERLATIVES

LEARNING OBJECTIVES: UNDERSTAND THE FUNCTION OF COMPARATIVE AND SUPERLATIVE ADJECTIVES

MATERIALS NEEDED:
NOTEBOOK
COMPUTER / SMART DEVICE
INTERNET
PEN/PENCIL
LINKS:
https://padlet.com/

HOOK/INTRO: Complete a pre-class

https://wordwall.net/es/resource/3944357/comparative-short-adjectives

Pre-Class: COMPARATIVE AND SUPERLATIVES
Watch the video: " Comparatives and superlatives"

https://www.youtube.com/watch?v=7Uu_Sj_kfds

Worksheet: COMPARATIVE AND SUPERLATIVES exercises
https://agendaweb.org/grammar/comparison-exercises.html

During-Class:
Future simple: Go over the activity with logged students.
https://www.liveworksheets.com/w/en/english-second-language-esl/45217#google_vignette

Padlet activity: Write a small paragraph comparing two cities in your country.

CLOSURE:

Post-Class Activity: Submit an assignment via the LMS (e.g., short sentences or a paragraph using the grammar topic). Reflect on learning in a discussion board or self-recorded video.

4.7. Impacts

The following impacts have been considered re are two impacts to analyze

- Linguistic Impact
- Academic Impact

The following table explains the values for the impact levels:

Table 38

Numerical Impact Levels

-3 High negative impact

-2 Medium negative impact

-1 Low negative impact

0 No impacts

1 Low impacts

2 Medium positive impacts

3 High positive impacts

4.7.1. Linguistic Impact

Linguistic impact indicators

Table 39

	IMPACT LEVELS		-3	-2	-1	0	1	2	3
INDICATORS									
Can understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly.									X

Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.								X
Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language.								X
Can tell a story or describe something in a simple list of points.								X
Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions.								X
Can give very short, basic descriptions of events, past activities and personal experiences.								X
Can tell a simple story (e.g. about events on a holiday or about life in the distant future).								X
Can describe plans and arrangements, habits and routines, past activities and personal experiences.								X
TOTAL								8

Linguistic impact level = $\dfrac{\Sigma}{number\ of\ items} = \dfrac{24}{3} = 8$

Linguistic impact = High positive

Analysis:

According to the analysis, and after a socialization of this proposal, a high positive impact has been determined, since all the objectives can be achieved according to the guidelines

provided by the Ministry of Education based on the Common European Framework for students aged 12-15.

4.7.2. Academic Impact

Academic impact indicators

Table 40

	IMPACT LEVELS		-3	-2	-1	0	1	2	3
INDICATORS									
Reinforcing reading skills through online activities developed in a flipped classroom.									X
Reinforcing writing skills through online activities developed in a flipped classroom.									X
Reinforcing listening skills through online activities developed in a flipped classroom.									X
Reinforcing speaking skills through online activities developed in a flipped classroom.									x
Creating collaborative tasks in online tools such as padlet.									x
Promoting self-paced activities to diminish anxiety and unwillingness to do activities.									x
TOTAL									18

$$\text{Academic impact level} = \frac{\Sigma}{number\ of\ items} = \frac{18}{3} = 6$$

Academic impact = High positive

Analysis:

All the designed activities are fully achievable and will produce a high positive academic impact on students aged 12-15 since they match the Ministry of Education guidelines based on the Common European Framework.

V.   CONCLUSIONS AND RECOMMENDATIONS.

5.1. Conclusions.

- Low exposure to the language affected the proficiency of students aged 12-15; according to the experience of both parents and teachers who were constantly in contact with them during the lockdown, performance tended to decrease.

- Disparity in access to technology and Internet limited peer and teacher interaction, which produced losses in writing, reading, speaking and listening Language skills during the lockdown, being speaking and listening the most negatively affected by the low exposure to the language.

- Better performance and better retention of language skills was shown by students who had a reliable internet connection rather than those who had poor connections or totally lacked it. However, both groups had losses in language acquisition regardless the ability to connect to classes regularly.

- The impact had different levels on students which depended on factors that vary from original level of English, reliability of internet connection, access to technology, parental support, teacher scaffolding and peer interaction which caused anxiety, and sometimes unwillingness to study and, in worst cases, depression.

- Some information could not be processed due to the fact that the institution migrated data from an educational platform called "IDUKAY" to a new one called "RUNACHAY", and the back up data has not been delivered yet, therefore, the comparative chart could not be performed.

5.2. Recommendations

- Schools, tutors and full-time teachers have the obligation to be prepared to an eventual lockdown embracing technology as a friendly tool they can rely on. Creating virtual classrooms, flipped classrooms, permanent online courses, pre-recorded video lessons that can be accessed at any time is strongly recommended to mitigate the lost proficiency.

- Investing in updates is something that both the government and public educational institutions should do to keep their teachers well trained in matters of technology,

artificial intelligence, gamification and virtuality, so that they can keep students engaged even when they are forced to study online. Government should create an emergency plan in which smart devices, and internet access is granted to individuals with low economic resources to bridge gaps in the learning process.

As post-lockdown strategies, out of the classrooms such as reading clubs, language exchange programs, movie time or karaoke sessions can help bridge the gaps produced by isolation specially in the oral skills. Speaking and listening skills should be reinforced with activities such as role-playing, debates, forums, problem solving situations to help students catch up with the level they would have if they had not gone isolated.

- Constant assessment and monitoring should be performed to gather information about the learning process of students who were forced to a lockdown while going through their educational stage contrasted with those who did not suffer disruptions. The findings will help face such events in the future.

- A follow up research is suggested once the academic record back up data is delivered to the institution to obtain accurate quantitative data about the current level of students who suffered the COVID-19 lockdown.

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VII.   ANNEXES

7.1. Annex 1. Survey on English Learning During the COVID-19 Lockdown for Students Aged 12-15 in "Unidad Educativa El Colegio de Liga."

Objective: The purpose of this survey is to gather information on how the COVID-19 lockdown affected your English language learning, with a focus on the reduced exposure to the language.

Instructions: This anonymous survey will help us understand how the COVID-19 lockdown affected your English learning. Please answer the questions as honestly as you can.

QUESTIONNAIRE

General Information

Age

12 ___
13 ___
14 ___
15 ___

Gender

Male   ___
Female ___
Prefer not to say   ___

Access to Technology During Lockdown:

I had access to a personal computer/laptop.   ___

I shared a computer/laptop with someone else.   ___

I used a smartphone or tablet.   ___

I had no access to digital devices for learning.   ___

Internet Connection:

I had reliable internet all the time.   ___

I had internet, but it was unreliable.   ___

I had no access to the internet.   ___

English Learning Experience

How often did you participate in online English classes during the lockdown?

Every day   ___

A few times a week   ___

Occasionally   ___

Rarely or never   ___

What were the main challenges you faced while learning English during the lockdown? (Check all that apply)

Lack of interaction with my teacher   ___

Lack of motivation to study   ___

Difficulty understanding online lessons   ___

Poor internet connection   ___

Lack of quiet study space   ___

Other (please specify):   ___

How would you rate your English language skills before the lockdown?

Excellent   ___

Good   ___

Average   ___

Below average   ___

How would you rate your English language skills after the lockdown?

Excellent   ___

Good   ___

Average   ___

Below average   ___

Which English skills were the most challenging for you to improve during the lockdown?

Speaking   ___

Listening   ___

Reading   ___

Writing   ___

What methods did you use to practice English outside of class? (Check all that apply)

Watching English videos (movies, YouTube)   ___

Listening to English music or podcasts   ___

Reading English books or articles   ___

Talking to friends or family in English   ___

Completing English exercises/homework   ___

Other (please specify): _____

None   ___

Learning Preferences and Suggestions

Which type of lessons do you prefer for learning English?

In-person classes   ___

Online classes   ___

A combination of both   ___

What would have helped you learn English better during the lockdown?

More online interaction with the teacher   ___

More homework and practice materials   ___

Access to better technology (computer, internet)   ___

Other (please specify): _____

Do you feel your English learning was negatively affected by the lockdown?

Yes   ___

No   ___

Not sure   ___

In your opinion, what can schools do to help students recover from learning losses in English? (Open-ended question)

_____

_____

_____

_____

7.2. Annex 2. Survey on English Learning and the COVID-19 Lockdown and its influence in the learning of the English Language in students aged 12-15 (For parents).

Objective: The aim of this survey is to understand your perspective on how the COVID-19 lockdown affected your child's English learning, particularly how reduced exposure to the language impacted their progress.

Instructions: This survey will help us understand how the lockdown affected your child's English learning experience. Your responses are anonymous and will help improve future educational practices.

General Information

How many children aged 12 to 15 do you have?

One   ___

Two or more   ___

Did your child have access to a device for online learning during the lockdown?

Yes, a personal device   ___

Yes, but shared with others   ___

No   ___

Did your child have a reliable internet connection during the lockdown?

Yes   ___

No   ___

Sometimes   ___

Observations on English Learning During the Lockdown

How often did your child participate in online English classes during the lockdown?

Every day   ___

A few times a week   ___

Occasionally   ___

Rarely or never   ___

What were the main challenges your child faced in learning English during the lockdown?

Difficulty with online lessons   ___

Lack of motivation   ___

Lack of interaction with teachers   ___

Poor internet connection   ___

Lack of a quiet study space   ___

Other (please specify): _____

Do you think your child's English proficiency changed during the lockdown?

Improved   ___

Stayed the same   ___

Declined   ___

Which English skills did your child struggle with the most during the lockdown?

Speaking   ___

Listening   ___

Reading   ___

Writing   ___

Support and Suggestions

What kind of support would have helped your child improve their English during the lockdown?

(Open-ended question) _____

Do you feel your child's English learning has been negatively affected by the lockdown?

Yes   ___

No   ___

Not sure   ___

What steps should schools take to help children recover any English learning lost during the lockdown?

   (Open-ended question) _____

7.3. Annex 3. Survey on the Impact of the COVID-19 Lockdown on English Teaching

Objective: The goal of this survey is to collect data on how the COVID-19 lockdown affected your teaching practices and students' English language acquisition, focusing on the challenges and strategies related to reduced language exposure during this period.

Instructions: This survey will help us understand the challenges and changes in English teaching during the pandemic lockdown. Your insights are valuable and will remain confidential.

QUESTIONNAIRE

General Information

Your role:

English teacher   ___

Other subject teacher (if involved in English instruction)   ___

Teaching Experience:

Less than 2 years   ___

2-5 years   ___

6-10 years   ___

More than 10 years   ___

Did you have access to the necessary tools for online teaching?

Yes   ___

No   ___

Partially   ___

Online Teaching During the Lockdown

How often did you conduct English lessons online during the lockdown?

Every day   ___

A few times a week   ___

Occasionally   ___

Rarely or never   ___

What challenges did you face while teaching English during the lockdown? (Check all that apply)

Students lacked access to technology   ___

Poor student engagement   ___

Unreliable internet connections   ___

Difficulty adapting lessons to an online format   ___

Lack of training for online teaching   ___

Other (please specify): _____

What were the most affected English skills in your students during the lockdown?

Speaking   ___

Listening   ___

Reading   ___

Writing   ___

7. How would you rate your students' English proficiency before the lockdown?

Excellent   ___

Good   ___

Average   ___

Below average   ___

How would you rate your students' English proficiency after the lockdown?

Excellent ___

Good ___

Average ___

Below average ___

Which strategies did you implement to help students improve their English during the lockdown? (Check all that apply)

Assigning extra homework ___

Using videos and audio resources ___

Offering one-on-one support sessions ___

Encouraging peer interactions ___

Other (please specify): _____

Suggestions and Future Preparation

What tools or resources would have helped you teach English more effectively during the lockdown?

(Open-ended question) _____

Do you feel that the lockdown had a long-term negative impact on your students' English language acquisition?

Yes ___

No ___

Not sure ___

What support do you think is necessary for students to recover lost English skills post-lockdown?

(Open-ended question) _____

What changes would you recommend for future remote teaching to improve language acquisition?

(Open-ended question) _____

7.4. Annex 4. Analysis of School Performance Records

AGE	Academic performance		Attendance		Engagement in class	Digital Learning Platform Data (if available)		
	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
12-13								
1								
2								
3...								
13-14	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
1								
2								
3...								
14-15	Average grade pre pandemic	Average grade post pandemic	Days attended	Days unattended	Percentage of participation	Time spent on English learning activities.	Completion rates of online assignments and tests.	Frequency of logins to English lessons.
1								
2								
3...								

Figure 34

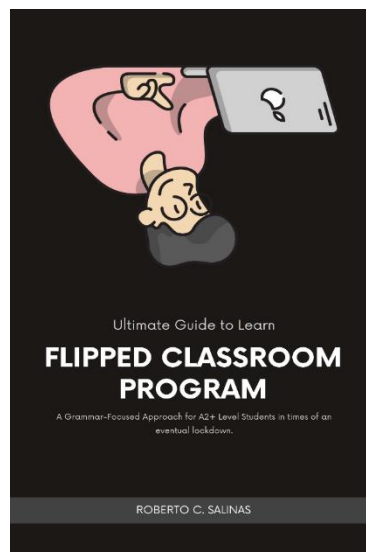## 7.5. Annex 5. Proposal Cover
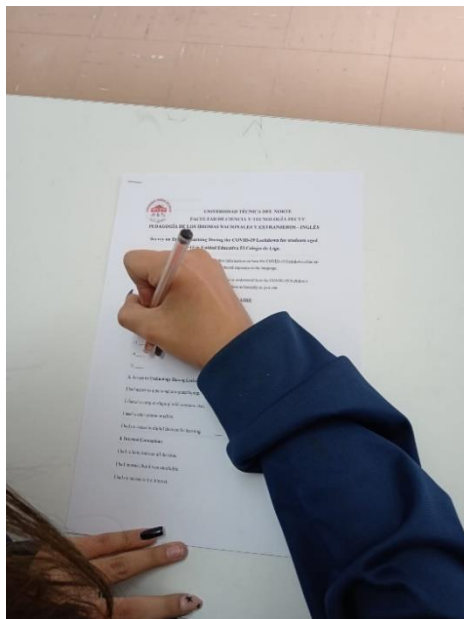

Figure 35

7.6.Annex 6. Data Collection Evidence.

Figure 36

Figure 37

Figure 38

Figure 39

Figure 40