

UNIVERSIDAD HISPANOAMERICANA

LICENTIATE IN ENGLISH TEACHING

**THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**BLENDED LEARNING AS A METHOD FOR
TEACHING ENGLISH AS A FOREIGN
LANGUAGE IN THE EIGHTH GRADERS OF THE
GROUP 8-1 AT THE COLEGIO TÉCNICO
PROFESIONAL RICARDO CASTRO BEER,
OROTINA, III PERIOD 2018.**

**Student:
Jenifer Patricia Arroyo Álvarez**

2018

DEDICATION:

I dedicate this thesis to my parents Ronald Arroyo Quesada and Patricia Álvarez Vásquez. They are responsible for whom I am today.

You know that you are my inspiration. I love you!

ACKNOWLEDGEMENT:

I thank all who in one or another way contributed to the completion of this project.

First, I give thanks to God for his protection and guide to conclude this work.

Secondly, my sincere thanks to my family who encouraged and prayed for me.

This research is thanks to my parents for their support and care during my whole life. Their patience, motivation, and love were the main reason to fight against the many obstacles presented along this journey.

Also, I would like to express my gratitude to my advisor for supporting and helping me during this research.

I am also deeply thankful to my participants. They are many, but I want to acknowledge and appreciate their help and sincerity during my research.

INTRODUCTION:

This research work was aimed to analyze the blended learning method for teaching English as a foreign language, identifying the most common technological devices used in blended learning class. Also, the researcher assessed the different activities of blended learning developed by the English teacher and at the end of the researcher project new specific activities are developed. .This investigation was carried out in the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III period 2018.

In the initial stage of language development, children develop their word bank from the environment surrounding them. The acquisition of any language is one of the main keys to a wide variety of words when getting a new language. This process initiated in childhood is retaken with the hope to speak a new language. Technology has an important influence in in the learning process mainly in the blended learning method.

As any method applied in education, blended learning has advantages and disadvantages. An important advantage this method has is how it takes the best of both face-to-face class and online class and this aspect enhances students' motivation and collaboration between learners. On the other hand, a significant disadvantage is the lack of internet access or technological devices inside or outside schools.

Also there are many types of blended learning methods but the most relevant in this investigation are: station rotation blended learning, lab rotation blended learning, flex blended learning, the flipped classroom blended learning, inside-out blended learning and outside-in blended learning.

Technology has changed the way people see the world and that is why many activities have moved to new technological demands. As technology covers all areas in which the human being develops, the educational environment is not exempt to modifications to be updated.

Social networks and different platforms which seem to be very attractive tools for students, allow the possibility to develop a blended learning environment, so the researcher conducted the investigation in order to propose some activities which require the integration of these apps.

CARTA DEL LECTOR

Heredia, 8 de Mayo del 2019

Señores

Registro

Universidad Hispanoamericana

Estimados señores:

La estudiante Jenifer Patricia Arroyo Álvarez cédula de identidad 604130471 me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: ***Blended Learning as a Method for Teaching English as a Foreign Language in the Eighth Graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III Period 2018*** el cual ha elaborado para optar por el grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del Filólogo establecida.

Atentamente,



M.Ed. Maynor Segura Calvo

Cédula: 108630722

CARTA DEL FILÓLOGO

CARTA DEL FILÓLOGO

Puntarenas, 13 de mayo, 2019

Departamento de Registro
Carrera Enseñanza del Inglés
Universidad Hispanoamericana

Estimado señor:

La estudiante Jenifer Patricia Arroyo Álvarez cédula de identidad número 6-04130471 ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado "Blended learning as a method for teaching English as a foreign language in the 8th graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III Period 2018" el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,



MTE. Jeannette Umaña Valverde
Céd. 1-729-028

Carné Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes
Número: 21269

DECLARACIÓN JURADA**DECLARACIÓN JURADA**

Yo Jenifer Patricia Arroyo Álvarez, mayor de edad, portador de la cédula de identidad número 604130471 egresado de la carrera de Licenciatura en la enseñanza del inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del inglés, juro solemnemente que mi trabajo de investigación titulado: BLENDED LEARNING AS A METHOD FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE EIGHTH GRADERS OF THE GROUP 8-1 AT THE COLEGIO TÉCNICO PROFESIONAL RICARDO CASTRO BEER, OROTINA, III PERIOD 2018, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 22 días del mes de Febrero del año dos mil diecinueve.



Firma del estudiante

Cédula 6 0413 0471

INDEX

Content

DEDICATION:	II
ACKNOWLEDGEMENT:	III
INTRODUCTION:	IV
CARTA DEL LECTOR	VI
CARTA DEL FILÓLOGO	VII
DECLARACIÓN JURADA	VIII
INDEX	IX
Content	IX
CHAPTER I	12
PROBLEM OF INVESTIGATION	12
1.1 IDENTIFICATION OF THE PROBLEM	13
1.1.1 Background of the problem	13
1.1.2 Problem Statement	15
1.1.3 Significance of the Topic	16
1.3.1 General Objective	19
1.3.2 Specific Objectives	19
1.4.1 Scopes	20
1.4.2 Limitations	20
CHAPTER II	21
THEORETICAL FRAMEWORK	21
2.1 HISTORICAL CONTEXT	22
2.1.1 Background of the organization and the community	22
2.1.2 Features of Institutional Educational Policy	23
2.1.3 Mission	24
2.1.4 Vision	24
2.2 THEORETICAL CONTEXT	25
2.2.1 Blended Learning	25
2.2.2 Teaching English	40
2.3 VARIABLES	44
2.3.1 Independent Variable: Blended Learning	44

2.3.2 Dependent Variable: English as a foreign language.....	45
2.4 OPERATIONALIZATION OF THE VARIABLES	47
CHAPTER III	48
METHODOLOGICAL FRAMEWORK.....	48
3.1 TYPE OF RESEARCH.....	49
3.1.1 Purpose	49
3.1.2 Time Dimension	49
3.1.3 Research Framework	50
3.1.4 The Nature of the Research	51
3.1.5 Character of the Research	53
3.2 SUBJECT AND SOURCES RESEARCH.....	53
3.2.1 Subjects of information	53
3.2.2 Primary Sources.....	54
3.2.3 Secondary Sources	55
3.2.4 Tertiary Sources	55
3.3 SELECTION OF SAMPLING	55
3.3.1 Population	55
3.3.2 Sample	55
3.4 DESCRIPTION OF THE TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION.....	56
3.5 CONCEPTUAL, OPERATIONAL AND INSTRUMENTAL DEFINITIONS OF THE VARIABLES.....	56
3.5.1 Independent Variable: Blended Learning	56
3.5.2 Dependent Variable: English as a foreign language.....	57
3.5.3 Table N°2 Variables Operationalization.....	59
CHAPTER IV	61
RESULTS.....	61
CHAPTER V	78
CONCLUSIONS AND RECOMMENDATIONS.....	78
5.1 Conclusions	79
5.2 Recommendations	83
CHAPTER VI.....	85
PROPOSAL.....	85

WORKS CITED	90
WORKS CONSULTED	102
GLOSSARY	104
ANNEXES	106

CHAPTER I

PROBLEM OF INVESTIGATION

The first chapter introduces the main problem subject of analysis along this research. It subdivides into four aspects: identification of the problem, formulation of the problem, objectives, and scopes and limitations.

1.1 IDENTIFICATION OF THE PROBLEM

It is possible to effectively combine technology with the educational process to promote meaningful learning.

1.1.1 Background of the problem

Sometimes, speaking about education is complicated. To some people, the idea to make changes could represent a threat. A very common subject these days is if technology can be a positive tool in the educational process.

The subject of study is Blended Learning (BL). This concept was coined by experts in educational technology who had always preferred certain eclecticism before the evidence that all the theories worked in part, but also all, in part, were incomplete (Contreras, Alpiste & Eguia, 2006, p. 112). As seen, if all methods partially worked and were incomplete, a combination of two or more theories or methods could be a way to have a complete and successful theory.

Eryilmaz (2015) cites some authors to explain this respect, he states:

“When accessed in terms of information transfer and interaction methods b-learning (Blended learning) is to combine the positive sides of online and conventional face to face learning methods” (Finn & Bucci, 2004). A face to face learning is one in which instructors and students meet together in the same place and at the same time. In the face to face learning, sessions are

synchronous. While no communications technologies are required for a face to face session. (Caner, 2012). (Eryilmaz, 2015, p. 251).

The author supports the idea of creating a blended environment with the purpose to integrate two methods.

Nowadays, there are many applications and technological devices that make methods combination possible. Hernández (2011) expresses that online courses have shown a lack of background and significant interaction because it does not use reference methods. Even when the author presents this argument he suggests the opportunity to involve all the students in the learning process because the shy students can participate in the virtual classes without the pressure to be in front of their classmates.

There are different research works in which the reader would probably find information on how to apply combined learning in the classrooms. However, some authors such as Paniagua, Luengo, Torres, and Casas (2017) mention how the educational system has changed, incorporating technology as an important part of the learning process. In addition, they stated blended learning takes the best of face-to-face classes and combines it with distance learning.

Robles, Fernández & Vales (2016) make a bibliographic review of studies of teachers' beliefs about teaching and learning in Blended Learning (B-Learning) mode. This document collection explains some important elements based on its evolution and representations. It mentions previous studies developed in some countries such as Australia, Canada, China, Greece, and Mexico.

1.1.2 Problem Statement

Learning English as a foreign language is a challenge for the educational system. It causes great concern among the people involved in the learning process because sometimes young people spend five to six years in high schools, and at the end of the process, they get a poor English language command. Solís (2018) mentions that it is estimated that the teaching of English in this country is taught in 89% of schools and 18% of preschools. The results, however, do not reflect the national effort. Undoubtedly, something is wrong and we must correct it urgently. Also, the author says that among the antecedents, it can be said that the average grade of the bachelor's exams in English which went down from 83 in the year 2000 to 69 in 2014. In addition, according to the index of proficiency in English as a second language (Index of proficiency in English), released in 2014, by the company Education First, Costa Rica ranked number 43 among the 63 countries analyzed. According to data from the State of Education, in 2008, only 10% of the national population dominated English (Solís, 2018). As can be seen in the results, the exit level of the students is not the best. However, an author explains what may be one of the reasons why learning a foreign language could become a challenge for some students. The author says: "Learning English might be easier for non-English speaking students studying in English-speaking countries, given the frequency of exposure to the language and the necessity to communicate in English" (Ponnuchamy, 2017, p. 446). Unfortunately, the students in this country do not have the facility to practice the language they learn with the people who surround them because the mother tongue in this country is Spanish not English.

This research project took place at Ricardo Castro Beer high school in Orotina, province of Alajuela, in Costa Rica. Enrollment is at an average of two thousand students. It is a professional and technical institution where students take several academic subjects, academic and conversational English, and also different technical subjects in which they need English skills. The present investigation pretended to describe the way blended learning implementation took place in the English lessons at this institution.

People develop their language according to the environment surrounding them. In that context, learning a second language becomes a challenge because learners are not constantly exposed to the language they are learning. Nowadays, technological devices and specialized equipment bring clear, comparable and interesting information to our students, so they feel really involved in the process of learning new subject matter through them. That is why the integration of technological resources in the learning process could be useful. Solano (2013) considers the use of virtual platforms an opportunity to incorporate new types of learning in the educational field. Due to the importance of writing in virtual communication, it is possible to take advantage of this reality and promote the practice of the language through the development of the skill.

1.1.3 Significance of the Topic

In order to analyze how blended learning connects to English teaching, it is necessary to consider important learning principles. Humans begin the oral stage by imitating sounds and words. The morphosyntax forms that children listen in the environment

around them allow them to use the verbal code correctly. Fabiano- Smith & Goldstein (2010) state:

It is widely accepted that universal properties across the languages of the world contribute to the age at which sounds are acquired and in what order they develop (Jakobson, 1941/1968; Locke, 1983). Sounds that favor ease of articulation, or unmarked sounds, are typically acquired first, while more complex, or marked, sounds are acquired later in development. That is, phonological acquisition in children is continuous, as the acquisition of one sound (or class of sounds) becomes the building block for the next, more complex sound (or class of sounds; Fikkert, 2007). Evidence from child data for this widely accepted view has been found in the phonetic inventories of English-speaking children with phonological disorders (Dinnsen, Chin, Elbert, & Powell, 1990), predominantly Spanish-speaking children (Cataño, Barlow, & Moyna, 2009), and bilingual Spanish-English-speaking children (Fabiano-Smith & Barlow, 2009). It seems that across languages, children acquire their phonologies in a simple-to-complex fashion, at least as it relates to phonetic inventories. (Fabiano- Smith & Goldstein, 2010, p. 66)

When you are learning a foreign language, therefore, you re-start the learning process. It means that people have to imitate teachers' pronunciation. Taken into consideration the previous Ponnuchamy's quote where the author explains how the exposure to the language and the necessity to communicate in English increase the possibility to learn it easier than studying it in non-English speaking country (Ponnuchamy, 2017). This is the reality most of Costa Rican learners face, they learn

and practice English in their classrooms but when they go out, speaking English is not a necessity for them and it makes the learning process more difficult.

On the other hand, technology generates great advances in different areas of human development, including education. The creation of different language laboratories, for instance, enhances students' contact with English native speakers. Electronic devices such as the computer and the cellphone become allies for teaching. Apps and social networks, if used in an appropriate way, may become attractive ways to help students in the English language learning process.

The relevance of this research project is that teachers can learn new strategies to use in their English classes, as well as take advantage of the applications students like and incorporate them in the learning process to increase the students' motivation through the use of electronic devices such as cell phones, tablets, and computers.

This research can bring benefits to the students of this institution and the ones with similar characteristics. Also, the advantages that blended learning has can allow teachers to foster meaningful learning creating real contexts in the classrooms using the common technological devices that are accessible. Furthermore, an appropriate balance between face-to-face class and technological class is a way to learn the English language because students can use their mobile cell phones with a pedagogical purpose.

1.2 FORMULATION OF THE PROBLEM

Due to the need to know the impact that blended learning has in the process of learning English as a second language, the researcher considered important to analyze the effects of integrating technology to language teaching.

How is blended learning carried out in the process of teaching English as a foreign language in the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina in the III period, 2018?

Based on the question indicated above, here are the objectives for this research.

1.3 OBJECTIVES OF THE RESEARCH

1.3.1 General Objective

Analyze the blended learning method for teaching English as a foreign language in the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III period 2018.

1.3.2 Specific Objectives

1. Identifying the most common technological devices used in blended learning for teaching English as a foreign language in eighth graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina.
2. Assessing the different activities of blended learning developed by the English teacher of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer.
3. Proposing new specific activities to develop blended learning as a method for teaching English as a foreign language.

1.4 SCOPES AND LIMITATIONS

1.4.1 Scopes

The research included the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, located in the canton of Orotina. Additionally, it considered an English teacher, from the institution under analysis.

1.4.2 Limitations

At the moment of the present study, though all professors of eighth grade who work for the Minister of Public Education must develop the new curriculum in their classes, this syllabus is already adapted to the current sociocultural environment to help students to have the necessary skills to succeed in life. However, only one of those teachers employs the blended learning method as part of her didactic planning. For that reason, one limitation is the fact that there was not a possibility to make a comparison between two or more teachers' blended activities.

Furthermore, the present study began with a sample of 28 eighth graders, however during the interviewing process 3 students dropped out; due to the previous fact the study was done with a valid sample of 25 students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization and the community

This section shows the background of the environment in which the research takes place. (Universidad Hispanoamericana [U.H] 2018) states that this background consists of a historical review since birth and evolution until the current date, and everything should be written in a chronological and sequence way (U.H, 2018). In other words, it is an information gathering.

The Professional Technical High School Ricardo Castro Beer has more than 50 years of existence; during this period it has faced changes in its modality and infrastructure, but also it has changed its name, and this institution was born under the name of Orotina Agricultural Institute (Instituto Agropecuario de Orotina IAO).

The creation of this institution became a great opportunity for many adolescents who, upon the completion of their primary studies, had to join the fieldwork or those teenagers who had to travel to the Central Valley if they wanted to continue with their studies. (Colegio Técnico Profesional Ricardo Castro Beer, 2013)

However, despite all the adversities in 1952, a group of people, worried about that situation, called for a meeting to buy a piece of land located in Barrio el Kilómetro where time latter the high school would be built. In the first year, enrollment was of 122 students and 9 teachers. In 1974, it was possible to buy a farm to locate the building for the institution.

2.1.2 Features of Institutional Educational Policy

The Professional Technical High School Ricardo Castro Beer is located in the canton of Orotina, province of Alajuela and belongs to the Educational Region of Circuit 09 of the Regional Office of Alajuela. In addition, this institution has as a fundamental basis of its education as Professional Technical Education, which seeks to meet the needs not only of the labor market itself of the canton and its surroundings but seeks to meet the needs of the student community. In this moment, 9 technical specialties are being taught, which are: Agroecology, Livestock Production, Accounting, Executive Secretariat, Bilingual Secretariat, Ecological Tourism, Rural Tourism, Tourism for special food and beverages, Electrical engineering. (Colegio Técnico Profesional Ricardo Castro Beer, 2013)

Due to the great variety of technical specialties that this institution has, different types of laboratories have been created to improve learning. Among these laboratories, students find one for computing lab, another for lab agricultural sciences and of the culture of tissue, and finally the one English language teaching. (Colegio Técnico Profesional Ricardo Castro Beer, 2013)

2.1.3 Mission

The mission of the Colegio Técnico Profesional Ricardo Castro Beer (2013) is to exert a permanent leadership in the training of young people in technical intermediate level, promoting the acquisition of customs, moral and ethical values which allow students to face the challenges of social and economic developmental process that surround them.

Furthermore, taking full advantage of the human, technical and material resources that are allowed, this high school has been offering an educational tool to compete for jobs in the region based on different areas such as: Agroecology, Livestock Production, Accounting, Executive Secretariat, Bilingual Secretariat, Ecological Tourism, Rural Tourism, Tourism for Food and Special Beverages, and Electrical Engineering.

2.1.4 Vision

According to the vision established by the Colegio Técnico Profesional Ricardo Castro Beer (2013) this high school is a center for training and developing of students at the intermediate level technician, offering a comprehensive technical education of excellence, in accordance with the social, political, economic, technological and environmental changes required by the productive sector of the region and the country, in accordance with the openness and dynamics that are establishing the transformation of society in a globalized world.

2.2 THEORETICAL CONTEXT

2.2.1 Blended Learning

2.2.1.1 Education

Education is an important process that takes place in almost all societies and at all times in history. In every society, it does not matter if it is primitive or not, can be found at least an educated man.

Education can be understood as an intentional process of humans by their capacity for formulating a life project and making it a reality in many areas such as individual existence, job, family, and society. Gullede (2008) cited by Alazzi, (2011) defines global education as:

..."efforts to cultivate in young people a perspective of the world which emphasized the interconnections among cultures, species, and the planet. The purpose for engaging in those efforts was to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (Alazzi, 2011, p.79)

As can be seen, education does not respond to a single stimulus, but it is a result of the convergence of natural, technical and supernatural factors that act on the human being.

2.2.1.2 Blended Learning

Human beings constantly search for knowledge that is why they seek different ways to facilitate the educational process and also focuses on those conditions related to the world around them. The Blended Learning (BL), known in Spanish as Aprendizaje Combinado (AC), is formed through the incorporation of technology to

traditional classes, making the teaching process more innovative. Thorne (2003) cited by Ghazizadeh and Fatemipour (2017) states:

Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning” (p. 2). He adds that, “blended learning represents a very real step towards doing it differently and providing schools, colleges and corporate organizations with a real opportunity to make progress either in ways of working, the environment, or in giving individuals freedom to be themselves” (p. 20). (Ghazizadeh & Fatemipour, 2017, p. 606)

As mentioned, the blended learning allows learners the opportunity to combine technology in their learning process, and this gives them an extra responsibility because they need a self- control with the correct use of technology.

Also, Alnoori and Obaid (2017) define the blended learning as “...a combination of face-to-face traditional learning and independent engagement of students with readymade software” (p. 290). These authors emphasize that blended learning mixes traditional learning with new technological facilities. Besides, they express: “Blended Learning implies constant shifts between the traditional method and an innovative one of using technology” (Alnoori & Obaid, 2017, p. 289). It takes the best of the thematic class and technology. In other words, blended learning not only allows the student to receive teachers` instruction but it allows the student to use the technology they have at hand.

On the other hand, some authors say that blended learning does not have a specific definition, but even if the possible meanings are written with different words, the main idea is the same. Bataineh & Mayyas (2017) state:

Blended learning does not have a unanimous single definition (Jonas & Burns, 2010; Marsh, Pountney, & Prigg, 2008; Stacey & Gerbic, 2008). However, it is generally defined as learning which “combines face-to-face instruction with computer mediated instruction” (Graham, 2006, p. 27) or the thoughtful fusion of face-to-face and online learning experience (Garrison & Vaughan, 2008). It encompasses both in-class instruction and Internet-based teaching, as various teaching and learning methods ... modes of delivery (face-to-face vs. computer mediated), and modalities (e.g., synchronous vs. asynchronous) come together to improve teaching and learning. (Bataineh & Mayyas, 2017, p.36)

Blended learning demonstrates the possibility that a teacher instructs student and both generate knowledge. Also, this method promotes students responsibility because they have to manage time. Christensen, Horn & Staker (2013) cited by Plough (2017) state:

Blended learning is defined as an educational program in which a student learns, at least in part, through online teaching with some element of student control over time, path, and/or pace, with a portion or all of their instruction delivered in a brick-and- mortar school (Plough, 2017, p. 28).

As can be seen, this process requires more than just attending classes in which at the end the material studied is not relevant. On the contrary, it is at the end of a class where the real commitment begins because each student has the

responsibility to put into practice what they learned at his/her own pace.

Blended Learning combines different theories to get their best. Alpiste (2002) cited by Contreras, Alpiste & Eguia (2006) states that some theories are responsible for some techniques and technologies. The experts say that behaviorism is near when dealing with changes in conduct as a result of repeating processes until they become automatic. Also, cognitivism is present when students work with information based on long-term learning and the development of strategies that allow research and continuous learning. Finally, guided discovery is in the use of multimedia, step by step exercises and visual presentations with reinforcement and continuous feedback. Thus, it is possible to consider that BL takes the best of each approach.

2.2.1.2.1 Advantages of the Blended Learning Method

As BL is a very broad type of learning, it has both advantages and disadvantages. Some advantages of using blended learning are the benefit that this kind of learning has for both the students and the institution, the teacher has the possibility of adapting the course material or the platform based on the needs of the students and to the objectives that the study plan seeks to achieve (Wasoh, 2016). Also, to emphasize other advantages of the implementation of this learning method Wasoh (2016) quotes several experts who mention that:

...To create the best learning model for their students, different educators blend their lessons for different reasons to create the most efficient learning environment (Wang et al., 2009)... to create interest in study (Adas & Ayda, 2013) through interesting lesson (Percy, 2009), to increase communication

(Wang et al., 2009; Palak & Walls, 2009; Ellis et al., 2006), for social networking (Melor, 2011), to develop independent learning skills (Aborisade, 2013; Pape, 2010), to increase accessibility of learning materials (Aborisade, 2013; Filimban, 2010), to support collaboration (Aborisade, 2013; Anderson, 2007; Ellis et al., 2006), to motivate students (Eydelman, 2013; Leithner, 2009), create a student-centred learning environment (Vernadakis et al., 2011), to support the existing teaching approaches and to create individually tailored solutions (Mullamaa, 2010). (Wasoh, 2016, p.167)

The previous statements emphasized that BL tries to motivate students through techniques that are attractive to them. At the same time, it reinforces freedom and responsibility, so students have to put into practice their knowledge.

2.2.1.2.2 Disadvantages of the Blended Learning Method

Like any other method, blended learning has disadvantages, too. The objective of this method is to assign some works outside of the class. Students learn through a form guided by the teacher. The main issue is the amount of time invested to carry out this learning process. Margolis, Porter & Pitterle (2017) in their work mention that: "when multiple courses become blended, the amount of out-of-class time needed for preparation may become excessive and overwhelming to manage for students." (p. 1). While it is true, a course that implements the BL can be very helpful, but when many courses are BL oriented, many students struggle because of the amount of time they have to invest to fulfill the goals. Furthermore, the enrichment process can decrease as innovation falls.

In addition, many people say that almost all the population possess or at least have access to the internet and also, they have a technological device. However, it would be erroneous to believe that all the students have access to technology in their homes. That is why other disadvantages of blended learning according to Wasoh (2016) are: "computer and internet accessibility, limited knowledge in the use of technology, and lack of computer labs on a university campus" (p.166). As seen, the problem is not only if you have a computer or a cellphone to do the homework, but also if the student takes advantage of it.

2.2.1.3 Types of Blended Learning

There are different types of blended learning depending on the content, technological facilities, learning environments and other aspects that students, teachers and high school have. In this research work just some of them are mentioned.

2.2.1.3.1 Station Rotation Blended Learning

The first type of blended learning is Station-Rotation blended learning. This is a model that: "allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. This model is most common in elementary schools because teachers are already familiar rotating in "centers" or stations" (TeachThought Staff, 2018, parra.7). As it can be seen, this model establishes different stations where students work then, students move on to the next station. During this rotation, they are going to find an online learning station and learners can experiment with technology.

2.2.1.3.2 Lab Rotation Blended Learning

The second type of blended learning is the lab rotation model. TeachThought Staff (2018) explains how this model allows: “students to rotate through stations on a fixed schedule...in a dedicated computer lab allow(ing) for flexible scheduling arrangements with teachers...enabl(ing) schools to make use of existing computer labs” (parra.8). The idea with this model is to take advantage of the computer laboratories if high schools have them; however, if there is not any computer lab teachers can apply the Station Rotation which is similar to the lab rotation.

2.2.1.3.3 Flex Blended Learning

The third type of blended learning is the Flex.

The ‘Flex’ is included in types of Blended Learning and its model is one in which... “a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times.

Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.” (TeachThought Staff, 2018, parra.11).

In this model the main point is the online learning; however, sometimes offline activities can be developed.

2.2.1.3.4 The Flipped Classroom Blended Learning

This type of blended learning breaks the traditional form of teaching. TeachTought Staff (2018) describes a Flipped Classroom as: “one where students are introduced to content at home, and practice working through it at school supported by a teacher and/or peers” (parra.13). In traditional teaching, contents are taught in schools through teacher guide and the practice is carried out at home, but as can be seen in this way, traditional roles for each space are flipped.

Also, Greener (2015) cites another definition about the Flipped Learning. The author says:

A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (FLN, 2014, cited in Yarbrow et al, 2014, cited by Greener, 2015, p. 146).

This model allows the possibility to create a collective learning, and a dynamic environment.

2.2.1.3.5 Inside-Out Blended Learning

This model starts in a physical classroom but the process has to finish beyond the physical classroom. On other hand, TeachTought Staff (2018) explains that “...the Outside-In and Inside-Out models, the nature of the ‘online learning’ is less critical than the focus on platforms, spaces, people, and opportunity beyond the school walls. (The ‘online’ components could be self-directed inquiry and/or formal

eLearning courses and curriculum.)” (TeachThought Staff, 2018, parra. 19). As can be seen, this model takes advantage of both digital and physical environments with an appropriate balance.

2.2.1.3.6 Outside-In Blended Learning

This method is the opposite of the inside-out Blended Learning. In this case the learning starts in non-academic physical and digital environments students frequently use, but it has to finish inside a classroom (TeachThought Staff, 2018). Also, “This could mean traditional letter grades and assessments forms, or less traditional teaching and learning that simply uses the classroom as a ‘closed-circuit’ publishing ‘platform’—a safe space to share, be creative, collaborate, and give and receive feedback...” (TeachThought Staff, 2018, parra. 24). Through feedbacks learners can improve their skills and knowledge.

2.2.1.4 Platforms to carry out Blended Learning

2.2.1.4.1 Khan Academy

Khan Academy is a free website where learners can access to tutorial videos but also they can develop interactive exercises in different subjects.

TeachThought Staff & Wilson (2019) explains that:

The Khan Academy is a good website to use within the classroom for students that either need remediation or acceleration. Teachers have the option to create classroom accounts and the teacher can monitor each student’s progress by accessing data on completed exercises. The data indicates areas of strengths as well as problematic areas. Students are motivated by earning

points and badges, and more importantly with being able to see visible progress to specific goals and content mastery. (Tought Staff & Wilson, 2019, parra.10)

This website is a funny and interesting form to apply test in order to monitor students' progress by the completion of exercises.

2.2.1.4.2 Moodle

The second platform which is commonly used by different universities is Moodle.

TeachTought Staff & Wilson (2019) explains that:

Moodle is a course management system that gives teachers options to post assignments, lectures, videos, and much more.

Students can interact with each other through discussion forums, private messaging and chat rooms. Students have the ability to upload completed assignments by attaching files. Grades are added to the gradebook on the same site and students can also view feedback given by the teacher. Moodle performs well when used in addition to face-to-face meetings. (parra.13)

As it can be seen, this is an excellent platform to combine the face-to-face instruction with online learning.

2.2.1.4.3 Social Media Blending

Nowadays, students are familiar with social media so teachers can integrate it into the classroom setting.

By integrating social media, students can show mastery of content through a variety of digital tools such as blogging, Skype, Edmodo or video conferencing. Classmates have the option to constantly share knowledge and interact with

each other well beyond the hours spent in the classroom and online discussions can become engaging. (TeachThought Staff & Wilson, 2019, parra. 8)

Students can use this tool to discuss topics they like as well as the ones they do not feel comfortable expressing them in front of an audience.

2.2.1.4.4 Classroom

The last option is Classroom. This free platform was developed by Google and educators. Google (n.d) says that it is:

...a streamlined, easy-to-use tool that helps teachers manage coursework... With Classroom, educators can create classes, distribute assignments, grade and send feedback, and see everything in one place... Classroom is free for schools and included with sign up for G Suite for Education. Like all Google for Education tools, Classroom meets high security standards... With Classroom, teachers and students can sign in from any computer or mobile device to access class assignments, course materials, and feedback... Educators can track student progress to know where and when to give extra feedback. With simplified workflows, more energy can be focused on giving students constructive, personalized recommendations. (parra.1)

As it can be seen, teachers can upload assignments, bring feedbacks, or grade everything in one place, and they just need a cellphone or a computer and have internet connection.

2.2.1.5 Roles

Teachers and learners play really important functions according to the teaching method applied. In Blended Learning, the instructor ceases to be the only source of knowledge and becomes a guide for learners by facilitating the use of resources they need to explore and develop new knowledge and skills (Contreras et al., 2006). The teachers' role in this kind of learning allows closeness and direct communication that must exist to enrich the students' learning when developing a collaborative process.

On the other hand, students have the main role. They become a kind of social group in which they share ideas, information, experiences, and knowledge because the purpose of the BL is on a sharing knowledge that greatly includes the cooperation of the whole group, that is why learners must develop their investigative and analytical skills. Also, in some cases, they have to play a guiding role (Contreras et al., 2006). As a result, students find a reason to learn and get wisdom from their peers.

2.2.1.6 Technology

Technology has changed the way people see the world and that is why many things have moved to new technological demands. As technology covers all areas in which the human being develops, the educational environment is not exempt to modifications to be updated. One example of this change is the following:

In Oman, the introduction of ICTs in schools is a recent phenomenon which is approximately a decade old, before which teachers were mostly using some simple audio-visual aids and a very few multimedia equipment in teaching. The teaching aids used ranged from charts and tape recorders to slide transparency

projectors. By the end of the 20th century, tape recorders were slowly replaced by CD players and transparency slide projectors by multimedia overhead projectors. The actual advent of ICT in teaching in the Omani educational context happened at the beginning of the 21st century when computers came to schools and colleges. (James, 2016, p. 321)

The integration of technology in the education field brings many opportunities. Hasselbring & Glaser (2000) cited by Çobanoğlu, Yücel, Uzunboylar & Ceylan (2017) say: “By using the internet, e-mails and online discussion groups, young people who need mentoring overcome time and place obstacles and can get e-mentor support” (p. 143). Technology is as a door to changes and new possibilities. However, teachers have extra responsibility. They have to go beyond the aspects related to the topics they teach and at the same time develop a comprehensive manner in relation to technology. To this regard, many specialists such as Avello, López, Álvarez, Vázquez, Gómez & Alpizar (2014) affirm the need for real literacy, in which the digital world and the creation of technological development as part of social progress is part of teachers’ jobs.

2.2.1.7 Technological Facilities

2.2.1.7.1 Mobile Blended

The integration of technological devices creates a blended environment not only by the combination of a face-to-face class with a technological, but also a blended of formal and informal settings. Avci & Adiguzel (2017) state:

Mobile technology-enhanced learning activities employed by students in formal settings are different from those in informal settings. In formal settings, technologies are usually used in a systematic, planned, and administered way to execute curricular work in public spheres. On the other hand, in informal settings, technologies are socially and collaboratively used by young people in unorganized and non-administered ways to undertake individual interests in private spheres (Lai, Khaddage, & Knezek, 2013). (Avci & Adiguzel, 2017, p.46)

Nevertheless, mobile technologies enable blending formal and informal learning by readjusting the present education settings, which can result in improving students' learning skills and experiences inside and out of school.

Furthermore, mobile technology brings the possibility to use many apps as part of a blended lesson. Khaddage & Lattemann (2013) cited by Avci & Adiguzel (2017) mention: "Concerning the use of mobile apps, successful integration of apps requires novel methods and models to ensure active participation, engagement, interaction, and collaboration among students and teachers" (p. 46). An appropriate balance in the use of apps can help students in their search for knowledge.

An app that is very popular is the WhatsApp. Avci & Adiguzel (2017) explain that: "WhatsApp as a mobile-instant message tool, was integrated into the project work to enable the students to collaborate, coordinate, and communicate in both synchronous and asynchronous modes" (p. 46). The authors in their investigation found that this application increased the collaboration through teamwork, improving coordination and communication in the learning process. This app besides allowing contact with many people at the same time helps learners to practice the four English skills.

2.2.1.7.2 Social Networks

Almost the entire population of the world has an account in a social network; one of the most used is Facebook which has users of all ages. This social network promotes collaboration and exchange of thoughts, ideas, and knowledge between students and teachers, through different forums where learners can have real exposure to a target language with English native speakers (Naghdipour & Eldridge, 2016). Facebook allows a very close communication between the users; therefore, it can be used as a way to promote blended learning in a collective environment.

Teenagers in most cases are the ones who are most updated with new apps, that is why both parts (teachers and students) can benefit from the other in terms of innovation. Mazer, Murphy & Simonds (2007) cited by Gudiño, Lozano & Fernández (2014) mention that in the American Union, the students suggested the integration of virtual platforms such as blogs or Facebook for their academic work. Young people are attracted to technology because they have a great necessity for it. They need to be updated, and a way to be is using social networks to know what is happening in the world, as well as what is the trend and what is not.

2.2.1.7.3 Virtual Teams

Another technological advantage that students can find in this modern society is the virtual teams which students can use inside and outside the classroom.

Virtual team on mobile applications is an online activity in which interaction becomes involved in commenting on each other's ideas, sharing feelings and receiving comments. A virtual team is a team that is easy to create, set up, manage, and can be updated frequently. It requires only basic access to the

Internet, and android mobile devices. Virtual Teams are interactive teams that provide learning both inside and outside of the physical classrooms. (Chalak & Fouladi, 2016, p. 2215)

As the authors mentioned, a virtual team is an interesting activity that requires basic technological media such as an Internet connection and a mobile device. It has the advantage to promote collective knowledge by sharing and commenting on classmates' ideas.

2.2.2 Teaching English

2.2.2.1 Language

When a person makes the decision to learn a second language, he/ she does it because he/she wants to have better opportunities in his/her future. LEFFA (1988) cited by Silva, Da Silva & Da Rocha (2017) mentions that “the objective of language teaching is to develop the learners’ communicative competence; it recognizes the importance of using appropriate language for each communicative situation” (p.1868). As indicated, the world has become a place where people learn a second language to compete for job options. English became an opportunity to find better jobs and get access to many more advantages.

When learning a foreign language, it is necessary to consider different linguistic aspects. “Thus, linguistic forms may be taught when necessary, but always with the objective of developing the communicative competence” (Silva et al., 2017, p.1868). Appropriate knowledge of these aspects can increase the possibilities to achieve the benefits that speak different languages have.

2.2.2.2 Communication

Language is a process in which human beings acquire the capacity to communicate. This process starts from the early ages and extends throughout life. Oral expression is the unreserved way that two or more people use to transfer through a speech. Children learn to speak from adults surrounding them. Grown-ups communicate their ideas through sounds, and the child acquires vocabulary and understands the meaning of the terms because of the exposure they have to it. However, mastering a new language implies a restarting of the learning process experienced during childhood.

Language plays an important role in human communication in both orally and written form. The family is a fundamental source in stimulating the development of language from an early age. On the other hand, achieving a highly proficient communication in an L2 is sometimes an obstacle for learners. “Learning English might be easier for non-English speaking students studying in English-speaking countries, given the frequency of exposure to the language and the necessity to communicate in English” (Ponnuchamy, 2017, p. 446). As the author mentions, the idea to learn a language is for communication. The possibilities to learn the language in a non-speaking country reduces the chances to be communicative competent.

2.2.2.3 Activities using Technology

Activities using technology are essential in the blended learning method. It tries to promote the integration of technological resources in the teaching process. Some exercises that allow a good balance between a face-to-face class and a technological one can be essential in the teaching process.

2.2.2.3.1 Jeopardy Game

Some activities require few technological devices to carry them out, but some others need more than one. Rotter (2004) describes the Jeopardy game as a popular TV game show which allows teachers to assess knowledge without the need for formal tests. Besides, Rotter mentions that teacher can encourage students to take notes during the game and use them to study for the exams. This game is also an opportunity to promote cooperative learning which is one of the aims of the B-Learning method.

Furthermore, this game generates an active learning as a result Simkin (2013) establishes some advantages and disadvantages that it has. In on hand, some of the advantages are: professional interaction with others, effective communication skills, teamwork and collaboration, change student's attitudes about a subject, and useful feedbacks.

On the other hand, it is important to mention the disadvantages of this game. Drea (2005) cited by Simkin (2013) states:

One concern is that these activities are often reviews of concepts covered in earlier classes, not discussions of new material. Another problem is that they create an opportunity cost for instructors with limited class time. A further consideration is the potential for instructors to limit their questions to ones with simple answers—and therefore questions that do not encourage the critical thinking skills desired in advanced business classes. Finally, scholars note that

game simulations naturally involve competitions, and that students can be self-conscious about answering game questions in class. (Simkin, 2013, p. 204)

2.2.2.3.2 Comics

Nowadays teachers have many tools within easy reach, they can innovate their lessons. Another activity instructors can incorporate in their classes is comics. Scott McCloud's (n.d) cited by Vie and Dieterle (2016) defines comics are: "Juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer" (Vie and Dieterle, 2016, para. 5). Learners can create their digital comics and present them to the whole class, so it brings an active role in the English class. Also, Vie and Dieterle (2016) explain: "The interactive experience of reading a comic—which relies on the reader's ability to navigate gutters, frames, panels, text, images, pages, and much more—provides a challenging space for students to think through how ideologies are embedded within such texts" (para. 25). As the authors explained, teachers can vary and play with the comics.

2.2.2.3.3 Video and Voice Editors

Sometimes, teachers do not know how to incorporate technological devices in their classes, but there are some easy applications that they can use. Alexander (2000) mentions the video camera characteristics to edit videos and voice. She states:

More advanced models of these prior art Video cameras have features, which allow a user to edit and manipulate the recording. For example, Some Video cameras allow a user to manipulate the recording to add a title, or credits, at

the beginning of the recording. Some Video camera's permit a user to “fade in/fade out’, e.g., slowly focus from a “fuzzy’ picture to a clear picture, or from total blackness to a clear picture, and Vice versa. Similarly, some of the more advanced Video recorder/playback devices include features which allow a user to edit a recording to add a title or credits to a Video recording. (Alexander, 2000, p.1)

As the author explains, there are many possibilities with this devices however nowadays teenagers have the same opportunities with their cellphones so teachers can assign an activity and learners can use this devices to create amazing and funny videos.

2.3 VARIABLES

2.3.1 Independent Variable: Blended Learning

Blended learning is defined in many ways by different authors, but Alnoori & Obaid (2017) define the blended learning as: “...a combination of face-to-face traditional learning and independent engagement of students with readymade software” (p. 290). These authors emphasize that blended learning mix the traditional learning with new technological facilities.

Besides, Christensen, Horn & Staker (2013) cited by Plough (2017) state:

Blended learning is defined as an educational program in which a student learns, at least in part, through online teaching with some element of student control over time, path, and/or pace, with a portion or all of their instruction delivered in a brick-and- mortar school. (Plough, 2017, p. 28)

Also, Thorne (2003) cited by Ghazizadeh & Fatemipour (2017) states:

Blended learning is the most logical and natural evolution of our learning agenda... It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. (p. 606)

For the purpose of this research, Thorne's definition (2003) cited by Ghazizadeh & Fatemipour (2017), about Blended Learning has been chosen to define this independent variable.

Blended learning is the most logical and natural evolution of our learning agenda... It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. (Ghazizadeh & Fatemipour, 2017, p. 606)

2.3.2 Dependent Variable: English as a foreign language

Montano makes reference to how a foreign language is the one people learn to be able to communicate with people who do not share their native language. The author explains that: "Since the Second World War, English as a Foreign Language has become the standard language of communication between people who do not share a home language" (Montano, 2013, p. 29). However, there are many definitions about foreign language and all of them depending on the field that a foreign language is analyzed. For instance, Bley-Vroman (1990) defines English as a foreign language as: "Foreign language learning takes place where the language to be learned is not the native language of the society: i.e learning English as a foreign language in

Japan” (p 5). Besides, Eddy (2011) explains that: “A foreign language is also acquired after the first language; however, it is one a person voluntarily chooses because it is not the only way of communication they have with other people living in their homeland or a country they moved to” (p.11). As the author says, a foreign language brings speakers the ability to communicate their opinions with non-native speakers.

Eddy’s definition about English as a foreign language is used in this investigation to describe the dependent variable. “A foreign language is also acquired after the first language; however, it is one a person voluntarily chooses. It is not a vital means of communication with other people living in their homeland or a country they moved to” (Eddy, 2011, p.11).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose

This research has a theoretical purpose since all its objectives aim to research previous information on the blended learning method. The first goal was to identify the most common technological devices that can be used in the blended learning arrangement for teaching English as a foreign language. As seen in this objective, the main idea is to search for information on what technological elements enrich this kind of learning. However, these technologies will be just identified.

Furthermore, in its second objective, this research aimed to assess different activities developed by the English teacher in a blended learning class. In this case, the aim indicated the research's purpose of acquiring or expanding knowledge on the topic. English teachers will describe the activities.

Finally, the last objective sought to propose new specific activities in which blended learning can be used as a method for teaching English as a foreign language. As this objective demonstrates, the investigator will identify some activities that include the use of technology for developing an English class, and these activities will be classified by skills to promote a blended learning class.

3.1.2 Time Dimension

There are two types of time dimension which are transversal dimension and longitudinal dimension. This research is transversal, because it is carried out at a specific time, which is stipulated to be developed in the III period, 2018. So, it is not possible to do it at another time. In addition, the most important fact in this research is to analyze and understand the blended learning method in detail; however, an

analysis of this topic's behavior during a long process is not considered as relevant for this investigation.

3.1.3 Research Framework

The research framework took into account the size and breadth of the investigation. UH (2018) mentions that the research framework refers to the size or scope of the research project; in other words, the magnitude and extension of the organization, the areas, the place or the subject that can be investigated. It refers to what is intended to cover which depends on economic resources, time, number of researchers and the level of knowledge of the subject.

All the aspects mentioned by the author are the ones in charge of determine if the framework of the investigation is mega, macro or micro.

When the topic analyzed is extensive, the framework is mega. When it is intended to study a large space or topic, it is said that the research has a mega frame; namely, an investigation is mega when a national study is conducted on socioeconomic conditions, and for this purpose, a census is applied throughout the country, or when an administrative analysis is proposed, including human resources, finance and marketing among other areas, of the entire company, or when it is proposed to analyze a broad and complex topic in the field of labor law (UH, 2018). As it can be seen, a mega framework requires an investigation of the complete population who is directly involved with the topic. Also, the macro is a part of mega framework. The macro refers to the study that is carried out in a part or fragment of the mega; for example, a market study in a province, an evaluation of the work performance in a department of a company or an evaluation of the didactics used by

teachers in a whole school, or a legal analysis in a specific field of labor law, for example, about the minimum wage (UH, 2018). It covers a part of the complete population.

Furthermore, the micro framework is just a specific group of people. UH (2018) says that the research framework or micro space refers to a part of an element, a sub-topic or a micro-space, about which the researcher will do his/her research.

According to the framework, this research is micro, because the investigation is carried out in a single institution. In this case, the Colegio Técnico Profesional Ricardo Castro Beer is the place chosen for that. In addition, this investigation does not involve the entire population of this educational center, but a sample, with the students of the group 8-1 and its English teacher, is taken to carry out this work. Also, this investigation tries to analyze a single subject which is the blended learning method, so all of these characteristics bring to this investigation a micro frame.

3.1.4 The Nature of the Research

There are three types of nature depending on the research. They are: Qualitative, Quantitative and Mixed method.

The quantitative method is the one that the results can be counted or organized in numbers. UH (2018) explains that an investigation with a quantitative approach collects data, figures, quantities, numerical values that support the hypothesis test. Also, Sampieri et al. (2014) say that the quantitative approach use data collection to test hypotheses based on numerical measurement and statistical analysis, to establish patterns of behavior and test theories. It means that the results are analyzed numerically.

On the other hand, Sampieri et al. (2014) mention that the qualitative method uses the collection and analysis of the data to refine the research questions or reveal new questions in the interpretation process. This method allows the possibility to increase the knowledge about the topic based on data collection. Besides, UH (2018) explains that the qualitative research collects and analyzes opinions, behaviors, points of view, attitudes, and other issues about the topic. As can be seen, the qualitative method is based on opinions, behaviors, attitudes and others.

Finally, the mixed method is a combination of the qualitative and quantitative methods. UH (2018) defines the mixed method as a process that mixes both approaches throughout the process, which becomes more complex. This method combines the best of the qualitative and quantitative methods to enrich the research.

According to its nature, the present investigation is qualitative, because the first specific objective seeks to identify the most technological devices used in blended learning method for teaching English as a foreign language, in the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina. As it can be seen, this objective is qualitative since its variable just allows the identification of technological devices used in a blended learning class.

The second objective assesses the different activities developed by the English teacher in a blended learning class, and its variable can be analyzed through a qualitative instrument. Finally, the last objective seeks to propose new specific activities in which blended learning can be used as a method for teaching English as a foreign language.

3.1.5 Character of the Research

Due to the character of this research, it is descriptive because it seeks to describe in a very detailed way the most common technological devices used in a blended learning class. Also, the researcher brought an explanation of the different activities developed by the English teacher in classes when applying the blended learning method. Finally, it proposes new specific activities to enhance blended learning as a method for teaching English as a foreign language. Thus, the investigator proposes new some activities for the different language skills that include the use of technology for developing a blended learning class. The aim of both, the objectives and the researcher is looking for a specific description of the aspects of Blended Learning method and its implementation in an English class.

3.2 SUBJECT AND SOURCES RESEARCH

3.2.1 Subjects of information

The whole population in this investigation was the learners, teachers, professionals, and the principal at the Colegio Técnico Profesional Ricardo Castro Beer. However, the population studied is all the eighth graders of this public institution and all the English teachers of this level. However, the researcher took a sample to carry out this investigation which is composed of all the students of the group 8-1, and its respective English teacher during the III period 2018.

3.2.2 Primary Sources

In this research the primary sources are thesis of Universities and research works. The following chart shows some of them.

Author/es	Title	Country	Year
Contreras Espinoza, R.; Alpiste Penalba, F. & Eguía Gómez J.	Tendencias en la Educación: Aprendizaje Combinado	Spain	2006
Hernández Peña L.	Interacción entre los estudiantes en los foros Moodle de cursos Blended Learning en la Universidad Tecnológica de la Costa	Mexico	2011
Camacho Chacón, C.	Using Films and Other Media in the Classroom to Introduce and Develop the Academic Performance in Conversational English Lessons for Students of Tenth Grades at The Colegio Superior de Señoritas in 2012.	Costa Rica	2012
Montano Montano L.	The Impact of Using the Web and social Networks to Improve Students' Writing Skills at Centro Cultural de Idiomas in the Last Quarter of 2012.	Costa Rica	2013
Araya Garita, L.	The Effect of the M-Learning (Mobile Technologies) on the English Learning Process for Students of Seventh Grade, at Liceo Bilingüe de Belén, During the Period 2014	Costa Rica	2015
Erylmaz, M.	The Effectiveness of Blended Learning Environments	Turkey	2015

Also, this research has as primary source an interview addressed to the English teacher of the group 8-1 of the Ricardo Castro Beer high school.

3.2.3 Secondary Sources

During the data collection process many books were consulted and cited in this investigation, all of them retrieved from reliable websites that fulfill the requirements in an appropriate secondary source such as the name of the authors, the title of the work and the year in which it was published.

3.2.4 Tertiary Sources

The tertiary sources in this research are scientific articles, journals and some books.

3.3 SELECTION OF SAMPLING

3.3.1 Population

The population for this research is all students of eighth grade at Colegio Técnico Profesional Ricardo Castro Beer as well as all the English teachers who are in charge of eighth graders in the same educational center.

3.3.2 Sample

The sample to carry out this research is all students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, as well as the English teacher in charge of this group in the III period 2018. This sample is not probabilistic, because the group was chosen by its specific characteristics which are necessary for this investigation.

3.4 DESCRIPTION OF THE TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

This research makes use of the interview as the main technique to collect information. In this case, the investigator used two different questionnaires addressed to the sample. In one hand, the questionnaire directed to the teacher of the group 8-1 is applied orally as a kind of interview. In this interview like procedure, the first three questions expect to break the ice and establish communication. Questions number 6, 7, 8, 9, 11, 12, 13 and 14 are about factor A which is Blended Learning, and questions number 5, 10 and 15 are about factor B which is teaching English as a foreign language. On the other hand, the questionnaire for students is a written version. It is labeled to the students of the group 8-1. In this instrument, three questions 8, 9, and 10 are about factor A (Blended Learning), and questions from 3 to 7, and 11 are about factor B (Teaching English as a Foreign Language).

3.5 CONCEPTUAL, OPERATIONAL AND INSTRUMENTAL DEFINITIONS OF THE VARIABLES

3.5.1 Independent Variable: Blended Learning

3.5.1.1 Conceptual Definition

The definition about Blended Learning used in this research is Thorne's definition cited by Ghazizadeh and Fatemipour (2017) who states:

Blended learning is the most logical and natural evolution of our learning agenda...It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and

participation offered in the best of traditional learning. (Ghazizadeh and Fatemipour, 2017, p. 606)

3.5.1.2 Operational Definition

If from 100% to 90% of the results show the integration of blended learning as the main method to develop the classes that is excellent for this research. If from 89% to 70% of the results show an integration of the blended learning as the main method to develop the classes that is good for this investigation, and if less than 69% of the results show an integration of blended learning as the main method to develop the classes that are bad for this research.

3.5.1.3 Instrumental Definition

To analyze this variable the researcher used an interview in which the first step was the construction of a questionnaire for collecting information. In order to carry out this investigation, the researcher prepared two different questionnaires, one for the students at eighth grade, group 8-1 and the other one for the English teacher. The first questionnaire applied to English teachers for 8-1, is conducted in an oral form. On the other hand, the second questionnaire addressed to the students is a written version.

3.5.2 Dependent Variable: English as a foreign language

3.5.2.1 Conceptual Definition

In this investigation the definition to English as a foreign language is "A foreign language is also acquired after the first language; however, it is one a person

voluntarily chooses. It is not a vital means of communication with other people living in their homeland or a country they moved to” (Eddy, 2011, p.11).

3.5.2.2 Operational Definition

If in a rank of 100% to 90% of the English classes include technological elements as an English language tool, it is considered excellent for this research. If results are in a rank of 89% to 70% of the English classes using technological elements as an English language tool, that is good for this investigation. If less than 69% of the English classes include technological elements as an English language tool that is bad for this research.

3.5.2.3 Instrumental Definition

The researcher applied the interview as a strategy for collecting information. There were two different questionnaires addressed to the sample chosen. The first questionnaire applied in an oral form to the English teacher of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, the questions 5, 10 and 15 analyze the dependent variable of this research. On the other hand, the second questionnaire addressed to the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer; applied in a written form. Questions from 3 to 7 and 11 developed this variable.

3.5.3 Table N°2 Variables Operationalization

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrumental Definition
<p>1. Identify the most common technological devices used in blended learning for teaching English as a foreign language in eighth graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina.</p> <p>2. Assesse the different activities of blended learning developed by the English teacher of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer.</p>	<p>Factor A</p> <p>Blended Learning</p>	<p>Blended learning: Thorne (2003) cited by Ghazizadeh and Fatemipour (2017) states: Blended learning is the most logical and natural evolution of our learning agenda... It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. (Ghazizadeh and Fatemipour, 2017, p. 606)</p>	<p>If from 100% to 90% of the observed classes there are an integration of technological elements and face-to-face instruction as an English language learning tool that is excellent for this research. If 89% to 70% of the observed classes there are an integration of technological elements and face-to-face instruction as an English language learning tool that is good for research and if less than 69% of the observed classes there are an integration of technological elements and face-to-face instruction as an English language learning tool that is bad for research.</p>	<p>This variable is analyzed just by a technique. In this case, the interview is the technique used in this research. Also, this technique uses the questionnaire as its instrument for collecting information; however, to carry out this investigation the researcher prepares two different questionnaires addressed to the sample chosen. The first questionnaire is applied in an oral form, to the English teacher of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, the questions from 6 to 9, and from 11 to 14 analyze the independent variable of this research. On the other hand, the second questionnaire which is addressed to the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer; it is applied in a written form, and the questions from 8 to 10 develop this variable.</p>

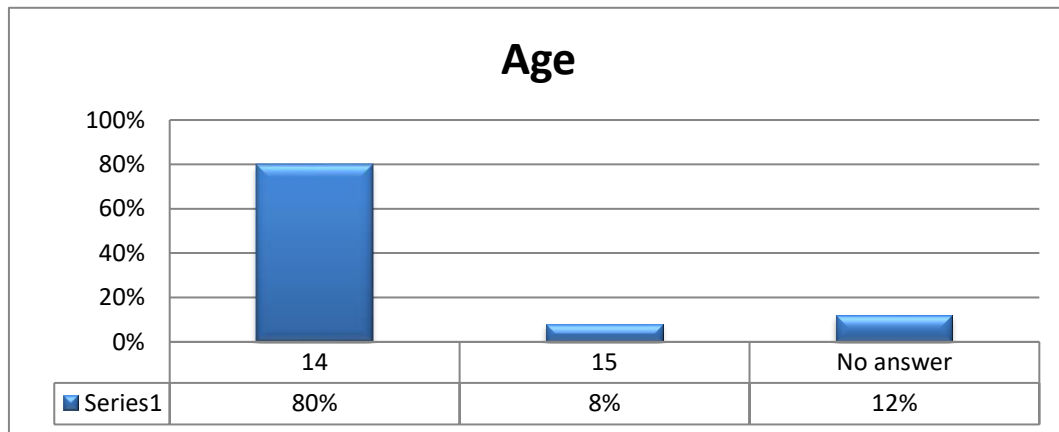
<p>3. Propose new specific activities to develop blended learning as a method for teaching English as a foreign language.</p>	<p>Factor B</p> <p>Teaching English as a foreign language</p>	<p>English as a foreign language “A foreign language is also acquired after the first language; however, it is one a person voluntarily chooses. It is not a vital means of communication with other people living in their homeland or a country they moved to” (Eddy, 2011, p.11).</p>	<p>If from 100% to 90% of a significance learning of English, as a second language, increases through the integration of technology that is excellent for this research. If from 89% to 70 of a significance learning of English, as a second language, increases through the integration of technology that is good for this investigation. If less than 69% of a significance learning of English, increases through the integration of technology that is bad for this research</p>	<p>This variable is analyzed just by a technique. In this case, the interview is the technique used in this research. Also, this technique uses the questionnaire as its instrument for collecting information; however, to carry out this investigation the researcher prepares two different questionnaires addressed to the sample chosen. The first questionnaire is applied in an oral form, to the English teacher of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, the questions 5, 10 and 15 analyze the dependent variable of this research. On the other hand, the second questionnaire which is addressed to the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer; it is applied in a written form, and the questions from 3 to 7 and 11 develop this variable.</p>
--	--	---	--	--

Own source

CHAPTER IV

RESULTS

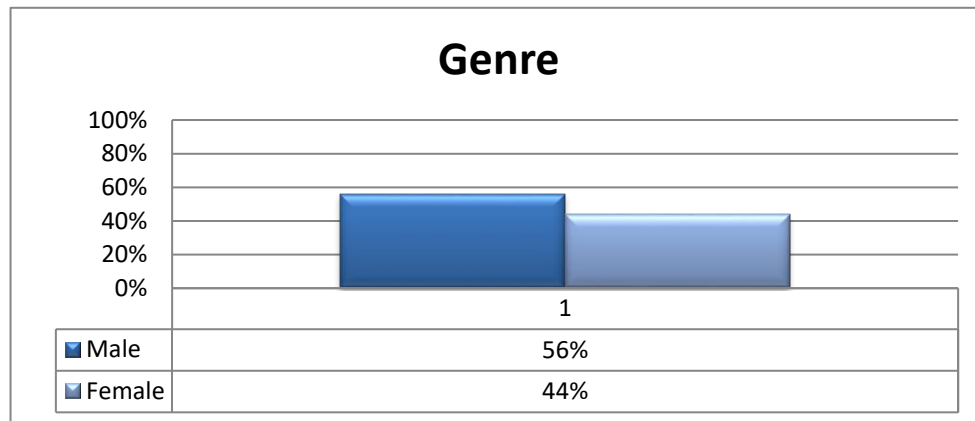
Figure # 1



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

Figure #1 shows the sample ages. As seen, 80% of the students are 14 years old, 18% are 15 years old, and, 12% of the students did not answer this question.

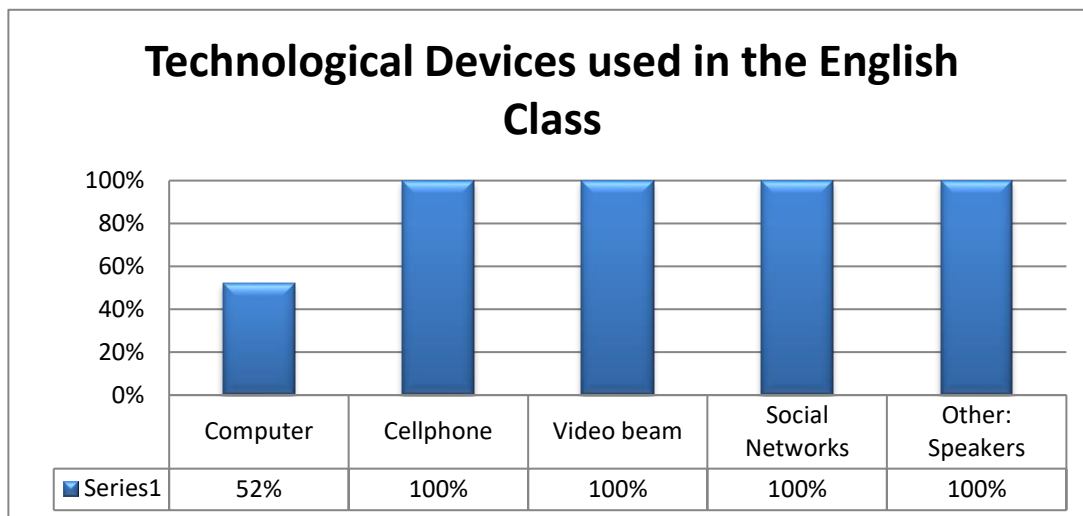
Figure # 2



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

As can be seen from figure 2, 56% of the students interviewed are males while 44% are females.

Figure # 3

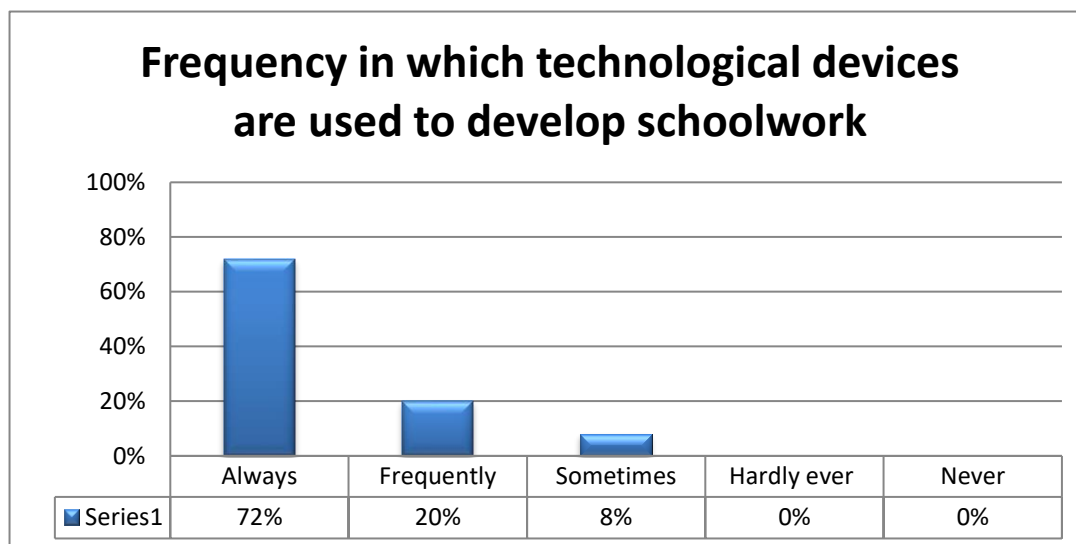


Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

As can be seen in figure 3, the students selected the technological devices they use the most in the English classes using the blended learning method.

The results are the following: 100% of the students chose the cellphone, video beam projector, social networks, and speakers as the technological device more used in their English lessons. Only 52% of the interviewed chose the computer. This figure shows the expansion of the use of cellphone in the learning process and how students prefer it on a computer, becoming it as one of the least used. On the other hand, it represents a combination of technological devices and even if a clear tendency is not notorious in the options given; the result shows that there is an integration of technological devices in the teaching process. In other words, students have access to many technological devices in their English classes.

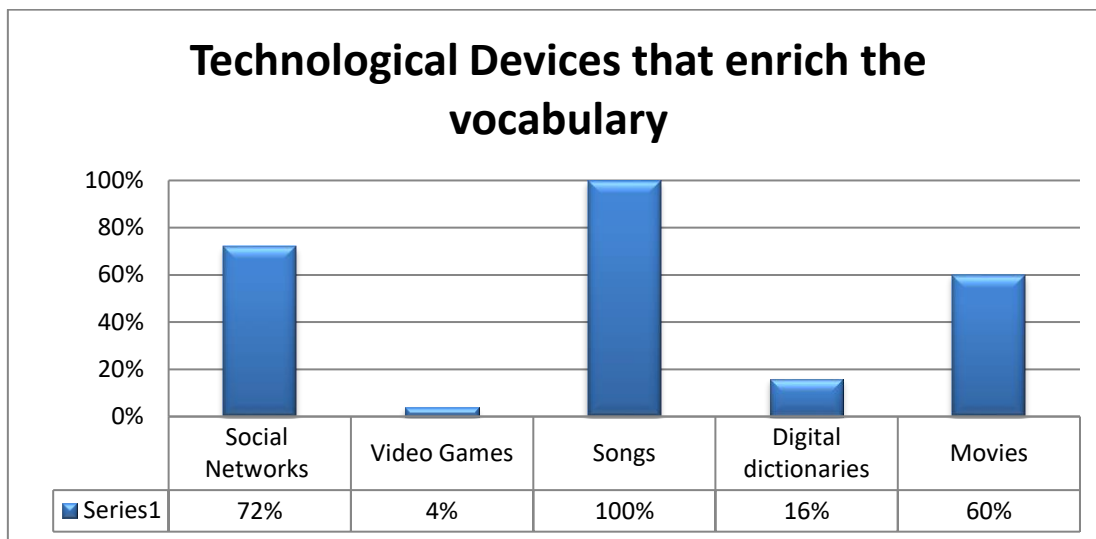
Figure # 4



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

This graphic shows that 72% of students claim to use technological devices always to develop schoolwork. In this show, 20% chose the adverb of frequency frequently. Only 8% of them said that they sometimes use technological tools. 0% of the students chose the frequency adverbs never and hardly ever in this question. Thus, it shows that technological devices are used to develop their schoolwork, but it is necessary to clear that learners did not choose hardly ever or never as a possible answer, so the teacher frequently integrates technological devices in her lessons. Students are accustomed to having a cellphone in their hands that even when it is applied to carry out a blended class, they cannot perceive it as innovation.

Figure # 5



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

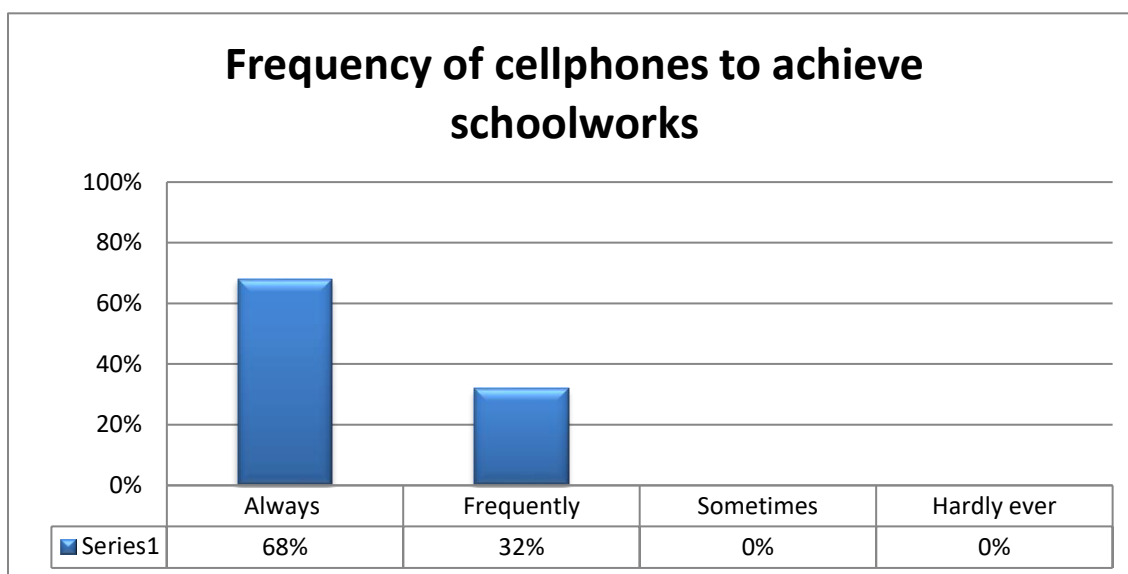
100% of the students picked songs as a piece of technological equipment used to enrich their English vocabulary. 72% handled social networks to enrich their lexicon. 60% of them preferred movies to improve their English command. Digital dictionaries as a good technological tool were chosen by 16%. Only 4% favored video games.

These results show a rise integration of new technologies to teach English combining it with the traditional methods. Music in the learning process is basic, but the use of social networks gives an extra impulse to the new generation accessibility. Currently, video games are known as an application in the social networks, so maybe the interviewers could misunderstand the terminology.

Teaching through movies is another common method used by English teachers; however, the bombardment of information from all corners of the globe through different entertainment is another important task to be taken into

consideration when teaching English. Some movies have different lexicon or some grammar misuses to give more impact during the movie as a result, students require guidance with this language modification. Moreover, some songs present a similar situation because songwriters have to consider the rhythm, genre, style, and impact their lyrics could have that grammar rules are not a relevant aspect for so it is teachers responsibility to choose the best lyrics and guide the learning through criticism.

Figure # 6



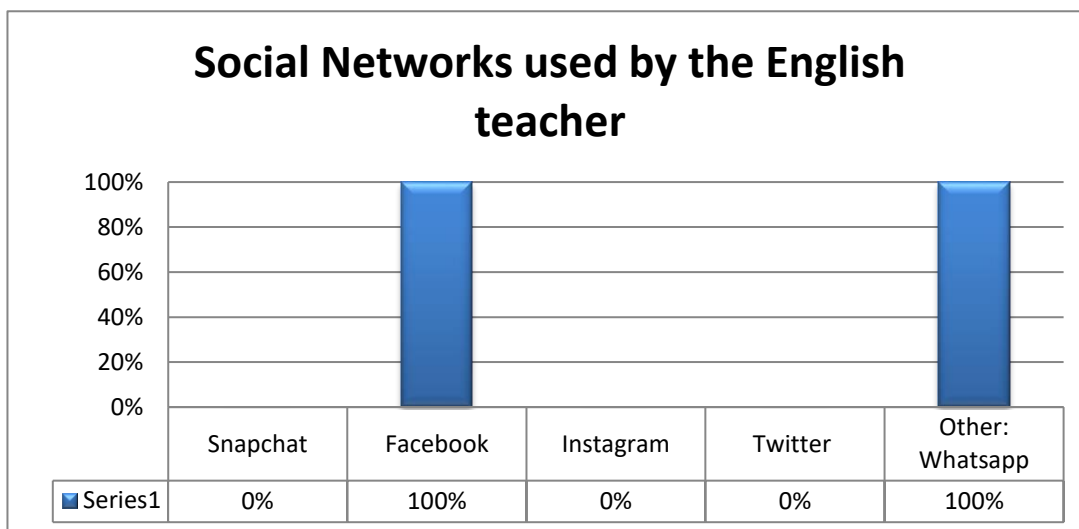
Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

Figure 6 shows the frequency in which the students use their cellphones to achieve schoolwork. Most of the learners, 68% always used their cellphones. 32% of them frequently used it to this purpose.

The use of cell phones in English classes is enormous, and it is excellent for the blended learning method. Khaddage & Lattemann (2013) cited by Avci & Adiguzel (2017) mention: "Concerning the use of mobile apps, successful integration of apps requires novel methods and models to ensure active participation, engagement, interaction, and collaboration among students and teachers" (p. 46). The result shows that it is convenient for the use of cellphones to develop different schoolwork through some apps that make it possible. Besides, technology brings great benefits to humanity; its main role is to create better useful tools to simplify the saving of time and effort of work. Technology plays a major role in our social environment because thanks to it we can communicate immediately thanks to cell phones.

In one hand, students can work in their assignments where ever they are and teachers, too because they can check students answers and bring feedbacks just with a cellphone an internet connection. On the other hand, students have the possibility to clear doubts during the task with a simple message or a call; however, learners have the opportunity to surf the net for information or examples about the cognitive target they are learning.

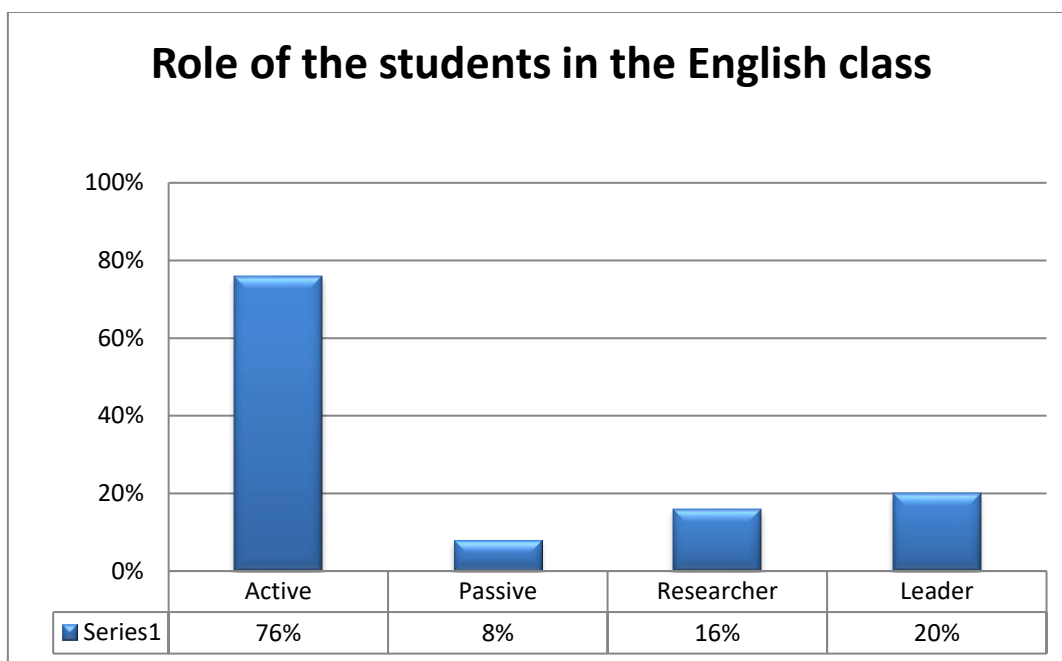
Figure # 7



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

This figure represents the social networks used by the English teacher in her lessons. There were four options for students to choose. As well, there was an open question to gather any other choice if not enlisted. 100% of the students chose Facebook and WhatsApp as the social networks used by their teacher. These results could be due to the specific use of these social networks, specifically the quantity of vocabulary used to communicate the ideas on them. By another hand, the Snapchat and Instagram are visual networks that don't give special attention to the language. Furthermore, Twitter requires special conditions that reduce the probability to understand correctly the language.

Figure # 8



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

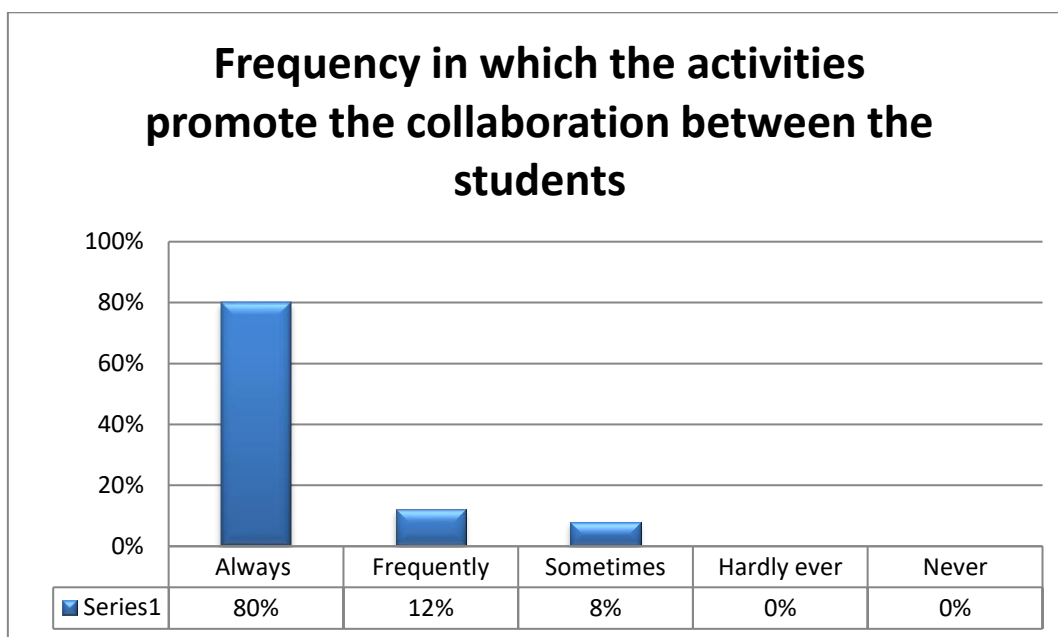
As depicted in figure 8, 76% of the students considered to have an active role in the English class. 20% of the pupils felt their part in the English class as leaders. 16% said that their position is as researchers and the other 8% of the students interviewed considered their role in the English class as passive.

The results show a clear trend on the social organization given a high percentage of the active participant and a low percentage to the leader that can be or not the same person in the research role because only 5 and 4 of 25 students respectively choose these roles.

According to the results, learners have the main role in English classes. Contreras et al. (2006) explain that with the blended learning method the students

become in a social group and they can create and share their knowledge because they have to develop searching and analytical skills, it means that they have to assume a leadership role. Most of the students in the sample consider they have these roles in their English lessons. According to the results, learners have the main role in English classes. Contreras et al. (2006) explain that with the blended learning method the students become in a social group and they can create and share their knowledge because they have to develop searching and analytical skills, it means that they have to assume a leadership role. Most of the students in the sample consider they have these roles in their English lessons.

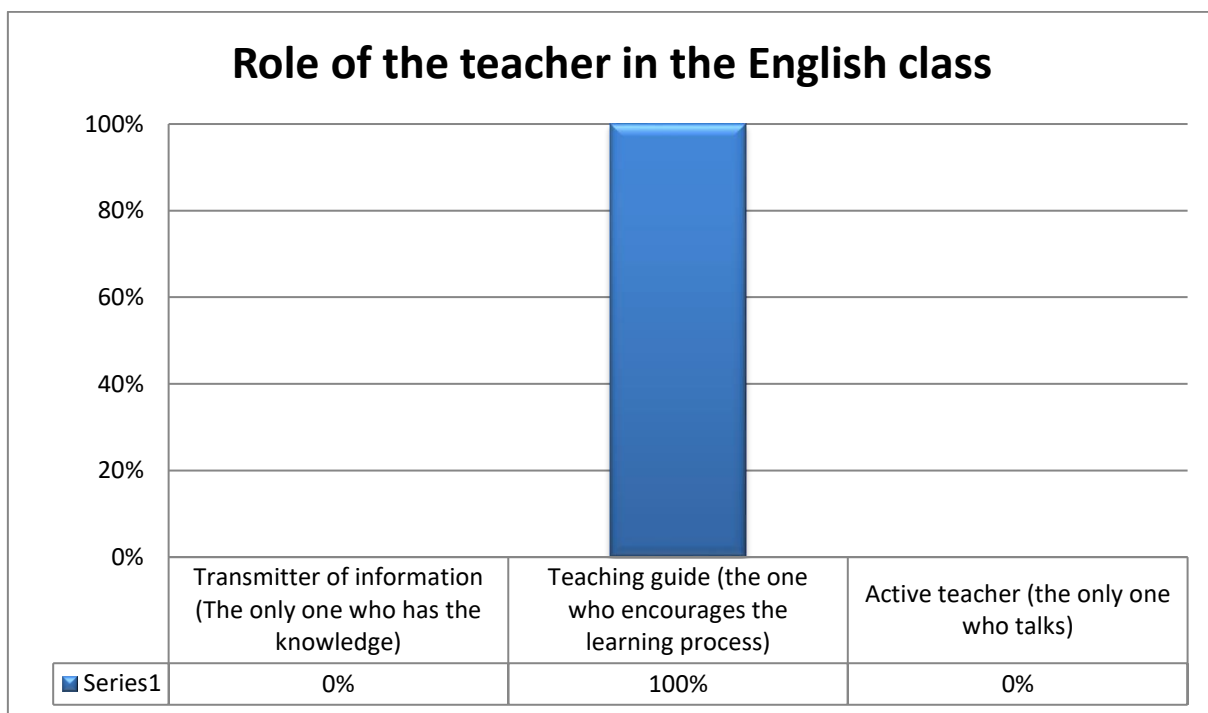
Figure # 9



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

This figure represents the incidence in which the activities developed in the English class promoted the collaboration between students. As noticed, 80% of the teenagers answered that the exercises proposed in class always supported the partnership between the learners. 12% claimed that the actions developed in the English class encouraged collaboration frequently. 8% indicated that the process sometimes favored fraternization.

Figure # 10

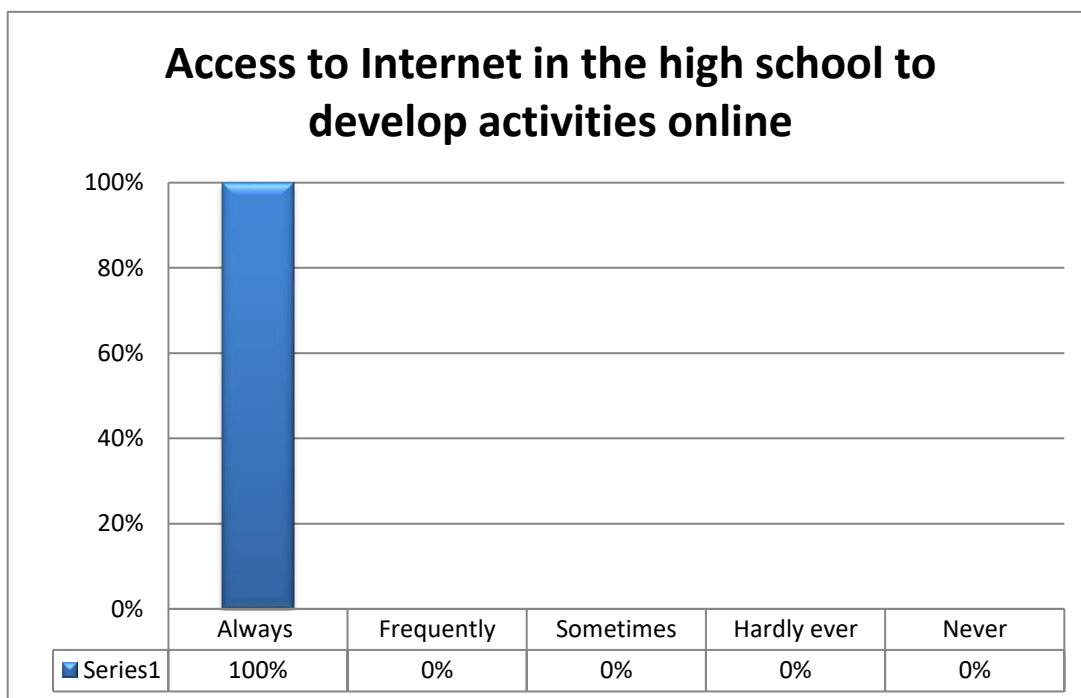


Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

Figure 10 exhibits the opinion of the students about the role of the teacher in class. 100% of the learners considered that the position assumed by the teacher is like a

guide, encouraging the learning process. Learners realize that teachers bring them the opportunity to be more active because the teachers' role is different.

Figure # 11



Source: Questionnaire applied to the students of the group 8-1 at Colegio Técnico Profesional Ricardo Castro Beer, 2018.

This figure responds to the question regarding access to the internet in high school to develop activities online. 100% of the learners said to have access to the internet.

Interview

This section corresponds to an extract from the interview applied to the English teacher looking at the way in which she uses the blended learning method as part of her lessons; to find information about the most common technological devices used in a blended learning class, and assess different activities that can be used for this method. In a part of the interview, the participant received some information regarding the topic in discussion, and based on it, he/she had to propose specific activities considering blended learning.

Concerning time working as an English teacher, the interviewee stated to have an experience of five years. This period has been in the Ricardo Castro Beer high school.

To the fourth question, defining blended learning method, the respondent defined it as a method that integrates technology to traditional classes in an environment beyond physical classrooms. In question five the teacher was asked about the different technological devices she uses in her classes. She informed of tools such as computers, cell phones, speakers and video beam projector among others. Teacher said that she tries to use the computers in the laboratory in order to apply different games or develop variety of activities, and that action breaks the traditional class, furthermore she mentioned that her students really like it.

On the other hand, teacher explains that all her students have a cellphone so, she prepares activities in which students have to record videos about the topics taught in the face-to-face classes, but they have the opportunity to choose the scenery and the way they develop the video, besides this kind of activity is carried out in groups or in couples depending on the amount of students who attend to

classes that day in order to promote collaboration and teamwork, then they have to upload their videos to their WhatsApp group where feedbacks are given.

To know about the effect of the use of these technological gadgets, she said that her students got more motivated when she made use of these specialized accessories even when they go to the library to watch a short documentary.

Question seven asks if there is a language laboratory at the high school where she works, and she indicated that there is one which she uses to take advantage of the computers.

Moreover, on the eighth question, about how technology can serve the language teaching process, she mentioned that in her personal opinion, the use of technology has many benefits for both the teaching and learning process. It helps students to be more interested and motivated to learn the language since they are accustomed to using technology every day. Besides, teenagers really enjoy it because it makes the process of practicing real English easier, by being in touch with native speakers.

When asking her in question nine about the use of information communication technology, the teacher responded that she believes education must help students to be constantly involved in new information and communication technologies. She made herself clear in the idea that the teaching process should not be only related to the target content, but it should prepare students with the appropriate technical skills to face the requirements of the current society. Then, students will be able to succeed by using their knowledge and technological skills required in this modern culture.

Question ten asked the teacher about some important aspects that she considers necessary to be taken into consideration if teachers integrate technology in their English lessons. She answered that it is necessary to prioritize the achievement of goals, so everything developed in the lessons has to comply with the target content, and addressed to real situations and contexts.

Another important consideration is classroom conditions to adapt lessons to the resources they have because students are the main element in the blended learning method therefore, teachers cannot plan a class that requires elements or resources that students cannot find in high school or at home, so it is really important to know what devices and technological facilities students have.

When asking about the sort of activities she used in class, the teacher indicated to make use of PowerPoint Jeopardy game. She likes the activity because it promotes collaboration and competition in team groups but at the same time. Something the teacher remarks is the fact that every teacher can create his or her own version of the games through different webpages in which they find a step by step procedure.

Another activity she developed was the creation of comics in the Microsoft word processor, she used it to enrich the writing skill, and this activity is carried out at home students have to create a comic related to the topic taught in the face-to-face class. The main idea with this activity is that students review the topics taught, but also give them the opportunity to express through comics what they understood; however, if students have any problem with their computers they have the possibility to draw their own comics and send them to their WhatsApp group.

The last activity she mentioned was video and voice editor applications. She explained that her students really like to take pictures and videos with their smartphones, thus the idea of creating videos and edit those sounds for motivating. She uses these activities to practice listening and speaking skills. Sometimes, she sends a picture and they describe that picture making a short video or she sends a video without any sound and students have to narrate what is happening in the video, and this activity is carried out at home.

In question twelve, about the digital activities students like the most, the instructor answered that her students like songs and the use of social networks. She brings sheet of paper with the lyric of a song and students have to fulfill the missing spaces; this activity is developed in the classroom but she still cannot find a way in which students can do it at home, and she wants to do it because students love music and it is the main way they get vocabulary. On the other hand, she mentioned students like using Facebook and WhatsApp, but she wants to use different platform for example Google Classroom which is the one she heard but unfortunately she has not had the opportunity to use it yet.

Inquiry thirteen regarding the role of students the educator said she liked her learners to be active participants for creating new knowledge. Besides, on proposal fourteen, concerning the promotion of collaboration and interaction between students, she explained that teamwork for example in the Jeopardy game was a good example.

Question fifteen of the interview was about the use of social networks to teach English. In this question, the teacher answered that she incorporated social networks as much as she could. She explained how she used WhatsApp for sharing important

information about the classes and as part of different didactic activities. For example, when she promotes oral activity, students create groups and record conversations to share by WhatsApp. In this way, students respectfully hear each audio and offer the corresponding feedback. Also, she mentioned that the groups they have in Facebook and WhatsApp are used as a blog, this activity is carried out at home, furthermore, when she uploads videos or pictures, student have to discuss them and solve problems but also they can post videos or pictures related with the topic under study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Regarding the research's problem.

At this point, in general terms it is possible to conclude that:

- Blended learning is an innovative process that includes many technological devices such as computers, speakers video beam projectors, and cellphones are used in the Blended Learning method for that reason it is required a change of roles in the teaching process because these devices are used during face-to-face instruction but also outside the class. Teaching English through the blended learning method benefits students and teachers. In one hand, students frequently use technology and feel comfortable and motivated with it, in and out of their English classes. On the other hand, the blended learning method allows students and teachers to experience real-life English by using technology that makes it possible to be culturally interconnected.
- Blended learning classes can be taught not only in a physical classroom but also in a virtual one. It can be achieved through the use of different platforms for example Classroom, Moodle, Khan Academy, and Social Media blending which is frequently used by the teacher interviewed. This fact matches with the new technological necessities of modern society.
- Another conclusion is that the blended learning method promotes a different teaching and learning environment where collaboration, self-control, independent learning skills, and motivation are the main principles of it.

Concerning the first specific objective and based on the analysis of the results.

- Cellphones, computers, speakers, social networks and video beam projectors are very common tools for implementing the blended learning method in English classes. In one hand, speakers and video beam projectors are used in the face-to-face class but on other hand, cellphones, computers and social networks are used in both inside the class and outside the class; however, they are frequently used beyond the physical classrooms. Moreover, it can be concluded that nowadays, computers do not represent a need, so it is preferable to transfer the activities that were carried out on them to a cellphone due to the portability of it. As a result, it saves money, time, and space since teachers can work from wherever they are because they only need a cellphone to do it. Also, teachers do not have to plan their lessons based on the availability of the laboratories.
- Technology is often used during and outside of English classes, so teachers and students often hear the songs through the speakers when they are in a class. In addition, cellphones are really important in the development of a blended learning class because students can access to the social network's apps. Also, another advantage of the cellphones is that if the teacher wants to implement a new platform, learners can download it and use it immediately. All this to promote a real experience in English using different technological devices inside and outside English classrooms.
- It can be concluded that students consider technological devices an excellent way to enrich their vocabulary. The technological devices she used in their English lessons for example, songs, social networks, video beam projectors and movies

and the ones used outside the class are computers, cellphones and social networks, too.

- Unfortunately, the integration of social networks was the only platform used by the English teacher even when she wants to use new one, she is really comfortable using Social Networks. It can be concluded, Social Networks as an efficient technique used by the English teacher for teaching English as a foreign language. In this case, the sample has the opportunity to use Whatsapp and Facebook as tools for developing the B-Learning method inside but mainly outside the classroom. In this case, teachers could emphasize social networks as the main tool even when the ones used by the English teacher are opening a door to a real experience there are another ones which can bring more benefits such as blogs, video conferences, and skype in which students can be immersed in a bilingual context.

According to the second specific objective.

- It is concluded that the blended learning method can be implemented by the use of a huge variety of activities which can be researched online or created by the teacher her/himself, and they can be carried out in a physical classroom or outside. Technology not only benefits learners but also educators because many teachers around the world upload some activities they use in their classes and share creative resources.
- Also, it can be concluded that teacher and students enjoy listening songs as part of the mediation activities to enhance the English teaching and the learning

process through the technological devices used in their lessons, but also extra activities such as write comics, record conversations or dialogues, and others are applied beyond the class. Writing comics is a way in which learners can apply the language expressing their ideas in a virtual form. On the other hand, the activities not only have to be planned to teachers desire but also students interest and needs because the motivation is really important in the blended learning method.

- Moreover, teachers and students can take one specific activity and modified it according to their educational target contents as well as their culture for example the Jeopardy game can be a way to make a quiz in the class, but also a written quiz can be sent by e-mail or developed in a blog platform, so the quiz can be solved at home. Another option is that teacher can establish some aspect students have to develop orally, and they send the results through social networks or upload them in different platforms for example Google Classroom. Furthermore, there are different types of blended learning so educators can vary them depending on the necessity and the resources the population has. Also, the quizzes can be carried out through a blog in which students have to comment a topic taken of the cognitive target studied in class. Besides, it requires students' criticism, motivation and research attitudes to achieve a significant learning.

According to the third specific objective.

- It can be concluded, that there are many activities that allow the integration of the B-Learning method in an English class such as QR codes which is an activity that can be carried out in different places inside the school for example library,

cafeteria, park, and other; however, teacher can implement it at home, sending the QR code and the students have to identify the hidden message, geography game is an activity that can be developed in the computer lab, close-up pictures and online quizzes activities are carried out inside and outside the class, so this is a way to integrate technology in the English classes.

- It can be concluded that teachers have the possibility to adapt the activities to students' necessities as well as teachers' objectives. The flexibility of the activities is one opportunity to take into account and social networks can bring many alternatives which can enrich the learning process.
- Some of the activities proposed by the researcher are excellent for students' reality. QR codes are very useful to promote collaboration, respect and innovation because learners can find QR in many events in their lives so they are familiar with them and it is an activity that can be developed in a physical environment and beyond it. Besides, most of the activities included in the proposal can be carried out in a single technological device which is a cellphone and through it develop many assignments.

5.2 Recommendations

- The researcher finds the need to develop more organized and systematic activities to take advantage of b-learning. That is why, the researcher worked on a series of activities that might improve language teaching in general and motivate both teachers and students specifically.

- Another recommendation is to take advantage of the possibilities this method, specially the social networks, has in which each student can advance at their own pace, and can start from their level and have a balance between the most traditional teaching methods with online courses. Also, teachers can make emphasis in the social networks in which they have to share experiences, ideas, thoughts, backgrounds, and ideals but in a professional and technical form; all of it to train students to think independently, and critically.
- It is recommended not to confuse the use of technology in a traditional classroom as a type of blended learning method because the blended learning method requires 50% of face-to-face and virtual classes.
- In addition, teachers can use the platforms or applications that students feel comfortable because even when there are many options, the most important aspect is that students have access to the ones that are easier and available 24 hours in order to achieve the goals and recognize the blended learning as an opening in which students can be out of school but immerge in a real context with real English.
- It is recommended the developing of an environment in which students are free to posing questions to their teachers inside and outside classrooms because it facilitates the learning and allow a development of the blended learning method.
- Each time a new technique is used in a virtual way, it is recommended to practice it beforehand in class to ensure that all students will be able to achieve the objectives outside of class.

CHAPTER VI

PROPOSAL

In this investigation the researcher proposes some activities that can be used as part of a blended learning class.

QR Codes vocabulary quiz

The first activity in this proposal is the QR codes vocabulary quiz. Though the name says vocabulary quiz, the teacher has the possibility to adapt it to the necessities of the group. This action consists of creating barcodes through websites, and the students have to scan those QR codes with their cellphones to complete the activity assigned by the teacher. In cases some students do not have smartphones, the teacher can propose teams, so learners can work together to achieve the goals. In this way, they also exercise tolerance between classmates.

This activity is also appropriate to introduce a new topic because if the teacher catches students' attention at the beginning of the class, he /she will have his/her students motivated during the whole lesson, so it can work as a warm up to activate students' interest in the new topic. While it is true that the teacher has to create the QR codes, the students have to look for the meanings of those. It means that the teacher gives freedom in the learning process, but at the same time, he/she has control in the teaching process. On the other hand, this activity works well as a closure exercise. In this case, students create their own QR codes based on the topic studied.

The investigator proposes this activity because it is a way of using cellphones in the class and create collective knowledge. Besides, QR codes are part of modern society, that is why the familiarity people have with barcodes. Read (2014) says that you sometimes see these barcodes on adverts or in shop windows, you scan them

with your phone, and they take you to a website or give you information about an offer or discount. (Read, 2014, para 1)

Geography Game

Geography game is the second activity in the researcher's proposal. This activity is excellent for the groups that have access to the internet, and computers in their high school; however, it can be developed through cellphones, too. In this game, the teacher chooses a specific place in which students are in a virtual form, so it can be a way to practice speaking or listening or integrate these English skills.

An alternative form for using this game is that learners have to describe the setting in which they are, and their classmates have to guess what it is the place mentioned. Through this activity, some students practice speaking and the ones who have to guess practice listening but also speaking, but if a teacher wants, he/she can change the roles. Besides, the teacher can assign virtual classes where they have to follow the directions given by the teacher to find a specific place and achieve a goal.

Close-up Pictures

The third activity in this proposal is called close-up Pictures. Read (2014) suggests two ways to use it. The first one is by showing them some very close-up pictures "This can be done very quickly by going into your staffroom or looking around your desk and taking very, very close-up pictures of different objects, showing them to the students and trying to get them to guess what they are"(Read, 2014, para 6). In this case, the teacher brings the pictures and the students try to guess. The second way gives learners the opportunity to produce the whole process, "They can go for a few minutes around the school with a partner and take some pictures of things close up and then show them to the other members of the group" (Read, 2014, para 6). This is

a good way to give some freedom to learners in their learning process. This activity also promotes a friendly competition because students work in couples when taking the pictures as close as possible.

Online Quizzes

The last activity in this proposal is online quizzes. These quizzes can be developed at home or in a class, depending on the teachers' purpose. This can take place as a warm-up or closure activity. Furthermore, if used as warm up, it can be a review of the previous topics. Read (2014) recommends Socrative to create the online quizzes, and he says:

The teacher has to register to make a quiz but it's a fairly painless procedure. You can build multiple-choice or short answer quizzes, and these can easily be made available to the students by going to a particular webpage on either a computer or their mobile phone (there is also a mobile app) and just typing the room number that the teacher assigns. (Read, 2014, para 10)

Feedback is essential in the learning process because it shows students mistakes and strengths. Moreover, if the teacher wants to use online quizzes as closure activities, he has to include the topics studied during the class. An important aspect to consider is that students can solve it at home, without the pressure of time they have in the classroom.

Google Classroom is an application that educators can use to apply online quizzes, this app is totally free and learners just download the app and sign in so teachers upload the quiz and bring feedbacks and grade in the same app.

Moodle platform is a second option to apply an online quiz. This platform is similar to Google Classroom so students upload the quiz and students solve it in the same platform.

QR Codes vocabulary quiz is another option to apply quizzes online. Teacher can create barcodes with a specific question and students scan them and solve the questions.

.

WORKS CITED

Alazzi, K. (2011). "Teachers Perceptions and Conceptions of Global Education: A Study of Jordanian Secondary Social Studies Teachers". *Global Education Journal*, (3), 78–94. Taken from from: <http://search.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/login.aspx?direct=true&db=eht&AN=73151107&site=ehost-live&scope=site>

Alexander, T. A. (2000). "METHOD AND APPARATUS FOR EDITING A VIDEO RECORDING WITH AUDIO SELECTIONS". U.S. Patent No. 6,067,126. Washington, DC: U.S. Patent and Trademark Office. Taken from: <https://patentimages.storage.googleapis.com/a3/79/42/4ee8ecbc409bb1/US6067126.pdf>

Alnoori, B. & Obaid, S. (2017). "The Effectiveness of 50-50 Blended Learning Method on Teaching Reading Skills in ESL Classroom". *International Journal Of Language Academy*. 5(8): 288-303. doi:10.18033/ijla.3805 . Taken from: <http://201.195.87.22:2113/eds/pdfviewer/pdfviewer?vid=18&sid=d7fc1dec-3d81-4a4f-bcc9-a870c23ff56e%40sessionmgr4008>

Avci, H. & Adiguzel, T. (2017). "A Case Study on Mobile-Blended Collaborative Learning in an English as a Foreign Language (EFL) Context". *International Review Of Research In Open And Distributed Learning*. 18(7): 45-58. Taken from: <http://201.195.87.22:2113/eds/pdfviewer/pdfviewer?vid=4&sid=1a8f15de-a7da-4044-8eed-e125cb58aad8%40sessionmgr4006>

Avello Martínez, R.; López Fernández, R.; Álvarez Acosta, H.; Vázquez Cedeño, S.; Gómez Reyes, A. & Alpízar Fernández, R. (2014). "Experiencia cubana sobre la formación del docente latinoamericano en tecnologías para la educación". *Revista Cubana De Educación Medica Superior*. 28(3): 587-591. Taken from: <http://web.a.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=19&sid=345e5fa6-7814-4ff0-9000-7411bc015ec5%40sessionmgr4009>

Bataineh, R. & Mayyas, M. (2017). "The Utility of Blended Learning in EFL Reading and Grammar: A Case for Moodle". *Teaching English With Technology*. 17(3): 35-49. Taken from: <http://201.195.87.22:2114/eds/pdfviewer/pdfviewer?vid=4&sid=16950fc5-51bf-4b82-8cf6-3860ad4d299b%40pdc-v-sessmgr01>

Bley-Vroman, R. (1990). "The Logical Problem of Foreign Language Learning" *Linguistic Analysis*. 20(1-2): 1-49. Taken from: https://www.researchgate.net/profile/Robert-Bley-Vroman/publication/240412239_The_Logical_Problem_of_Foreign_Language_Learning/links/55671a8008aeccd777378100/The-Logical-Problem-of-Foreign-Language-Learning.pdf

Cambridge Dictionary. (2018). Asynchronous. *Cambridge University Press*.

Taken from:

<https://dictionary.cambridge.org/es/diccionario/ingles/asynchronous?q=Asynchronous>

Cambridge Dictionary. (2018). ICT *Cambridge University Press*. Taken from:

<https://dictionary.cambridge.org/es/diccionario/ingles/ict?q=ICT>

Cambridge Dictionary. (2018). Synchronous. *Cambridge University Press*.

Taken from:

<https://dictionary.cambridge.org/es/diccionario/ingles/synchronous?q=synchronous%2B>

Chalak, A., & Fouladi, F. (2016). "Application of Virtual Team-Working in teaching productive skills to Iranian EFL learners". *Theory And Practice In Language Studies*. 6(11): 2215-2221. DOI: <http://dx.doi.org/10.17507/tpls.0611.20> Taken from:

<http://201.195.87.22:2114/eds/pdfviewer/pdfviewer?vid=11&sid=db592d92-ff17-46b4-91b9-ae606f6f36d2%40sessionmgr102>

Çobanoğlu, A. ; Yücel, Z.; Uzunboylar, O. & Ceylan, B. (2017). "A blended Mentoring Practice for Designing E-Material for English as a Foreign Language Learning". *Turkish Online Journal Of Qualitative Inquiry*. 8(1): 141-160. doi:10.17569/tojqi.288860. Taken from: <http://201.195.87.22:2113/eds/pdfviewer/pdfviewer?vid=6&sid=038e879a-0d5e-4da0-bf4e-5c1804f84457%40sessionmgr4008>

Colegio Técnico Profesional Ricardo Castro Beer. (2013). Plan quinquenal. Documento físico.

Contreras, R.; Alpiste F. & Eguía, J. L. (2006). "Tendencias en la educación: aprendizaje combinado". *Theoría: Ciencia, Arte Y Humanidades*. 15(1): 111-117. Taken from: <http://web.a.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=16&sid=345e5fa6-7814-4ff0-9000-7411bc015ec5%40sessionmgr4009>

Eddy, Eva. (2011). "On Interconnections among Selected Aspects of English Grammar in Slovak Learner's Acquisition". Taken from: <https://www.pulib.sk/web/kniznica/elpub/dokument/Eddy1/subor/1.pdf>

Eryilmaz, M. (2015). "The Effectiveness of Blended Learning Environments". *Contemporary Issues In Education Research*. 8(4): 251-256. Taken from: <https://search.proquest.com/openview/63899cb6e664d2161ccf559102c44927/1?pq-origsite=gscholar&cbl=2026881>

Fabiano-Smith, L & Goldstein, B. A. (2010). "Early-, Middle-, and Late-Developing Sounds in Monolingual and Bilingual Children: An Exploratory Investigation". *American Journal of Speech-Language Pathology*, 19(1), 66–77. Taken from: [https://doi-org.ezproxy.sibdi.ucr.ac.cr/10.1044/1058-0360\(2009/08-0036\)](https://doi-org.ezproxy.sibdi.ucr.ac.cr/10.1044/1058-0360(2009/08-0036))

Ghazizadeh, T. & Fatemipour, H. (2017). "The Effect of Blended Learning on EFL Learners' Reading Proficiency". *Journal Of Language Teaching & Research*. 8(3): 606-614. doi:10.17507/jltr.0803.21. Taken from: <http://201.195.87.22:2113/eds/pdfviewer/pdfviewer?vid=13&sid=d7fc1dec-3d81-4a4f-bcc9-a870c23ff56e%40sessionmgr4008>

Google. (n.d). Manage teaching and learning with Classroom. URL: https://edu.google.com/products/classroom/?modal_active=none

Greener, S. (2015). Flipped or Blended? What's the Difference and Does it Make a Difference to Learning in HE? Proceedings of the European Conference on E-Learning. 146–151. Taken from: <http://search.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/login.aspx?direct=true&db=ejh&AN=108723229&site=ehost-live&scope=site>

Gudiño, S.; Lozano, F. & Fernández, J. M. (2014). “Uso de Facebook para la Socialización del Aprendizaje de una Segunda Lengua en Nivel Medio Superior”. Sinéctica, 421-16. Taken from: <http://web.b.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=3&sid=3e3ac54a-0e3a-423a-8d5e-e5d98b4c43b9%40sessionmgr101>

Hernández Peña, L. (2011). “Interacción entre estudiantes en los foros Moodle de cursos Blended Learning en la Universidad Tecnológica de la Costa”. Revista de Innovación Educativa. 3(2). Taken from: <http://web.b.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=9&sid=5e614635-b204-43ac-a316-58f44ffb376f%40sessionmgr120>

Hernández Sampieri, R.; Fernández Collado, C. and Baptista Lucio, P. (2014). Metodología de la Investigación. 6th Ed. Mexico D.F: McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V.

James, J. (2016). "ICT Integration in Academic Writing: An Experiment in Blended Learning". *Arab World English Journal*. 7(3): 320-339. Taken from: <http://201.195.87.22:2113/eds/pdfviewer/pdfviewer?vid=3&sid=038e879a-0d5e-4da0-bf4e-5c1804f84457%40sessionmgr4008>

Margolis, A.; Porter A. & Pitterle M. (2017). "Best practices for use of Blended Learning". *Americal Journal of Pharmaceutical Education*. 81(3): 1-8. Taken from: <http://web.a.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=13&sid=345e5fa6-7814-4ff0-9000-7411bc015ec5%40sessionmgr4009>

Montano Montano, Lorna. (2013). *The Impact of Using the Web and Social Networks to Improve Students' Writing Skills at Centro Cultural de Idiomas in the Last Quarter of 2012*. (Tesis inédita de Licenciatura). Universidad Hispanoamericana, Heredia, Costa Rica.

Naghdipour, B., & Eldridge, N. H. (2016). Incorporating Social Networking Sites into Traditional Pedagogy: a Case of Facebook. *Techtrends: For Leaders In Education & Training*, (6), 591-597. doi:10.1007/s11528-016-0118-4. Taken from: <http://201.195.87.22:2114/eds/pdfviewer/pdfviewer?vid=7&sid=db592d92-ff17-46b4-91b9-ae606f6f36d2%40sessionmgr102>

Paniagua, A.; Luengo, R.; Torres Carvalho, J. L.; Casas, L. M. (2017). "Blended Learning en la formación permanente del profesorado. Aportaciones de asesores de formación sobre modalidades formativas". RED. 52(3): 1-15. Taken from: <http://revistas.um.es/red/article/view/282171/205661>

Plough, B. (2017). "Recognizing and understanding effective blended learning in secondary classrooms". *Leadership*. 46(4): 28-31. Taken from: <http://web.a.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=5&sid=345e5fa6-7814-4ff0-9000-7411bc015ec5%40sessionmgr4009>

Ponnuchamy, G. (2017). "History of English-as-a-Second-Language Teaching in the Middle East and the Current Scenario in Bahrain". Arab World English Journal. 8(4): 444-450. doi:10.24093/awej/vol8no4.30 . Taken from: <http://201.195.87.22:2114/eds/pdfviewer/pdfviewer?vid=22&sid=db592d92-ff17-46b4-91b9-ae606f6f36d2%40sessionmgr102>

Read, David. (2014). "Five warm-up activities for EFL students using Technology". Taken from: <http://learningtechnologiesineap.org/five-warm-up-activities-for-efl-students-using-technology/>

Robles Haros, B. I.; Fernández Nistal, M. T.; Vales García, J. J. (2016). "Creencias de profesores universitarios sobre la enseñanza-aprendizaje de cursos B-Learning. Revisión bibliográfica". *EDMETIC*. 5(2): 94-116. Taken from: <https://www.uco.es/ucopress/ojs/index.php/edmetic/article/view/5778/5407>

Rotter, K. (2004). "Modifying "Jeopardy!" Games to Benefit All Students". *Teaching Exceptional Children*, 36(3); 58–62. Taken from: <https://doi-org.ezproxy.sibdi.ucr.ac.cr/10.1177/004005990403600308>

Silva, L. d., da Silva, M., & Vieira da Rocha, N. (2017). "LET'S NOT FORGET WE ARE LANGUAGE TEACHERS!": INVESTIGATING CRITICAL TEACHING AND CRITICAL REFLECTION IN THE PRACTICUM OF AN ENGLISH UNDERGRADUATE PROGRAM. *Fórum Lingüístico*. 14(1): 1866-1879. doi:10.5007/1984-8412.2017v14n1p1866. Taken from: <http://201.195.87.22:2114/eds/pdfviewer/pdfviewer?vid=14&sid=db592d92-ff17-46b4-91b9-ae606f6f36d2%40sessionmgr102>

Simkin, M. G. (2013). Playing Jeopardy in the Classroom: An Empirical Study". *Journal of Information Systems Education*. 24(3); 203–210. Taken from: <http://search.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/login.aspx?direct=true&db=ejh&AN=95511796&site=ehost-live&scope=site>

Solano Córdoba, Olga Ligia. (2013). El Aprendizaje Combinado (presencial y no presencial apoyado por el uso de Internet) y su utilidad para el desarrollo de las habilidades de expresión escrita. URL: http://repositoriotec.tec.ac.cr/bitstream/handle/2238/3260/aprendizaje_combinado_pr_essencial_no_presencial_apoyado.pdf?sequence=1

Solís. M. (2018). *Enseñanza del Inglés, un desafío recurrente en la educación costarricense*. Periódico Mensaje. Taken from: <https://www.periodicomensaje.com/educacion/2785-ensenanza-del-ingles-un-desafio-recurrente-en-la-educacion-costarricense>

TeachThought Staff. (2018). Find The Model That Works For You: 12 Types Of Blended Learning. URL: <https://www.teachthought.com/learning/12-types-of-blended-learning/>

TeachThought Staff & Wilson, C. (2019). 6 Ways Teachers Are Using Blended Learning. 6 Blended Learning Models & Platforms URL: <https://www.teachthought.com/learning/6-blended-learning-models-platforms/>

Universidad Hispanoamericana. (2018). Dirección Metodológica de Investigación. 2nd Ed.

Vie, S., & Dieterle, B. (2016). "Minding the Gap: Comics as Scaffolding for Critical Literacy Skills in the Classroom". *Composition Forum*. 33. Taken from: <http://search.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/login.aspx?direct=true&db=eric&AN=EJ1092003&site=ehost-live&scope=site>

Wasoh, F. (2016). "Exploring the Roles of Blended Learning as an Approach to Improve Teaching and Learning English". *Proceedings Of The Multidisciplinary Academic Conference*. 165-171. Taken from: <http://web.a.ebscohost.com.ezproxy.sibdi.ucr.ac.cr:2048/ehost/pdfviewer/pdfviewer?vid=9&sid=345e5fa6-7814-4ff0-9000-7411bc015ec5%40sessionmgr4009>

WORKS CONSULTED

Araya Garita, L. (2015). *THE EFFECT OF THE M-LEARNING (MOBILE TECHNOLOGIES) ON THE ENGLISH LEARNING PROCESS FOR STUDENTS OF SEVENTH GRADE, AT LICEO BILINGÜE DE BELÉN, DURING THE PERIOD.* (Tesis inédita de Licenciatura). Universidad Hispanoamericana.

Barrantes Echeverría, R. (2002). Investigación: Un camino al conocimiento un enfoque cualitativo y cuantitativo. Editorial Universidad Estatal a Distancia.

Camacho Chacón, C. (2012). *Using Films and Other Media in the Classroom to Introduce and Develop the Academic Performance in Conversational English Lessons for Students of Tenth Grades at The Colegio Superior de Señoritas in 2012.* (Tesis inédita de Licenciatura). Universidad Hispanoamericana.

ProofreadMyDocument. (N.d). 4 Tips for Writing Thesis Acknowledgements. Writing Tips. Taken from: <https://proofreadmydocument.com.au/writing-tips/4-tips-for-writing-thesis-acknowledgements/>

Universidad Hispanoamericana. (2018). Guía Cuantitativa para Trabajos Finales de Graduación, Tesinas y Tesis en Ciencias Sociales. 2nd Ed.

Zohrabi, M. (2013). "Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings". *Theory & practice in language studies*. 3 (2). Taken from: <http://www.academypublication.com/issues/past/tpls/vol03/02/tpls0302.pdf#page=56>

GLOSSARY

Asynchronous:

“not happening or done at the sametime or speed” (Cambridge Dictionary, 2018, n.p)

Blended learning:

“...It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning”. (Ghazizadeh and Fatemipour, 2017, p. 606)

ICT:

“Abbreviation for information and communication technology: a school subject in which students learn to use computers and other electronic equipment to store and send information” (Cambridge Dictionary, 2018, n.p)

QR code:

“A pattern of black-and-white squares that is printed on something and that can be read by some types of mobile phone to give information to the user of the phone” (Cambridge Dictionary, 2018, n.p)

Synchronous:

“happening or done at the same time or speed” (Cambridge Dictionary, 2018, n.p)

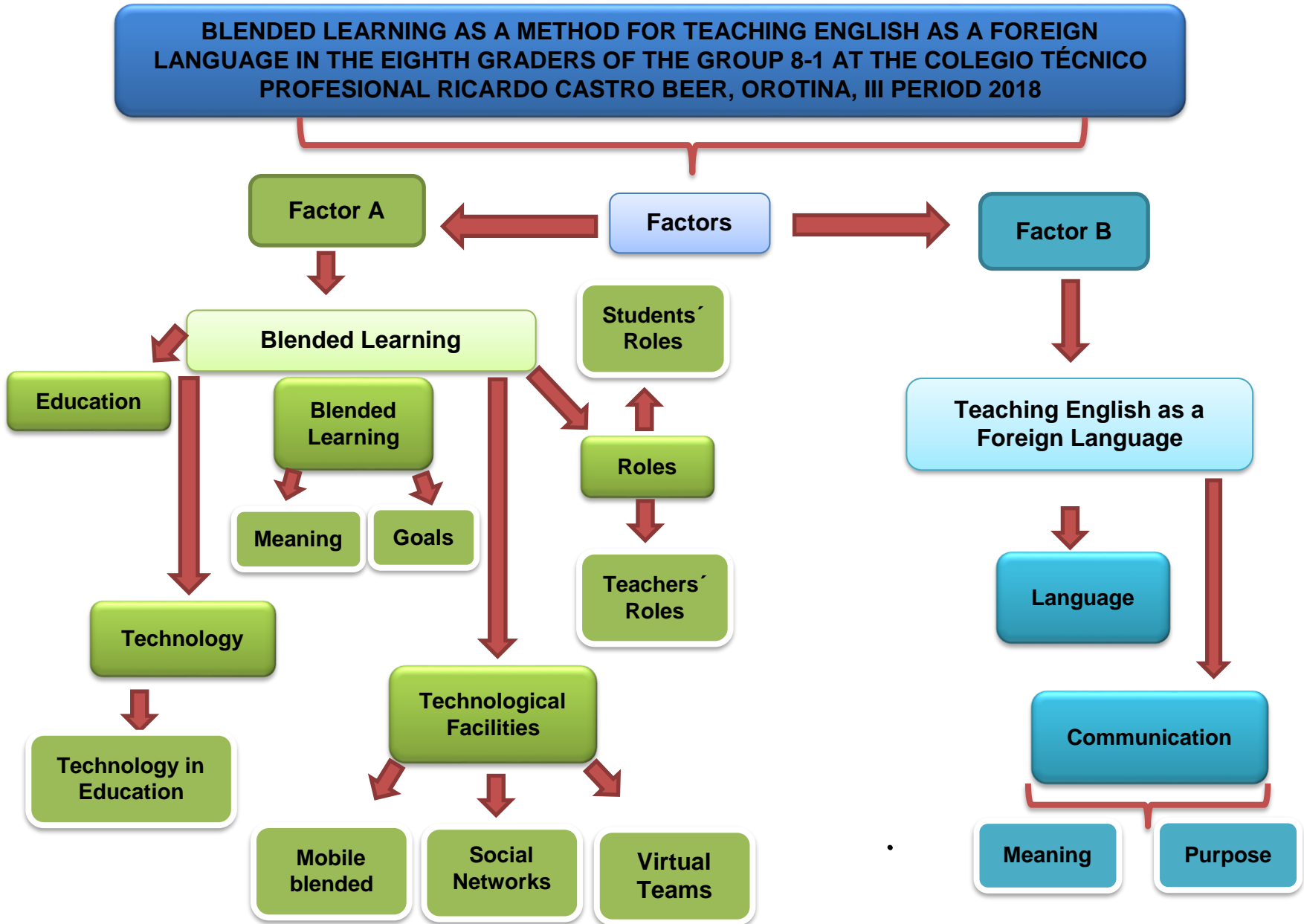
ANNEXES



Table 1

<p>TITLE: BLENDED LEARNING AS A METHOD FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE EIGHTH GRADERS OF THE GROUP 8-1 AT THE COLEGIO TÉCNICO PROFESIONAL RICARDO CASTRO BEER, OROTINA, III PERIOD 2018</p> <p>FORMULATION OF THE PROBLEM:</p> <p>How is blended learning carried out in the process of teaching English as a foreign language in the students of the group 8-1 at the Colegio Técnico Profesional Ricardo</p>	<p>SPECIFIC OBJECTIVES:</p> <p>1. Identify the most common technological devices used in blended learning for teaching English as a foreign language in eighth graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina.</p> <p>2. Assess the different activities of blended learning developed in an English class of the students of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer.</p> <p>3. Propose new</p>	<p>CONCLUSIONS.</p> <p>Regarding the research's problem.</p> <p>At this point, in general terms it is possible to conclude that:</p> <ul style="list-style-type: none"> Blended learning is an innovative process that includes many technological devices such as computers, speakers video beam projectors, and cellphones are used in the Blended Learning method for that reason it is required a change of roles in the teaching process because these devices are used during face-to-face instruction but also outside the class. Teaching English through the blended learning method benefits students and teachers. In one hand, students frequently use technology and feel comfortable and motivated with it, in and out of their English classes. On the other hand, the blended learning method allows students and teachers to experience real-life English by using technology that makes it possible to be culturally interconnected. Blended learning classes can be taught not only in a physical classroom but also in a virtual one. It can be achieved through the use of different platforms for example Classroom, Moodle, Khan Academy, and Social Media blending which is frequently used by the teacher interviewed. This fact matches with the new technological necessities of modern society. Another conclusion is that the blended learning method promotes a different teaching and learning environment where collaboration, self-control, independent learning skills, and motivation are the main principles of it. <p>Concerning the first specific objective and based on the analysis of the results.</p> <ul style="list-style-type: none"> Cellphones, computers, speakers, social networks and video beam projectors are very common tools for implementing the blended learning method in English classes. In one hand, speakers and video beam projectors are used in the face-to-face class but on other hand, cellphones, computers and social networks are used in both inside the class and outside the class; however, they are frequently used beyond the physical classrooms. Moreover, it can be concluded that nowadays, computers do not represent a need, so it is preferable to transfer the activities that were carried out on them to a cellphone due to the portability of it. As a result, it saves money, time, and space since teachers can work from wherever they are because they only need a cellphone to do it. Also, teachers do not have to plan their lessons based on the availability of the laboratories. Technology is often used during and outside of English classes, so teachers and students often hear the songs through the speakers when they are in a class. In addition, cellphones are really important in the development of a blended learning class because students can access to the social network's apps. Also, another advantage of the cellphones is that if the teacher wants to implement a new platform, learners can download it and use it immediately. All this to promote a real experience in English using different technological devices inside and outside English classrooms. It can be concluded that students consider technological devices an excellent way to enrich their vocabulary. The technological devices she used in their English lessons for example, songs, social networks, video beam projectors and movies and the ones used outside the class are computers, cellphones and social networks, too. Unfortunately, the integration of social networks was the only platform used by the English teacher even when she wants to use new one, she is really comfortable using Social Networks. It can be concluded, Social Networks as an efficient technique used by the English teacher for teaching English as a foreign language. In this case, the sample has the opportunity to use Whatsapp and Facebook as tools for developing the B-Learning method inside but mainly outside the classroom. In this case, teachers could emphasize social networks as the main tool even when the ones used by the English teacher are opening a door to a real experience there are another ones which can bring more benefits such as blogs, video conferences,
---	---	--

<p>Castro Beer, Orotina in the III period 2018?</p> <p>General Objective:</p> <p>Analyze the blended learning method for teaching English as a foreign language in eighth graders of 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III period 2018.</p>	<p>specific activities to develop blended learning as a method for teaching English as a foreign language.</p>	<p>and skype in which students can be immersed in a bilingual context.</p> <p>According to the second specific objective.</p> <ul style="list-style-type: none"> It is concluded that the blended learning method can be implemented by the use of a huge variety of activities which can be researched online or created by the teacher her/himself, and they can be carried out in a physical classroom or outside. Technology not only benefits learners but also educators because many teachers around the world upload some activities they use in their classes and share creative resources. Also, it can be concluded that teacher and students enjoy listening songs as part of the mediation activities to enhance the English teaching and the learning process through the technological devices used in their lessons, but also extra activities such as write comics, record conversations or dialogues, and others are applied beyond the class. Writing comics is a way in which learners can apply the language expressing their ideas in a virtual form. On the other hand, the activities not only have to be planned to teachers desire but also students interest and needs because the motivation is really important in the blended learning method. Moreover, teachers and students can take one specific activity and modified it according to their educational target contents as well as their culture for example the Jeopardy game can be a way to make a quiz in the class, but also a written quiz can be sent by e-mail or developed in a blog platform, so the quiz can be solved at home. Another option is that teacher can establish some aspect students have to develop orally, and they send the results through social networks or upload them in different platforms for example Google Classroom. Furthermore, there are different types of blended learning so educators can vary them depending on the necessity and the resources the population has. Also, the quizzes can be carried out through a blog in which students have to comment a topic taken of the cognitive target studied in class. Besides, it requires students' criticism, motivation and research attitudes to achieve a significant learning. <p>According to the third specific objective.</p> <ul style="list-style-type: none"> It can be concluded, that there are many activities that allow the integration of the B-Learning method in an English class such as QR codes which is an activity that can be carried out in different places inside the school for example library, cafeteria, park, and other; however, teacher can implement it at home, sending the QR code and the students have to identify the hidden message, geography game is an activity that can be developed in the computer lab, close-up pictures and online quizzes activities are carried out inside and outside the class, so this is a way to integrate technology in the English classes. It can be concluded that teachers have the possibility to adapt the activities to students' necessities as well as teachers' objectives. The flexibility of the activities is one opportunity to take into account and social networks can bring many alternatives which can enrich the learning process. Some of the activities proposed by the researcher are excellent for students' reality. QR codes are very useful to promote collaboration, respect and innovation because learners can find QR in many events in their lives so they are familiar with them and it is an activity that can be developed in a physical environment and beyond it. Besides, most of the activities included in the proposal can be carried out in a single technological device which is a cellphone and through it develop many assignments.
<p>FACTOR A: Blended Learning</p>	<p>FACTOR B: Teaching English as Foreign Language</p>	<p>FACTOR C: Students of the group 8-1 and its English Teacher at Colegio Técnico Profesional Ricardo Castro Beer, Orotina.</p>



Orotina, Julio 2018

Docentes de Inglés
Colegio Técnico Profesional Ricardo Castro Beer

Estimad@ señor@:

Me complace dirigirme a usted, espero se encuentre bien y, a la vez, aprovecho para solicitarle su colaboración con la siguiente entrevista que pretende recabar información necesaria para el desarrollo del a Tesis titulada “Blended Learning as a method for teaching English as a foreign language in the eighth graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III Period 2018.” para optar por el grado de Licenciatura en la Enseñanza del Inglés. Por lo tanto, su aporte, experiencia y profesionalismo en esta área en específico aportaría información de suma relevancia para esta tesis.

Me despido, no sin antes agradecerle su valiosa colaboración.

Atentamente,

Jenifer Patricia Arroyo Álvarez

Cédula 6- 413- 471

Estudiantes de Licenciatura en la Enseñanza del Inglés

Universidad Hispanoamericana

Interview

Interview #1 addressed to the English teacher of the groups 8-1 of Colegio Técnico Profesional Ricardo Castro Beer.

La presente entrevista pretende recopilar información con respecto al Aprendizaje Combinado. La información brindada será de suma importancia para llevar a cabo esta investigación. Se le agradece anticipadamente su colaboración en este proyecto de investigación.

1. What is your full name?
2. How much time, have you being working as an English teacher?
 - a) First year
 - b) five years
 - c) 6 to 9 years
 - d) 10 or more years
3. How much time, have you being working in this High School?
 - a) First year
 - b) five years
 - c) 6 to 9 years
 - d) 10 or more years
4. In your opinion, which option is the best definition by the Blended Learning method?
 - a) A method which is formed through the incorporation of technology to traditional classes, making an innovative process.
 - b) A method that combines technology during the learning process and it gives students an extra responsibility.
 - c) A combination of face-to-face traditional learning and independent engagement of Students with readymade software.
 - d) None of the above.

5. What kind of technological devices do you use in your classes? You can choose more than one option.
- a) Computer b) Cellphones c) Video Beam d) Speakers
e) Tablets f) Otro_____
6. Have you noticed any different reactions in your students when you incorporate these elements into your lessons?
7. Does this institution have a language laboratory or computer equipment for teaching English as a foreign language?
8. How can technology benefit the teaching process?
9. Based on your professional experience. Would you recommend the use of information communication technology (ICT) as a teaching tool within the English area in this educational center?
10. What are some considerations that should be taken if teachers integrate technology in their lessons?
11. Could you explain me some activities that you developed in your classes?
12. Can you tell me what digital activities your students like the most?
- a) Videos b) Songs c) Chats d) Video Calls e) Movies f) social networks
g) Other: _____
13. What is the role that you promote in your students during the English activities?
14. How can you promote the collaboration and interaction between students in the activities developed in your lessons?
15. Do you incorporate social networks to teach English? How do you integrate them in your classes?

Orotina, Julio 2018

Estudiantes

Sección 8-1

Colegio Técnico Profesional Ricardo Castro Beer

Estimados estudiantes:

Me complace dirigirme a ustedes, espero se encuentren bien y, a la vez, aprovecho para solicitarles su colaboración con el siguiente cuestionario que pretende recabar información necesaria para el desarrollo de la Tesis titulada "Blended Learning as a method for teaching English as a foreign language in the eighth graders of the group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III Period 2018" para optar por el grado de Licenciatura en la Enseñanza del Inglés. Por lo tanto, su aporte y experiencia, aportaría información de suma relevancia para esta tesis.

Me despido, no sin antes agradecerles su valiosa colaboración.

Atentamente,

Jenifer Patricia Arroyo Álvarez

Cédula 6- 413- 471

Estudiantes de Licenciatura en la Enseñanza del Inglés

Universidad Hispanoamericana

Cuestionario

Cuestionario #1 Dirigido a los estudiantes de la secciones 8-1 del Colegio Técnico Profesional Ricardo Castro Beer.

El presente cuestionario pretende recopilar información con respecto al Aprendizaje Combinado. La información brindada será de suma importancia para llevar a cabo esta investigación. Además, todos los datos serán utilizados de manera confidencial y serán representados en forma numérica. Sin embargo usted tiene todo el derecho de participar o no en este cuestionario. Se le agradece anticipadamente su colaboración en este proyecto de investigación.

Favor completar cada espacio con lo que se le solicita. Marque con una x en cada opción que usted considera responde a lo que se le está preguntando.

1. Edad: _____ años

2. Género

() Masculino () Femenino

3. ¿Cuál/ cuales de los siguientes elementos tecnológicos son utilizados en las clases de Inglés? **Se puede elegir más de una opción.**

() Computadora

() Celular

() Proyector

() Redes sociales

() Otro: _____

4. ¿Con que frecuencia utiliza usted herramientas tecnológicas para realizar sus tareas escolares?
- Siempre
 - Frecuentemente
 - Algunas veces
 - Rara vez
 - Nunca
5. ¿Cuál de los siguientes elementos tecnológicos considera usted que pueden enriquecer el vocabulario del idioma Inglés? Se puede elegir más de una opción.
- Redes sociales
 - Video Juegos
 - Canciones
 - Diccionario
 - Películas
6. ¿Con que frecuencia utiliza su celular en las clases de Inglés para realizar las tareas asignadas por su docente?
- Siempre
 - Frecuentemente
 - Algunas veces
 - Rara vez
 - Nunca

7. ¿Cuál de las siguientes redes sociales son utilizadas por su docente para realizar trabajos relacionados con la clase de inglés? **Se puede elegir más de una opción.**

- Snapchat
- Facebook
- Instagram
- Twiter
- Otro _____

8. ¿Cuál considera usted que es su rol dentro de las clases de inglés? **Se puede elegir más de una opción.**

- Activo
- Pasivo
- Investigador
- Líder

9. ¿Con qué frecuencia las actividades desarrolladas en las clases de inglés promueven la colaboración entre los estudiantes?

- Siempre
- Frecuentemente
- Algunas veces
- Rara vez
- Nunca

10. ¿Cuál es el rol de su docente durante las actividades desarrolladas en las clases inglés? **Se puede elegir más de una opción.**

- Transmisor de Conocimiento (el único que posee el conocimiento)
- Docente Guía (estimula a los estudiantes aprender)
- Docente Activo (el único que habla)

11. ¿Cuenta usted con acceso a internet dentro del centro educativo que le permita realizar actividades en línea relacionadas con la materia de inglés?

- Siempre
- Frecuentemente
- Algunas veces
- Rara vez
- Nunca

Table N° 2

Hoja de control de variables indicadores y preguntas.

Variables	Indicator	Instrument	N° of the question	It is applied to:	Observations
1 independent Factor A Blended Learning	Participation	Interview/ Questionnaire	I. Interview: #13 Questionnaire: #8, #10	Teacher/ Students	
1 independent Factor A Blended Learning	Collaboration/ interaction	Interview/ Questionnaire	II. Interview: #14 Questionnaire: #9	Teacher/ Students	
1 independent Factor A Blended Learning	Development of digital activities	Interview	III. #8, #11, #12	Teacher	
1 independent Factor A Blended Learning	Interest/ Motivation	Interview	IV. #6	Teacher	
1 independent Factor A Blended Learning	Labs/ computers	Interview	V. #7	Teacher	
1 independent Factor A Blended Learning	ICTS	Interview	VI. #9	Teacher	
2 dependent Factor B Teaching English	Use of social Networks to practice English	Interview/ Questionnaire	VII. Interview: # Questionnaire: #7	Teacher/ Students	
2 dependent Factor B Teaching English	Internet access to develop English Online activities	Questionnaire	VIII. #11	Students	
2 dependent Factor B Teaching English	Technological elements to teach English in a class	Interview/ Questionnaire	IX. Interview: # 5 Questionnaire: #3, #4, #5, #6	Teacher/ Students	
2 dependent Factor B Teaching English	Balance between face-to-face and technology.	Interview	X. #10	Teacher	

CARTA DEL TUTOR

San José, 21 de febrero de 2019.

Destinatario
Carrera
Universidad Hispanoamericana

Estimado señor:

La estudiante Jenifer Patricia Arroyo Álvarez, cédula de identidad número 604130471, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **Blended Learning as a Method for Teaching English as a Foreign Language in the Eighth Graders of the Group 8-1 at the Colegio Técnico Profesional Ricardo Castro Beer, Orotina, III Period 2018**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	9
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	18
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	26
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	14
	TOTAL		85

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

Nombre *Luis Maroto Chayarría*
 Cédula identidad N...
 Carné Colegio Profesional N...12605

Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante:
Nombre del Tutor:

Jenifer Patricia Arroyo Álvarez
Luis Guillermo Maroto Chavarría

TESIS:

TESINA:

PROYECTO:

SEDE:
FECHA:
LUGAR:
HORA INICIO:
HORA CIERRE:

Puntarenas
3 / 8 / 2018
UH Puntarenas
5:30 pm
6:30 pm

SESIÓN	
	1
	3/8/2018
TEMAS TRATADOS:	* Discusión de la propuesta del tema y de los objetivos tanto generales como específicos.
ACUERDOS:	* Dividir el segundo capítulo en dos e iniciar con el contexto histórico.
AVANCES:	* Para la próxima reunión el avance del primer capítulo de la tesis.
LIMITACIONES:	* En esta sesión no surge ninguna limitación debido a que el estudiante solo presenta al tutor el tema y los objetivos con el fin de dar una idea de lo que este espera de la investigación.
OBSERVACIONES:	*Mejorar el problema de investigación tomando en cuenta las reglas de su formulación

PROXIMA SESIÓN :

FECHA: 28-8-2018

HORA: 5:30 pm

LUGAR: UH Pur

Firma Estudiante

Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez
Nombre del Tutor: Luis Guillermo Maroto Chavarría
SEDE: Puntarenas
FECHA: 28/8/18
LUGAR: UH Puntarenas
HORA INICIO: 5:30 pm
HORA CIERRE: 6:30 pm

TESIS:
TESINA:
PROYECTO:

SESIÓN	2
	28/8/2018
TEMAS TRATADOS:	*Revisión del primer capítulo. *Análisis del problema de investigación.
ACUERDOS:	*Para el segundo capítulo iniciar la redacción el contexto histórico del segundo capítulo.
AVANCES:	*Iniciar la redacción del contexto histórico del segundo capítulo de la tesis.
LIMITACIONES:	* No existió ninguna limitación en esta sesión.
OBSERVACIONES:	*Mejorar el problema de investigación tomando en cuenta las reglas de su formulación.

PROXIMA SESIÓN : **FECHA:** 17-9-2018
MR
ETA
Firma Estudiante

HORA: 5:30 pm

Firma Tutor

LUGAR: UH Puntarenas

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana

BITÁCORA PARA MODALIDAD DE GRADUACIÓN



Nombre del Estudiante:

Jenifer Patricia Arroyo Álvarez

TESIS:

Nombre del Tutor:

Luis Guillermo Maroto Chavarría

TESINA:

SEDE:

Puntarenas

PROYECTO:

FECHA:

17/9/2018

LUGAR:

UH Puntarenas

HORA INICIO:

5:30 pm

HORA CIERRE:

6:30 pm

SESIÓN	3
	17/9/2018
TEMAS TRATADOS:	* Revisión del contexto histórico como parte del segundo capítulo.
ACUERDOS:	* Iniciar la formulación de los instrumentos.
AVANCES:	* Redactar la segunda parte del capítulo 2 (Contexto teórico).
LIMITACIONES:	* Todo el documento donde se encuentra la información del contexto histórico del colegio se encuentra en español.
OBSERVACIONES:	* La misión y visión del colegio se debe de redactar en inglés.

PROXIMA SESIÓN :

FECHA: 28-9-2018

HORA: 5:30 pm

LUGAR: UH Puntarenas

JR
eja
Firma Estudiante

[Firma]
Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante:

Jenifer Patricia Arroyo Álvarez

TESIS:

Nombre del Tutor:

Luis Guillermo Maroto Chavarría

TESINA:

SEDE:

Puntarenas

PROYECTO:

FECHA:

28/9/2018

LUGAR:

UH Puntarenas

HORA INICIO:

5:30 pm

HORA CIERRE:

6:30 pm

SESIÓN	4
	28/9/2018
TEMAS TRATADOS:	<ul style="list-style-type: none"> * Análisis del contexto teórico. * Revisión de la misión y visión del colegio. * Revisión de instrumentos de recolección de información.
ACUERDOS:	<ul style="list-style-type: none"> * Buscar citas que vengan en inglés o parafrasear en inglés las citas que estaban en español.
AVANCES:	<ul style="list-style-type: none"> * Formulación del tercer capítulo.
LIMITACIONES:	<ul style="list-style-type: none"> * Muchos de los trabajos que se han realizado sobre "Blended Learning" están redactados en español.
OBSERVACIONES:	<ul style="list-style-type: none"> * Cambiar las citas de español a Inglés

PROXIMA SESIÓN :

FECHA: 22-10-2018

HORA: 6:00 pm

LUGAR: UH Puntarenas

JR
eja
Firma Estudiante

[Firma]
Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez
Nombre del Tutor: Luis Guillermo Maroto Chavarría
SEDE: Puntarenas
FECHA: 22/10/2018
LUGAR: UH Puntarenas
HORA INICIO: 6:00 pm
HORA CIERRE: 7:00 pm

TESIS: X
TESINA:
PROYECTO:

SESIÓN	5
	22/10/2018
TEMAS TRATADOS:	* Revisión del tercer capítulo.
ACUERDOS:	* Trabajar en la encuesta de los estudiantes.
AVANCES:	* Iniciar la el análisis de los datos de la encuesta dirigida a los estudiantes de octavo año.
LIMITACIONES:	* No existió ninguna limitación en esta sesión.
OBSERVACIONES:	* Cambiar la redacción de los documentos primarios, secundarios y terciarios, ya que no deben aparecer las referencias ni los links porque esa información va en las referencias bibliográficas.

PROXIMA SESIÓN : **FECHA:** 19-11-2018 **HORA:** 5:30 pm **LUGAR:** UH Puntarenas
Firma Estudiante: **Firma Tutor:**

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez
Nombre del Tutor: Luis Guillermo Maroto Chavarría

TESIS:

TESINA:

PROYECTO:

SEDE: Puntarenas
FECHA: 19/11/2018
LUGAR: UH Puntarenas
HORA INICIO: 5:30 pm
HORA CIERRE: 6:30 pm

SESIÓN	6
	19/11/2018
TEMAS TRATADOS:	* Revisión de los resultados del análisis realizado a los estudiantes por medio de la encuesta.
ACUERDOS:	* En esta sesión el único acuerdo que surgió fue la entrega del capítulo de los resultados para la próxima reunión.
AVANCES:	* Trabajar en el análisis de los datos de la entrevista realizada a la docente de inglés.
LIMITACIONES:	* No se pueden crear gráficos debido a la naturaleza del instrumento.
OBSERVACIONES:	* Los gráficos seleccionados son una buena forma de representar los resultados obtenidos.

PROXIMA SESIÓN :

FECHA: 6-12-2018

HORA: 5:30 pm

LUGAR: UH Puntarenas

Firma Estudiante

Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana

BITÁCORA PARA MODALIDAD DE GRADUACIÓN



Nombre del Estudiante:
Nombre del Tutor:

Jenifer Patricia Arroyo Álvarez
Luis Guillermo Maroto Chavarría

TESIS:

TESINA:

PROYECTO:

SEDE:

Puntarenas

FECHA:

6/12/2018

LUGAR:

UH Puntarenas

HORA INICIO:

5:30 pm

HORA CIERRE:

6:30 pm

SESIÓN	7
	6/12/2018
TEMAS TRATADOS:	* Análisis de los resultados de la entrevista dirigida a la docente de inglés.
ACUERDOS:	* Incluir en los resultados las preguntas de información general realizadas en el cuestionario.
AVANCES:	* Formulación de las conclusiones y recomendaciones.
LIMITACIONES:	* Para el desarrollo de esta sesión no existió ninguna limitación.
OBSERVACIONES:	* Incluir los datos de la información general realizada a los estudiantes dentro de los resultados de la investigación.

PROXIMA SESIÓN :

FECHA: 17-12-2018

HORA: 5:30 pm

LUGAR: UH Puntarenas

JPA
etc
Firma Estudiante

[Firma]
Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

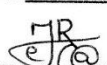
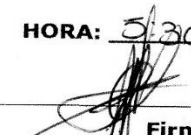
Universidad Hispanoamericana



BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez **TESIS:** X
Nombre del Tutor: Luis Guillermo Maroto Chavarría **TESINA:**
SEDE: Puntarenas **PROYECTO:**
FECHA: 17 / 12 / 2018
LUGAR: UH Puntarenas
HORA INICIO: 5:30 pm
HORA CIERRE: 6:30 pm

SESIÓN	8
	17/12/2018
TEMAS TRATADOS:	
	*Revisión de las conclusiones y recomendaciones.
ACUERDOS:	
	* Generar la mayor cantidad de conclusiones y recomendaciones según lo permita el trabajo realizado y los objetivos del investigador.
AVANCES:	
	* Formular la propuesta de la tesis establecida en el tercer objetivo específico
LIMITACIONES:	
	* Muy pocas conclusiones.
OBSERVACIONES:	
	* Faltan las conclusiones del tercer objetivo.

PROXIMA SESIÓN : **FECHA:** 25-1-2019 **HORA:** 5:30 pm **LUGAR:** UH Puntarenas

Firma Estudiante 
Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana

BITÁCORA PARA MODALIDAD DE GRADUACIÓN



Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez **TESIS:** X
Nombre del Tutor: Luis Guillermo Maroto Chavarría

SEDE: Puntarenas **TESINA:**
FECHA: 25/1/2019 **PROYECTO:**
LUGAR: UH Puntarenas
HORA INICIO: 5:30 pm
HORA CIERRE: 6:30 pm

SESIÓN	9
	25/1/2019
TEMAS TRATADOS:	* Revisión de la propuesta de tesis.
ACUERDOS:	* Revisar que todos los autores utilizados para la confección del trabajo se encuentren incluidos en las referencias bibliográficas.
AVANCES:	* Trabajar en el capítulo de las referencias bibliográficas así como en los anexos.
LIMITACIONES:	* No se presentó ninguna limitación en esta sesión.
OBSERVACIONES:	* La propuesta no debe ir incluida en las conclusiones y recomendaciones se debe crear un capítulo nuevo para la propuesta.

PROXIMA SESIÓN : **FECHA:** 18-2-2019 **HORA:** 5:30 pm **LUGAR:** UH Puntarenas

JR [Firma]
Firma Estudiante **Firma Tutor**

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

Universidad Hispanoamericana




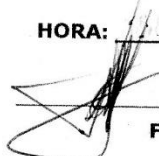
BITÁCORA PARA MODALIDAD DE GRADUACIÓN

Nombre del Estudiante: Jenifer Patricia Arroyo Álvarez
Nombre del Tutor: Luis Guillermo Maroto Chavarría
SEDE: Puntarenas
FECHA: 18/2/2019
LUGAR: UH Puntarenas
HORA INICIO: 5:30 pm
HORA CIERRE: 6:50 pm

TESIS: X
TESINA:
PROYECTO:

SESIÓN	10
	18/2/2019
TEMAS TRATADOS:	*Revisión del capítulo de las referencias bibliográficas.
ACUERDOS:	* Separar las referencias de los trabajos citados y los consultados en dos listas de referencias.
AVANCES:	* No se pidió ningún otro avance.
LIMITACIONES:	* No se dio ninguna limitación.
OBSERVACIONES:	*Los trabajos citados y consultados deben ir formulados en listas separadas.

PROXIMA SESIÓN : _____ **FECHA:** _____ **HORA:** _____ **LUGAR:** _____

Firma Estudiante


Firma Tutor

Es obligatorio la entrega de las bitácoras de todas las sesiones de trabajo y deben incluir las firmas del Tutor y del Estudiante

**ANEXO 1 (Versión en línea dentro del Repositorio)
LICENCIA Y AUTORIZACIÓN DE LOS AUTORES PARA PUBLICAR Y
PERMITIR LA CONSULTA Y USO**

Parte 1. Términos de la licencia general para publicación de obras en el repositorio institucional

Como titular del derecho de autor, confiero al Centro de Información Tecnológico (CENIT) una licencia no exclusiva, limitada y gratuita sobre la obra que se integrará en el Repositorio Institucional, que se ajusta a las siguientes características:

- a) Estará vigente a partir de la fecha de inclusión en el repositorio, el autor podrá dar por terminada la licencia solicitándolo a la Universidad por escrito.
- b) Autoriza al Centro de Información Tecnológico (CENIT) a publicar la obra en digital, los usuarios puedan consultar el contenido de su Trabajo Final de Graduación en la página Web de la Biblioteca Digital de la Universidad Hispanoamericana
- c) Los autores aceptan que la autorización se hace a título gratuito, por lo tanto, renuncian a recibir beneficio alguno por la publicación, distribución, comunicación pública y cualquier otro uso que se haga en los términos de la presente licencia y de la licencia de uso con que se publica.
- d) Los autores manifiestan que se trata de una obra original sobre la que tienen los derechos que autorizan y que son ellos quienes asumen total responsabilidad por el contenido de su obra ante el Centro de Información Tecnológico (CENIT) y ante terceros. En todo caso el Centro de Información Tecnológico (CENIT) se compromete a indicar siempre la autoría incluyendo el nombre del autor y la fecha de publicación.
- e) Autorizo al Centro de Información Tecnológica (CENIT) para incluir la obra en los índices y buscadores que estimen necesarios para promover su difusión.
- f) Acepto que el Centro de Información Tecnológico (CENIT) pueda convertir el documento a cualquier medio o formato para propósitos de preservación digital.
- g) Autorizo que la obra sea puesta a disposición de la comunidad universitaria en los términos autorizados en los literales anteriores bajo los límites definidos por la universidad en las "Condiciones de uso de estricto cumplimiento" de los recursos publicados en Repositorio Institucional.

SI EL DOCUMENTO SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA O UNA ORGANIZACIÓN, CON EXCEPCIÓN DEL CENTRO DE INFORMACIÓN TECNOLÓGICO (CENIT), EL AUTOR GARANTIZA QUE SE HA CUMPLIDO CON LOS DERECHOS Y OBLIGACIONES REQUERIDOS POR EL RESPECTIVO CONTRATO O ACUERDO.

**UNIVERSIDAD HISPANOAMERICANA
CENTRO DE INFORMACION TECNOLÓGICO (CENIT)
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA
DE LOS TRABAJOS FINALES DE GRADUACION**

San José, 23 de julio, 2019

Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Janifer Patricia Arroyo Álvarez con número de identificación 6-04130471 autor (a) del trabajo de graduación titulado Blended learning as a method for teaching English as a foreign language in the eighth graders of the group B-T at the Colegio Técnico Profesional Ricardo Castro Boer, Orotina III Period 2018 presentado y aprobado en el año 2019 como requisito para optar por el título de Licenciatura en la enseñanza del Inglés; (SI / NO) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

JR
JPA 6-0413-0471
Firma y Documento de Identidad