

UNIVERSIDAD TÉCNICA DEL NORTE (UTN)

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

TEMA:

Blended Learning Approach to Enhance Speaking Skills of Sophomore Students
at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los
Idiomas Nacionales y Extranjeros.**

Línea de investigación: Gestión, Calidad de la Educación, Procesos Pedagógicos e Idiomas

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Ibarra, 2023

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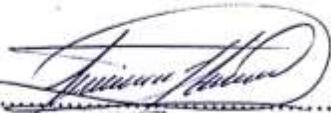
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DEDICATION

I dedicate this work to the most important people in my life. Those who have instilled values and quality education in me. They always trusted and accompanied me in this process with big smiles and love in their hearts.

For her warm words to Norma Iñiguez, my mother.

For their encouragement, to Armando Sanmartin, my father.

For their protection, to Dayana Sanmartin, my sister.

-Kimberly Sanmartin

ACKNOWLEDGEMENT

First, I express my immense gratitude to God for providing me with wisdom and leading my way to find myself in this place today.

Secondly, to the honorable Técnica del Norte University, an institution that opened its doors to me and formed me as a professional. Here, I have developed essential skills and acquired the knowledge that will lead me to success. In addition, I met my best friends in this place, who have also been part of this pleasant process.

In addition, I thank my parents for all the love, trust, and support they have given me during this stage of my life. They have offered me the best example. I thank them for being the engine and the motivation for my achievements.

Thanks to dear teacher Fernando Flores, all this has been possible thanks to his guidance. Besides being my tutor, he is a great friend and educator.

Finally, I thank every English major professor who gave me their knowledge, company, and guidance.

-Kimberly Sanmartin

ABSTRACT

The present research work was developed to determine the strategies of the blended learning approach used by English teachers to enhance their students' speaking skills. The research topic was born from the problem of the low use of technological strategies to support face-to-face teaching in the development of second language academic skills. The research was conducted at the "Colegio de Bachillerato Universitario UTN" in Ibarra in the academic period 2022-2023. Two types of instruments were used for data collection, with qualitative and quantitative approaches, respectively. The theoretical foundation is focused on the strategies of the Blended Learning Approach applicable to current education. In the data collection phase, the English teachers and sophomore students participated. Based on the results obtained, it was possible to conclude that English teachers do not frequently use B-learning approach strategies. For this reason, developing a strategy guide for enhancing the learners' speaking skills was necessary. Therefore, the main purpose of the study was to create a guide for teachers with B-learning strategies, activities, and tools that favor the improvement of this skill.

Keywords: B-Learning, strategy, guide, speaking, enhancement

RESUMEN

El presente trabajo de investigación se desarrolló con el fin de determinar las estrategias del Blended Learning approach utilizadas por los profesores de inglés para mejorar las habilidades de expresión oral de sus estudiantes. El tema de investigación nació de la problemática del bajo uso de estrategias tecnológicas para apoyar la enseñanza presencial en el desarrollo de habilidades académicas de una segunda lengua. La investigación se realizó en el Colegio de Bachillerato Universitario UTN de Ibarra en el periodo académico 2022-2023. Para la recolección de datos se utilizaron dos tipos de instrumentos, con enfoques cualitativo y cuantitativo. La fundamentación teórica se centra en la utilidad de las estrategias de Blended Learning approach en la educación actual. En la fase de recolección de datos participaron los docentes del área y los alumnos de segundo año de bachillerato. Con base en los resultados obtenidos, se pudo concluir que los profesores de inglés no utilizan con frecuencia las estrategias del enfoque B-learning. Por lo tanto, fue necesario desarrollar una guía para los profesores con estrategias, actividades y herramientas B-learning que favorezcan la mejora del speaking en el alumnado.

Palabras clave: B-Learning, estrategia, guía, habla, fortalecimiento

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INTRODUCTION

Problem Statement

English language learning is one of the main challenges for schools worldwide. Every day many students turn to websites, online teaching programs, and books to learn and increase their language proficiency. Despite this, only some students achieve their goals. In the first instance, the major limitation of English language learning is the difficulty in acquiring speaking skills, specifically fluency in speech. It involves a readaptation of the learner's mental processes, which usually is complicated. In the second instance, the poor use of technological teaching and learning strategies often delays the educational process. It results in high costs, waste of resources, and frustration, a fact reflected in the world's English language test results.

In Latin American countries, English proficiency is very low, and they are at the bottom of the global English ranking. Besides, a large portion of them shows a decline in their results concerning learning as (Cronquist & Fizbein, 2017) indicates in their study that the fourteen ranked Latin American countries are in the two lowest categories of beginner and primary, many of them placed in the last position (pp.13-17). This reality means that students need help communicating basic information or taking a substantial role in complex discussions and tasks, although they can read and speak simple sentences. At this stage, problems in knowledge management and the development of speaking skills are evident. Besides, in South America, schools also need to provide a solid knowledge base in foreign languages, which causes deficiencies to intensify, and students take a long time to acquire skills and eventually drop out of school. In addition, teachers in this region need help developing fluency in their students and more support from the state to strengthen their pedagogical skills.

School deficiencies intensified from the COVID-19 health emergency. Even though the government implemented virtual education to meet the country's schooling needs, academic performance declined. Many students do not have devices to enter their classes and carry out the activity. In contrast, those who did have them needed better digital management. As mentioned in the investigation (UNESCO, 2020), it was determined that 43% of the world's population did not have access to the internet, and a significant percentage did not have the necessary digital knowledge to study online. Another equally important aspect was the interaction between peers, which was lost due to mobility restrictions and social isolation, resulting in feelings of loneliness and worry in the students. Additionally, teachers were not prepared to face the unstable educational situation, their digital skills were deficient, and their educational practice demanded readjustments.

Educational digital world, such as E-learning and B-learning, which are educational options based on technology and different teaching modalities. However, there is still a barrier that prevents its practical application in educational establishments: lack of knowledge. Many people in the adult teaching population need more information about the use of ICT in the academic context, especially since many teachers have been instructed with models before the appearance of the Internet and digital phenomena. Continuing with the previous idea, the appearance of educational and technological tools is also a fundamental factor in current learning. Establishing a balance between its educational use and entertainment represents a real challenge for society, teachers, and students. As is well known, people can find countless resources to learn a language and any topic on the Internet. However, many young users only get good results when working with supervision. This can be confirmed by comparing the time a person spends on the Internet and the advances in their knowledge. This situation means that most students require a tutor to complement their virtual learning (Camp, 2011).

On the other hand, another aspect that aggravates this problem is the lack of study autonomy. Its factor is crucial to acquire academic and communicative skills in a foreign language. Despite many students having highly developed acquisition skills, lack of determination and disinterest hinder their learning. For this reason, the assistance of a tutor or guide is essential in education contexts. Today, many teachers integrate virtuality in their classes to reinforce and practice the contents. They motivate and monitor students' progress. Nevertheless, combining the two modalities of education in a balanced way is a hard job and requires a lot of effort and involvement by either the teacher or the learner.

All these factors mentioned above demonstrate that developing oral proficiency in a second language can be difficult when these aspects influence learners. This is the case in Ecuador, where deficiencies in English language acquisition have been evidenced throughout the country. For instance, the reality of sophomore students at UTN in Ibarra, Imbabura province, in which learners have problems in the development of speech due to the use of teaching-learning methodologies that are not adjusted to the student's own needs. Also, the limited use of technological tools in teaching practice.

Based on them, it is necessary to raise the following questions, which were answered throughout the research:

- How can B-Learning strategies be used to improve fluency in speech?
- Can the use of B-learning strategies accelerate the development of speaking skills?
- Why are B-Learning strategies practical for improving speaking skills?

Justification

This research arises from the need to implement educational strategies that include the blended learning approach to improve speaking skills in English classes since technology offers academic information instantly and facilitates the creation of interactive and motivating environments to acquire knowledge in a second language. Based on this idea, this study shows that B-learning strategies can improve oral skills in second-year students.

Today, technologies are crucial tools in the classroom and the teaching-learning processes worldwide. Developing a second language is much easier if students rely on the digital tools at their disposal. Using cell phones, tablets, and computers to practice the language allows the student to live a more authentic experience when communicating and speaking English. In such a way, students take an active role in their education and can select the topics of their interest with which they practice. As a result, students play an autonomous and responsible role in their education. They can choose and adapt the resources to their needs. In addition, it develops their curiosity and creativity, which ultimately leads the learner to engage with the language and improve their skills.

For all this, incorporating the Blended learning approach in English classes is extremely important. This approach makes it possible to combine the best of face-to-face training by a teacher and the best of virtual resources found online so that it becomes the middle path between distance learning and face-to-face teaching. Ahmad (2021) indicates that adopting a combined approach is the best option in the face of student learning demands since it improves the learning experience thanks to its variety of alternatives and the interaction that can take place virtually or in person. Children, youth, and adolescents are linked virtually, so education must adopt the best of this world and integrate it into their curricula.

Educational impact

The use and application of teaching methodologies that consider digital technologies are indispensable nowadays. It helps students to improve their speaking skills in an interactive way and with greater access to resources and information. Students can interact orally and establish conversations with other members of society. With this, students could speak and communicate from a foreign language in specific contexts and use resources at their fingertips.

Cultural Impact

The associated effect on the community is related to the linguistic diversity that opens doors in all areas, considering that it can lead to the acquisition of knowledge about other nationalities and cultures, which leads to an increase in cultural heritage.

Technological impact

The technological impact of the proposal is quite vital since it is intended to promote the use of specialized tools and digital media in the teaching-learning of students since it provides a variety of activities and allows the person to adapt to their needs and possibilities; as well as opening the improvement in the technological skills of people.

Objectives

General

Determine blended learning strategies to enhance the speaking skills of sophomore students at Bachillerato Universitario UTN in the academic year 2022-2023.

Specifics

- Establish the theoretical bases of the blended learning approach for developing speaking skills in a classroom.
- Diagnose the strategies used by teachers in the improvement of speaking skills of sophomore students at Bachillerato Universitario UTN.
- Design an academic guide based on a blended learning approach to improve speaking skills.

Description of the Research Structure

The following components constitute the present research:

- In Chapter I, built the theoretical framework from scientific information from documents, scientific articles, Internet pages, and university research on speaking skills and the Blended learning approach.
- In Chapter II, the methodology was defined, considering the type of research, methods, techniques, research instruments, the study population, data analysis, and procedure.
- In Chapter III, the results and discussion were determined through statistical graphs and their analysis. The discussion was made by considering the results based on the teachers, students, and theoretical framework.
- In Chapter IV, the proposal of a strategy guide based on the B-learning approach to improve speaking skills was developed considering the theoretical foundations and the application of the strategies.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter reviews concepts, theories, research, academic papers, and scientific articles on the blended learning approach in education. In addition, some more relevant background on its application at national, international, and global levels over the years. As a result of this section, the theoretical bases that support this research were obtained. Several authors focused on this approach are also known and cited below.

1.1. Teaching and Learning Theories

Education is one of the most studied fields in society. Over time, many authors and experts have invested years of study in knowing the factors and aspects of influence in the teaching-learning process. As well as in generating possible solutions to these factors. In this context, the learning theories known today have been established. Learning theories are theoretical constructs about education applied in schools and colleges to guide pedagogy and learning. There are many theories and many studies of this type. However, not all of them are effective since many of them have become almost obsolete with globalization and societal changes. Learning theories are fundamental in education. These allow for directing the instructional process adequately and obtaining better results thanks to its theoretical foundations and teaching methodology. In addition, they benefit from creating school environments in which the contents and activities respond to the student's learning styles or to the characteristics of the context in which the educational process takes place (Schunk, 2012).

1.1.1. Constructivism Learning Theory

Constructivism is a learning theory that is oriented towards individual action in the construction of knowledge. That is, knowledge is formed from a person's own experiences, subjectively and personally. This theory was born by Jean Piaget, who laid the first foundations of this theory currently known worldwide. For him, learning is a process of assimilation and accommodation in which the subject interacts directly with the object of knowledge in such a way that it is not always true to reality but depends on the person who performs the actions and experiences. Subsequently, other authors with new perspectives were added to the initial postulates, for example, Ausubel who determined that there must be significant factors to construct knowledge. This is so that the apprentice can internalize and use them throughout his life. Another important character in this theory is Vygotsky, who, thanks to his sociocultural theory, revealed that knowledge results from the individual's interaction with the environment that surrounds him. This is why people have different knowledge, and their learning is not the same (Hein, 1991).

In education, the foundations of constructivism are essential as they give students a sense of responsibility and control in their own learning. Pupils are able to connect their previous knowledge with the new one and determine how important this is for their education. Furthermore, when knowledge is not completely accurate, the student has the opportunity to accommodate it as he assimilates it. On the other hand, for teachers, this theory is extremely helpful in building active and interactive environments. Teachers can establish large or small work groups in which students develop a task thanks to their individual knowledge and share it in their group or for the whole class. Considering the two previous points, constructivism will improve the student-teacher relationship thanks to its negotiations and cooperation between the actors.

For all these reasons, constructivism is fundamental in applying the blended learning approach, considering that there is a complementary relationship between its foundations and the roles assigned to educational actors (Mittal & Devi, 2020). First, the classes focus on the student's interests and respond to the doubts generated in the learning process. This situation is reflected in their classrooms, which are usually very different from the traditional ones. Second, they value using technological tools, which today have the most significant impact on education. It is how constructivism considers education according to the person and the context of its collaborative and cooperative development, while blended learning is an attractive environment for the student, a combination that generates bilateral benefits.

In addition, this gives excellent value to the thought and language of the individual since these two aspects are of great relevance in the cognitive processes that allow the acquisition of knowledge and learning from more complex processes established in the social field. According to the theoretical study carried out by Congo Maldonado et al. (2018), the relationship between thought and language is notorious. It is giving as a result that this theory becomes even more relevant for this work that is focused on the improvement of speech in a foreign language

1.1.2. Humanism Learning Theory

Humanism is a learning theory that emerged at the beginning of the 20th century with Abraham Maslow and Carl Rogers, considered two of the most relevant representatives of this theory, which is currently adapted to teaching programs in schools and universities worldwide. In its beginnings, it was oriented to pedagogical reform since it sought to modify the direction and the roles of the instructor of that time. Then, its concepts were taught to practice for an educational purpose. A situation that, with the passing of the years, lost strength since the initial idea was distorted and new experts reoriented education to the social sciences and the holistic use of theories. In such a way, a theoretical-practical perspective was obtained in which school experiences can be generalized but also promoted the development of individual autonomy. In other words, the humanist pedagogical model refers to education based on the person and for life. It considers that individuals acquire knowledge based on feelings, beliefs, values, and needs, which become the primary motivation to meet objectives inside and outside the academic field (Broudy, 1973).

1.2. Teaching Methods and Approaches

The teaching-learning methods and approaches are proper components of education. These can be conceptualized as an organized set of practices for teaching, which has a theoretical foundation and a series of practical alternatives that teachers can use to develop a second language more efficiently and effectively just as they can also be defined as systematic proposals that guide the behavior of teachers in schooling.

1.2.1. Differences between a method and an approach

The terminologies, methods, and approaches often need clarification within the educational field. The vast majority of times, people tend to believe that these two words are and mean the same thing, in such a way that they consider that the methodological objective in education does not change; however, this is not entirely true, for this reason, several experts and scholars on the subject have made an effort to define the main characteristics that allow them to be differentiated, in such a way that they are not misused.

The word approach relates to the macro form of the pedagogical model; there are the beliefs and the general theoretical basis on which the teaching will be focused. It is designed from a concrete reality and educational needs in such a way that it is taken as a planned way with which the educator can conduct his academic work. On the other hand, the concept method refers to the systematic procedure that facilitates and enhances students' learning. It is a set of principles, strategies, and activities that help to achieve educational objectives (Hasanova, 2021).

1.2.2. Technological Methods and Approaches

As in society, the emergence of the Internet and its digital tools significantly impacted education. Nowadays, students worldwide have access to a large amount of information on the Internet. But also, it plays a crucial role in your social life in such a way that its use cannot be avoided. However, in the academic field, technology also plays an essential role since it serves as a bridge to reinforce and improve students. For example, platforms, didactic materials, and virtual spaces for individual and collective study contribute to apprentices' learning (Al-Mahrooqi & Trouid, 2014).

Technologies greatly support teachers since they offer them more alternatives to develop material for their classes and favor interaction between educational actors. In such a way, teachers become more creative and invite students to be too. Another essential aspect to highlight is that a network connection is only sometimes necessary since resources can be downloaded and used offline, another opportunity web tools provide us (Obando et al., 2017) .

On the other hand, technology also helps to guarantee access to education for more people worldwide since it destroys the temporal and territorial limits of the historical school. It is how the network provides a reasonably comprehensive opportunity for students. Thanks to those mentioned above, new teaching-learning methods and approaches were born that base their foundations on using and implementing technology in the educational process. Among the most prominent are three main ones: E-Learning, B-Learning, and M-Learning.

Table 1

E-Learning, B-Learning and M-Learning Comparison

	Electronic Learning (E-Learning)	Blended Learning (B-Learning)	Mobile Learning (M-Learning)
Meaning	The teaching-learning process is based on online virtual platforms, that is, at a distance. There is no physical interaction between the teacher and his student other than that provided by electronic devices.	It combines a teaching model that mixes face-to-face training by a teacher or trainer and online learning activities. There is a good level of interaction in which communication predominates.	The educational process in which students learn from a handheld device such as cell phones, tablets, or iPod, among others. It is usually based on a wireless connection.
Principal features	The instruction is carried out remotely from the internet, in which the contents and schedules adapt to the student's disposition. It works on a virtual platform.	It consists of face-to-face classes and virtual activities monitored by the teacher, so its methodology is blended. Still, it is based on the teacher's schedules and institutional physical space.	Learning is virtual, wireless, and flexible; students are guided by activities and classes planned by the teacher to be carried out from a cell phone. The cell phone only sometimes favors research, unlike other devices.
Requirements	Desktop computer, laptop, fixed internet connection and digital platform.	Computer, internet, notebooks, and classroom.	Mobile device, applications adapted to the phone, internet connection.

Note. This graph shows the characteristics of three digital methods and approaches used today for the teaching-learning of a foreign language. Taken from (Guano et al., 2021)

1.2.2.1. Electronic Learning

Globalization brought significant changes worldwide. One of the most important was the appearance of the Internet and its facilities; this broke the territorial gaps and hours people for their communication and generate new channels students could access. It is how the prefix "E" was born, with which all the activities carried out on the network are represented, in this case, E-Learning related to education.

When referring to this model, there are many definitions since many authors have conceptualized it. However, in general terms, this is a study model in which the teaching-learning process is carried out online through an academic platform, email, or a pre-installed application. The content is based on a program prepared and planned by the teacher, who will guide regular learning through virtual meetings or a digital communication channel (FAO, 2021). For this reason, the student plays one of the most critical roles since he is responsible for using the contents, practicing, preparing independently, and generating questions to clarify with his tutor.

E-learning types

When discussing technology use in education, several types of content and their uses can be highlighted since there is a wide variety of educational materials that students can use with a digital device and an internet connection. fixed or temporary.

- ***Simple learning digital resources***

This type of educational resource refers to all those materials whose format is digital but not interactive so that students can watch, read, or listen to them but cannot perform any action on them. In most of them, they are usually reinforcement materials used by teachers to share or present information on a particular topic, thus becoming a great teaching resource if the right objectives are set and used correctly. Here we find digital presentations that can be made in PowerPoint, Prezi, and Canva, among others, but there are also audio, podcasts, and video tutorials (FAO, 2021).

- ***E-Learning courses***

Electronic courses are a learning path typical of E-learning. It is more systematic and organized material with previously defined content and recorded classes. It also has a series of learning phases that are measured with lessons graded based on percentage progress on an academic platform. Each class has a specific objective and activities to control student learning. Teachers' classes are usually pre-recorded since students can download and use the resources in their available time (Abed, 2019).

Unlike simple electronic resources, a course is more interactive and offers more alternatives for learning. In the first place, the topics are presented more extensively, considering doubts, with examples and comments from other students in the same course. In addition, digital media is combined since students can watch videos, discuss them, and produce content to determine their learning. Something that makes students feel more comfortable than digital resources only and can better adapt to this type of education.

- ***Simulations and games***

Simulations and games are also part of E-Learning teaching and learning. Both are very interactive resources that keep students connected and facilitate learning by presenting a more fun and enjoyable way for those who learn. The simulation refers to creating an imaginary situation in which the students represent actual activities; that is, they open the possibility of an experience related to the social context, challenging the student to develop and select their behaviors. On the other hand, the games have a more competitive theme in which students are challenged but also meet other people or drivers who have the same goal, something that students do not give up easily (Leemkuil et al., 2000).

- ***Electronic performance support tools***

Electronic support tools refer to all those materials found on the internet which serve as a means of help for the student; that is, they facilitate the understanding of concepts or provide examples of specific knowledge. They can also help to carry out or deliver tasks, for example, a document, search engines that can be accessed through a cell phone or computer, glossaries, dictionaries, infographics, and question sheets. These usually provide reliable and meaningful information for students, but it is also easily accessible, considering they can use them when needed (FAO, 2021).

- ***Online Tests***

Evaluations or knowledge control are essential parts of E-learning since they help demonstrate the level of progress in learning and its internalization, a fundamental process considering that the teacher uses this tool to determine if the student has learned or not. These can be presented in various formats, such as quizzes, games, question packs, and trivia. In addition, these can be applied immediately or scheduled for specific times and carried out in groups or independently (Dennick et al., 2007).

1.2.2.2. Mobile Learning

Mobile Learning is about the use of smartphones or tablets for the acquisition of knowledge. It is the most used for students in remote areas where Internet connectivity is scarce or needs immediate academic support since communication is practically instantaneous. Mobile devices are essential tools in education today since they are easier to handle and their access is more feasible than a computer, in such a way that many of the population have at least one in their home or within their family circle (Kukulska-Hulme, 2010).

With technological advances, this teaching-learning modality has become increasingly popular among students around the world since new applications are developed every day, which after being downloaded, do not need connectivity since they work offline.

M-Learning Strategies

Young people today have found their best company in social networks and digital spaces offered by technology and its tools in such a way that it has become a challenge for teachers to maintain attention on academic content and class activities. First, considering that a large part of the schools does not have internet services for all members of an institution, not all students have laptops. However, almost all students have cell phones to use, which is why several authors have found great potential in their use within the academic field. That is why strategies for integrating these devices into education should be analyzed to obtain the best results and keep the students' work on track.

Table 2

Descriptive chart on mobile learning strategies

Strategy description	
Collective learning	In cyberspaces, students can learn interactively, working in groups, pairs, or collectives. A situation that allows them to promote the development of their skills and abilities through the contribution of a small or large group of people interested in the same subject or with the same level of knowledge. In addition, individuals can enhance their leadership and self-confidence, but at the same time, establish new social connections and feel more comfortable being accompanied in their learning process.
Learning from co-authors	It deals with the management of the roles of the teacher and the student in education; that is to say, it suggests a change in the academic procedures since it invites the teacher to learn from the student and reflect from his hand, while for the student it is about the ease of using the internet to learn and facilitate their autonomy with the teacher but without dependency.
Audience response systems	Quick response systems actively promote Learning. These are applications in which students instantly choose answers related to a topic studied in class, such as Kahoot and Quizizz, tools that delight students and, in turn, allow the teacher to evaluate in a simple way, as well as introduce vocabulary, grammar or any content that does not require further explanation, something that can be done before, during or after class.
Gamification	It refers to presenting educational content in an attractive design similar to a game or with game-like features. It has a level of competition, challenges, progress, incentives, or reinforcements such as medals and reward points. It also includes other participants who seek the same goal to engage the student with the subject matter entertainingly. However, its use is based on more than just the game since it can not be based a class entirely on its use, as it is a motivational strategy that helps to improve results, but it is not a strategy that can be used permanently over time.

Note. This graph shows essential information of four strategies of Mobile learning. Taken from (Nobre & Moura, 2017)

1.3. Blended Learning Approach

In general terms, the Blended Learning Approach is a teaching-learning model that combines face-to-face classes imparted by a teacher with the use of online activities to reinforce knowledge or facilitate practice on the part of the student. However, there are several authors who have established their own definitions based on the study and their own experience. For instance, Bonk and Graham (2005) define it as the combination of traditional classroom teaching with computer-assisted instruction that facilitates synchronous or asynchronous access to the Internet. In other words, he considers this model to be the midpoint between face-to-face and distance learning modalities.

This concept coincides with the definition provided by Tomlinson and Whittaker (2013), who confirms that this type of training combines the conventional format in which an instructor imparts knowledge in the classroom plus information, activities, and resources in digital format. However, this does not mean that education in this model depends solely on the technological aspects; just as Bersin (2004) mentions, for whom a blended program does not depend on technology. On the contrary, it is a balanced system of study in which the media are complemented and integrated according to the need and accessibility of the context in which it is applied.

Another definition of utmost importance to understand the meaning of Blended Learning is the one established by Horn and Heather (2015) in their book, who mentions that this model is very different from the integration of technological equipment in the classroom, educational technology, since this tendency has to do with the adaptation of the classroom environment and its resources but not with learning as such. Since other virtual environments can be found as spaces for educational games which are not integrated into Blended Learning because of their lack of control and fulfillment of objectives, in this way, a principle of formality is established to recognize the model since, although virtual elements are of utmost importance, they do not work alone without the supervision and management of a teacher.

1.3.1. Advantages of Blended Learning approach

This model has been studied worldwide over the years in such a way that its positive and negative aspects have been detected. Most researchers agree that the results obtained after its application have been good; however, this does not correspond to a general pattern since it depends on the institutions and the social context in which it is being used. On the other hand, something that has been repeatedly detected is the advantages of its use.

According to Kalapriya (2021), the essential advantages of the Blended Learning approach are as follows:

- It generates a great field of possibilities for both the teacher and the student since all kinds of materials can be created and found, which can be programmed and adapted to the academic needs and learning styles of those in the learning process.
- Incorporating digital methods in education engages student attention since most learners today are digital natives.
- It helps to strengthen the student's individual skills as it challenges them to learn from their discipline and autonomy. However, it is not free learning because the teacher guides direct and verifies that the educational objectives are met.
- It maintains the relevance of face-to-face learning since it does not discard the importance of the teacher, but on the contrary, gives him/her new roles.
- It is much more accessible for specific populations that do not have the possibility of adhering to fully face-to-face programs. However, it also allows for facing unexpected world situations, such as the covid-19 pandemic, in which its use was greatly enhanced.

1.3.2. Blended Learning approach features

Many characteristics make blended learning one of the most attractive approaches for teaching academies, schools, and companies. However, in this small section, we have chosen the main features based on the study by Raj and Ramakrishnan (2017), who highlights the following ones.

- *Skill Variety*

It is the degree to which learners are able to solve problems and carry out activities using their skills on their own. That is, coping strategies in which prior knowledge must be employed, and in the case of blended learning, the skills concerning the use of technologies. It is an essential aspect of the blended model as it indirectly prepares learners for possible real-life situations and forces them to put their knowledge into practice.

- *Task Identity*

It is the structure of the tasks in which students can complete them from start to finish and see the result after completion. This is a characteristic of digital educational tools, which not only streamline the process of solving exercises but also provide immediate results or grades and show the participant the errors or successes obtained. In addition, the word identity refers to the meaning and importance of the contents within the task itself, making students identify the purpose of the contents on their own.

- ***Task Significance***

It is about the importance of each task, whether it is knowledge activation, reinforcement, or evaluation. Each task must follow an order and a schedule to fulfill particular objectives. It cannot be random but must be connected with the exercises carried out in the classroom or online; the connection and sequence must be maintained. It is considered that the student plays a key role supported by the fulfillment of tasks.

- ***Autonomy***

When it comes to online activities, students have the power to develop the activities in the comfort of their homes, in a calmer environment, and without the pressure exerted in the classroom. However, this same situation makes students take control of their time and priorities. That is, it makes them autonomous people capable of making the best decisions considering their future and selecting the best options for themselves and their tasks. Another favorable aspect is that tutorials can guide them or look for online reinforcements.

- ***Feedback from the work***

Reinforcement is an essential part of learning, as it helps students recognize, work on and correct their mistakes so that they better understand the content and are able to work on each topic. Feedback can be given at the end of a presentation, after exercises, or entirely after a class has been given. However, in this model, it can be done virtually in classes, depending on how many students have the same mistakes or how difficult a class has been.

- ***Meaningfulness as mediator***

For the educational process to be effective, there is a factor of utmost importance: learning must be meaningful; that is, it must be of value to the student. Several types of values can be cognitive, affective, constructive, motivational, or of personal importance. That is, they generate an impact or positive reinforcement in the student in such a way that they help him/her to continue learning and make him/her engage with the process. It is only possible when the above characteristics play together and work as a whole.

1.3.3. Blended Learning modalities

Blended learning, as its name says, combines two fantastic worlds or learning modalities; in the first place is the face-to-face or face-to-face modality, that which is carried out in the classroom with the tutoring of a teacher who is responsible for choosing and imparting the topics of knowledge, following an orderly and concatenated planning so that students can reach a certain level, which is required by the educational intuition.

On the other hand, there are digital resources and their ease, which, although they facilitate learning, do not guarantee the success of the process. The face-to-face educational part must always support the online class presented in the combined model in such a way that it is parallel and constructive.

- **Online Learning:** This is asynchronous learning in which classmates and teachers have no physical meeting space. On the contrary, everything is done digitally, and the study materials are mainly composed of files, articles, and presentations found on the network. It is also essential to have digital devices such as a computer or cell phone and an internet connection (Gherhes et al., 2021).
- **Face to face Learning:** Refers to traditional classes, based on the method of using a classroom, in which there is a physical interaction between students and teachers. The model has been preserved throughout history, as it is recognized as the most efficacious ones for the direct transmission of knowledge (Gherhes et al., 2021).

1.3.4. Blended Learning strategies

The blended learning approach is based on different teaching strategies that help teachers better organize their classes and use all the resources at their disposal. When researching this topic, several options and names can be found, but in this study, we have selected the most representative ones from the author's point of view, which are based on the document created by Beaver et al., (2015)

- **Face to face driver strategy**

It focuses on maintaining face-to-face study and providing an experience as close to a traditional classroom as possible. It can be conducted in a range of ways. However, the most crucial component is the guidance of the face-to-face teacher to reinforce knowledge and motivate students to improve their academic performance. Digital resources can be used here but complement classroom activities.

- **Enriched virtual strategy**

It is the opposite of the face-to-face strategy as it is based entirely on using digital resources for training. Here teachers can merge synchronous training with live seminars and real-time sessions using zoom in and zoom out, and asynchronous training in which learners progress at their own pace from scheduled assignments or e-learning courses.

- **Flipped strategy**

The inverted model is similar to the face-to-face strategy, the difference is that students receive the material with which the class will be developed prior to the session either virtually through communication channels or in a physical format with the objective that students can soak up the subject individually so that in class with their classmates and the teacher's guide they can develop activities such as debates or forums. Another way to describe this strategy is to say role reversal, since the teacher learns by himself and shares what he has learned in class.

- **Flex strategy**

It is a flexible strategy in which students have the opportunity to select a topic, which must be connected to the class, to prepare explanations, perform exercises, and search for the necessary information. If they have doubts or problems, they can ask for help from the teacher, who is ready to help them and show them the best options. The advantage of using this strategy is that students learn by teaching since they can take the role of instructors in a workgroup or presentation.

- **Rotation strategy**

It is a strategy in which students are divided into groups and rotate between synchronous and asynchronous instruction, i.e., between pre-recorded seminars and real-time classes to complete assignments. Its use favors students' learning styles since it creates a participatory environment in which each student contributes their skills and knowledge. However, also students can take full advantage of the study modalities. One of the negative aspects is that it requires a high level of organization on the part of the members and intensive monitoring of the execution of roles in the group by the teacher.

1.3.5. Combinations for blended learning approach

Learning programs based on the blended learning approach can be built in different ways, the combinations depending on the objectives and accessibility of teachers and students. It is essential to consider their strategies and models to establish a model with the necessary physical and virtual components to generate them. Here are some examples:

Table 3

Examples of combinations to apply the Blended Learning Approach

Strategy description	
E-learning before face-to-face	Digital academic resources or formats are used before the realization of a face-to-face class to level or activate knowledge and thus avoid conflicts in the presentation of a topic. For example, an assignment or forum, which will be reviewed by the instructor so that the teacher can identify the knowledge and shortcomings to be addressed in the classroom or, in turn, provide knowledge with which students can support the following learning such as videos, infographics, readings or visual information content.
E-learning as a complement to a face-to-face course	Another way to carry out blended learning is to start the academic session with an activity or event in the classroom, in which the topic to be discussed presented and explained, followed by the use of digital resources that strengthen the internalization of knowledge, such as a group tutorial or a live debate in which ideas and perspectives on the topic are shared.
E-learning before and after a face-to-face	The latter combines the previous two since online activities can be performed before the class to activate and provide information that the students should know. After that, the professor can explain the topic, clarify ideas and give examples in a face-to-face class where students can perform activities using the knowledge. Finally, teachers can use virtual resources to reinforce or evaluate the class.

Note. This graph shows some examples of Blended Learning combinations. Taken from (FAO, 2021)

1.4. Blended media to teach a foreign language

The Blended Learning approach, being the combination of virtual education and online education, provides a series of options concerning the average, such as:

- ***Conference call***

It is an academic call where several participants connect simultaneously from a link or cell phone number through a mobile communication application such as WhatsApp or a session space, such as Zoom or Google meeting. The objective is to maintain a channel of communication with the students regardless of the place or location in which they are.

Another aspect to highlight is that it is not always live; sometimes, teachers can pre-record entire classes so that students can view them at another time, something known as asynchronous learning. On the other hand, synchronous learning consists of a real class but in a virtual way (Kiliçkaya & Seferoğlu, 2013) .

- ***Webinar***

It is a seminar in digital format, specifically in a video on specialized topics. They are made from an internet connection and are transmitted in real-time; however, they can be recorded in advance. One of its main characteristics is that it is interactive. The attendees participate just like the creator of the session, either by asking questions or giving comments about the presentations. It is widely used in business academia because it is cheap, and knowledge is transmitted effectively (Kumar et al., 2021).

- ***Onsite labs***

An academic environment in which students can carry out learning activities with simulated situations or experiments is known as a virtual laboratory to improve their abilities and skills regarding a specific topic. In its composition, students can find informative material, graphics, audio, videos, examples, and exercises that allow the student to learn or strengthen knowledge virtually (Abdelmoneim et al., 2022).

- ***Instructor led-class***

It is like a tutorial since there is a space for interaction between the instructor and fellow students who have the same doubts or shortcomings, in such a way that the teaching is more specialized and the student has greater access to the teacher, its contents and examples. as well as quick answers and correction of exercises (Corcoran & Mears, 2021).

1.5. English Language

Today, English is one of the most widely spoken languages in the world by students, tourists, native speakers, and professionals. Still, it is also the primary language in business and international relations. It is also known as the language of the Internet since much of the information and content is found in it. Therefore, more and more people learn it daily to communicate, relate to other cultures, establish relationships, exchange opinions, ideas, and information, and improve their study and work opportunities. Therefore, teaching and learning

English as a foreign language is fundamental in the educational environment of students and teachers, who are challenged daily to strengthen their linguistic skills, such as speaking, listening, reading, and writing, to improve their profile.

Considering the above, studying English is an excellent opportunity for personal development globally and even more so for Latin countries. One of these is Ecuador, which has integrated over many years English as a foreign language in its curricula, as mentioned by Agnes and Mirdelio (2018) who postulate that English language teaching is one of the essential components of Ecuador's educational curricula, this being the reason why the approach for teaching EFL has undergone continuous modifications aimed at getting teachers more involved and helping students develop crucial skills considering that English can be learned in two different ways: as a second language and as a foreign language. There is an excellent contrast between learning English as a second language (EFL) and learning English as a foreign language (ESL), despite both resulting in bilingualism and languages distinct from the speaker's native language. These two terms are different from the speaker's native language.

1.5.1. Teaching English as a Foreign Language

Teaching a foreign language refers to learning a language different from the territorial mother tongue, which is only sometimes used in the daily activities of the learner. For this reason, adding the term acquisition establishes a connection with developing a language in a productive environment, considering that this will be the space for its development. The acquisition process of a foreign language is usually complex and demanding, as it involves developing a complete set of skills and abilities for effective communication. Seeking to facilitate this process and establish patterns that help the achievement of the objectives, the academic fields of education have contributed to the study of language acquisition, in which technological innovations in learning and teaching have been considered as a shortcut for the development of language comprehension and emission thanks to practical methods and environments for learning languages as a foreign language to improve language proficiency and performance (Moeller & Theresa, 2015).

Teaching English and any other language to non-native speakers and students are called teaching a foreign language. In this specific case, English is the foreign language of most Latin American countries, whose official language is Spanish. In Ecuador, for example, English is integrated into the curriculum as the official foreign academic language since it is taught in all educational establishments in the country on a mandatory basis (EFL, 2016). It is a strategy that, despite having good intentions, has not been entirely effective considering that most of the community does not use it except in the academic field, and once the schooling levels are completed, they completely suppress its use; this is due to the limited interaction in contexts social, something that affects their learning and acquisition of English in the long term.

1.6. English Language Skills

Human beings use language as a learning and communicating tool for this employs all four skills simultaneously to enable the reception of information that is evaluated and represented in ideas appropriate to the communicative objective. However, to learn and master this foreign language and become proficient speakers, learners need to develop four language skills in English. Speaking, listening, reading, and writing result from understanding and using spoken language and communicating effectively. A person must possess these four skills mentioned above. In other words, these language skills are crucial for communication because they enable learners to receive and communicate the message in a learning environment effectively. Tamayo (2022) mentions numerous competing theories about the ideal way to teach a foreign language in schools or the sequence in which learners should be conducted each language skill. Some educators initially emphasize the alphabet, while others overlook spelling and prioritize speaking and pronouncing words before teaching pupils to read and write.

For learners to acquire a second language, they need to develop all four skills, starting from repeating words as many times as possible before paying attention to how they are written. Similarly, they should practice speaking before perfecting their reading and writing skills, which could help them pronounce words correctly. The last step may be the correct order that all learners should follow to learn to communicate successfully in the target language. Learners must practice these skills in the classroom and many situations independently. Teaching foreign languages, in this case, English should be structured around the objectives for the learner's mastery of the language. Above all, considering the proficiency to achieve fluency in the target language in each situational context for communicative purposes for which learners develop their language skills through the incorporation of levels of strategies the specific function of English is intended to achieve.

1.6.1. Receptive skills

Language skills are divided into receptive and productive skills. Receptive skills are those in which learners receive and process information, but do not need to produce language to do so. That is, they are the ways in which people extract meaning from the speech they see or hear. These are of utmost importance since they work in parallel with the productive ones, so that the first step prior to production is reception.

1.6.2. Productive skills

In acquiring a foreign language, people encounter two types of skills, productive and receptive. The former corresponds to speaking and writing, while the latter to listening and reading.

Productive skills are the active part of communication, i.e., the transfer of information either in its oral form through words or written form through letters.

These give visible and easily measurable results but also allow students to perform basic activities in the most common social contexts, such as answering questions, giving answers, asking for information, providing essential information, filling out reports, making requests, shopping, and many more, in other words, to function in real life scenarios (Hossain, 2015).

1.6.2.1. Speaking skills

One of the hardest skills to develop when acquiring a language is spoken since it combines all the functions acquired in the different linguistic skills. However, it can also be considered the most evident result of learning. The ability corresponds to the human capacity to produce and transmit information through words. According to Setyani (2014), speaking is an active meaning-making process that involves both the production and reception of information. It means that it is the most effective way of communication, but it is a complex process that starts from words to complex sentences.

Most students seek to understand the language and be understood by others when they speak English. However, in addition to that, mastery of another language implies knowledge of foreign vocabulary and grammar. According to Byrne (1997), second or foreign-language learners generally need a medium to a high level of proficiency concerning grammar and vocabulary to communicate adequately. In the academic field, the problems with developing this ability relate to several aspects, starting from the teaching methodology used in schools and academies to personal factors such as discipline, motivation, and the ability to relate to others.

- *Subskills of speaking*

Oral expression has various components or sub-skills that, when working together, achieve good speech. These are related to formality, content expression, use, and transmission efficiency. That is why, in order to understand better how speech is composed, the following table has been created:

Table 4

Descriptive chart of the four speaking skills

Subskill	Meaning
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Fluency	When speaking of fluency, reference is made to the command of language when speaking, how confident and comfortable an individual feels to express himself orally; in this item, the aspect that is most considered is the time that can be spoken, as well as the ability to stay in the thread of the conversation without significant conflict. Nevertheless, the forward connection and the efficiency of transmitting the messages to the receiver are also considered.
Vocabulary	Vocabulary refers to the entire set of words about a language a person has to communicate.
Grammar	Grammar has to do with the rules and norms that allow people to improve the use of the language in such a way that words can be correctly organized and combined when speaking and writing. Thanks to grammar, people produce coherent and compelling words, phrases, and sentences, but also, because of it, there is a systematization among the speakers.
Pronunciation	Pronunciation is about the proper articulation of words, taking being understood as a primary standard; however, for those experts in this subskill, being able to master it turns people into speakers that generate an effect on the listener but also reinforce the message.

Note. This graph contains the four speaking skills and their respective meanings. Taken from (BINUS, 2018)

1.7. Blended Learning approach to learn English

Blended learning is a promising language teaching model as it combines face-to-face and digital resources in a single environment. Through its use, people can efficiently practice the four speaking skills when dealing with the English language. They can also do so in contact with native speakers of the language, which further promotes language acquisition in the long term. On the other hand, this model is flexible, which means it is suitable for all learners, from school students to businesspeople.

In this same sense, another advantage of this approach to learning the English language is that it maintains the presence of the teacher, an essential element in constructing bases and foundations concerning English grammar. The teacher plays the primary role of generating the course in which students will acquire the necessary information to be able to communicate with others. However, the student will be free to practice independently and in the comfort of their homes. Since as is well known, a language is strengthened with practice and its use in social contexts, something that cannot be done so quickly in a traditional classroom.

CHAPTER II: METHODOLOGY

This chapter presents all the methodological aspects used in this research. The different approaches, methods, data collection techniques, and instruments used, as well as the most relevant aspects of the selected study group, the location of the school, the population, and the sample.

2.1. Description of the Study Area

The present study was conducted in the educational institution Colegio de Bachillerato UTN located in the parish of El Sagrario in Ibarra in the province of Imbabura. An establishment attached to the Universidad Técnica del Norte founded on November 29, 1988, began with the name of Colegio Milton Reyes. This center has around 550 students and offers a basic general education system and a Unified General Baccalaureate, mixed (male and female) in the morning face-to-face modality.

2.2. Type of Research

This study is based on mixed research. It has a qualitative approach and a quantitative approach, an aspect that allowed for a complete inquiry into the blended learning approach to enhance speaking skills since numerical data and testimonies were obtained from the experiences of those involved in the study.

Mixed research, also called multiple or integrative, consists of using qualitative and quantitative data collection methods in the same study in such a way that deductive and inductive components are considered in generating results, which provide a greater understanding of the topic in order to draw conclusions (Leavy, 2017). The approaches have the same weight and work in sequence, i.e., they do not replace each other but combine and strengthen each other to analyze the problem. In addition, working together can compensate for each other's weaknesses, providing the user with more excellent reliability.

2.2.1. Quantitative Research

Quantitative research is a systematic method in which numerical and statistical data on the research variables are collected to support or refute hypotheses raised in a study. It is generally concerned with statistical descriptions, generalization, control, and precise measurements. In other words, the quantitative method follows the principles of the scientific method since it focuses on verifying a hypothesis or theory based on accurate and verifiable data. Regarding methodological issues, it is based on a deductive design with fixed and established objectives to build evidence for or against specific theories. In addition, it regularly uses explanatory research in which relationships and associations are made, which distinguishes this type of research from others (Johnson & Christensen, 2014).

2.2.2. Qualitative Research

Qualitative research collects non-quantifiable data, such as people's experiences and perspectives on a given topic, to understand how the world works from a human point of view. Such opinions are also collected to create business products and services, determining their potential acceptance rate. When considering the behavior and beliefs of individuals, it is possible to obtain changing answers; the results cannot be generalized for the whole population but only for the people who are part of the study and meet the aspects investigated. This type of research is usually used when there is little knowledge about a topic or phenomenon because it helps the researcher to learn more about it. One of the most important characteristics is that it does not reject statistical figures but does not place them in the first place. Another critical point is that it uses the exploratory method (Johnson & Christensen, 2014).

2.2.3. Bibliographic Research

For this study, it was essential to carry out the documentary or bibliographical research since documents were used with the background of the study as well as the foundations and studies that have appeared over the years, which support this study. According to Matos (2020) documentary research, it is a process in which the researcher explores theories, perspectives, thoughts, and arguments of different authors in books, magazines, and all kinds of academic publications, as well as reliable online resources. In simpler terms, documentary sources are used to support the hypothesis or argument that is under study.

2.2.4. Descriptive

In the same way, this study was descriptive since it allowed accurate detail of the research data and all the observations at the research site. In other words, the author described the problem, its effects, causes, and possible impacts on the educational community. This type of research describes a specific study problem or phenomenon and the variables that help to measure it (Raffino, 2022).

2.3. Research Methods

2.3.1. Deductive

The deductive method is a research process that uses a thought that goes from general reasoning to a specific one. In other words, it is a logical method that concludes a series of principles. Deductive reasoning sometimes works from the most general to the most specific, called a "top-down" approach. Deductive reasoning sometimes works from the more general to the more specific; this is called a "top-down" approach (Burney & Saleem, 2008). The survey used this method to verify and support through numerical data and find the cause of the research problem.

2.3.2. Inductive

The inductive method draws general conclusions from particular premises. It follows a particular order: observation, analysis, classification, generalization, and comparison. As Burney and Saleem (2008) indicate, inductive reasoning operates differently, moving from particular observations to broader generalizations and theories. Informally, people often refer to it as a "bottom-up" process. In this research, this method was used to analyze the interviews in which the participants' opinions, perspectives, and experiences were considered.

2.4. Techniques and Instruments

When a study or research is conducted, specific techniques and instruments are selected to assist in data collection. These can be of qualitative or quantitative characteristics and, in the case of a mixed study, contain both types. The methods must adhere to the fulfillment of objectives and follow the author's intentions so that the study phenomenon can be understood, or conclusions omitted.

There are two types of procedures: direct procedures, such as interviews and observation, or indirect procedures, such as questionnaires.

2.4.1. Interview

The interview is a qualitative research instrument in which a conversation is established between two or more people to talk and exchange opinions on a specific topic. In addition, it contains two essential actors, which are an interviewer and an interviewee. The first person directs the interview, transmits the topic and the objectives, and asks the questions, while the second voluntarily responds to the first (Monje, 2011, pp. 122-128).

In this research, a directed semi-structured interview was used to address the areas of interest for the study. The topics were previously chosen. However, the questions were expanded, maintaining the study thread to obtain the required information. The interviewer allowed the free expression of the respondents, recording the responses using a recorder.

2.4.2. Survey

The survey is a quantitative research instrument in which data is obtained from a series of questions printed on paper or on a virtual platform, which have been previously designed and are free of manipulation. That is to say that the structure, words, or questions will not affect the inclination of the reader's answers. Surveys are usually aimed at people of interest, who are called respondents; these are the people who provide high-value information regarding the topic investigator want to know (Monje, 2011, pp. 149-156).

2.5. Research Questions

- How can B-Learning strategies be used to improve fluency in speech?
- Can the use of B-learning strategies accelerate the development of speaking skills?
- Why are B-Learning strategies practical for improving speaking skills?

2.6. Matrix of Variables Operationalization

Table 5

Variables Matrix Chart

Variables	Indicators	Data Collection Techniques/ Instruments	Information sources
Speaking Skills (Dependent variable)	<ul style="list-style-type: none"> ➤ Speaking performance of the students ➤ Modalities to learn develop speaking skills ➤ Students' participation ➤ B-learning strategies to develop speaking skills ➤ Blended learning in speaking activities 	Survey	<ul style="list-style-type: none"> ➤ Sophomore students at Colegio de Bachillerato Universitario UTN ➤ Academic databases: journals, books, articles.
Blended Learning Approach (Independent variable)	<ul style="list-style-type: none"> ➤ Use of virtuality to teach English ➤ Knowledge of teaching methods and approaches ➤ Blended Learning Approach use and importance ➤ Ways of use B-Learning in a classroom 	Interview	<ul style="list-style-type: none"> ➤ Sophomore students at Colegio de Bachillerato Universitario UTN ➤ Academic databases: journals, books, articles.

Note: Own elaboration.

2.7. Research Participants

2.7.1. Population

The population of this study was at Colegio de Bachillerato Universitario UTN. This institution had 550 students in the current school year; however, for this research, sophomore students was considered only.

Table 6

Sophomore students' population

High School	Level	Class	Students
Colegio de Bachillerato Universitario UTN	Sophomore	➤ A	➤ 31
		➤ B	➤ 34
		➤ C	➤ 33
Total			98 students

Source: Research elaboration

2.7.2. Sample

According to McCombes (2019), non-probability sampling refers to non-random selection based on the appropriateness or other considerations, which allows data to be collected quickly. In this research, the statistical formula was not used to obtain the sample since the population was smaller than 100 participants. For this reason, a non-probabilistic sample was used, selecting the population based on subjective criteria.

2.8. Plan Procedure

Two data collection instruments were designed to carry out this research: a survey and an interview. Each of them was aimed at obtaining specific information on each of the variables. First, a series of questions corresponded to the teaching methodology, the Blended Learning Approach, and the discursive competencies of the second-year students of UTN High School. In structuring the questions, the order of importance and the use of vocabulary was considered so that the students could answer quickly. It was followed by the instrument's validation phase, supervised by two teachers from the Universidad Técnica del Norte, who reviewed and made constructive comments regarding the importance and relevance of the research questions. Then, we went to the educational establishment to request authorization to enter the establishment and apply the instruments at the selected level. Once this authorization was granted, we proceeded to data collection. The interview was applied to two English teachers, taking into account their class schedules so as not to interrupt them. The surveys, directed to the students, took 15 minutes for each course. It should be noted that the interview questions were semi-structured and that these corresponded only to the multiple-choice survey. The data analysis began with the Microsoft Excel application, and then the results were represented graphically with the IBM SPSS statistic. Each of the graphs was then interpreted in writing, and finally, a discussion of the results was carried out, shown at the end of the section.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Results

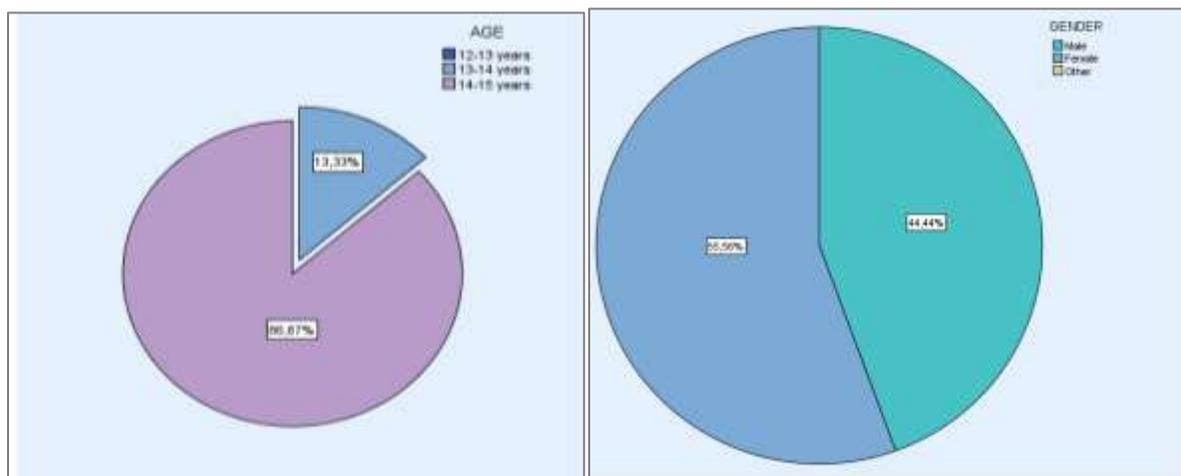
This research was applied in the “Colegio de Bachillerato UTN,” an institution attached to Técnica del Norte University, located in the city of Ibarra. The students and teachers in the first year of high school provided precious information, which contributed to the achievement of the research objectives. Similarly, the two instruments were developed from qualitative and quantitative visions. In addition, they have provided information that contributes to the validity of this work.

3.1.1. Student’s Survey

This quantitative instrument consisted of 10 multiple-choice questions designed to be applied in sophomore students to determine the level of proficiency in the target language.

Figure 1

Sophomore student’s gender and age

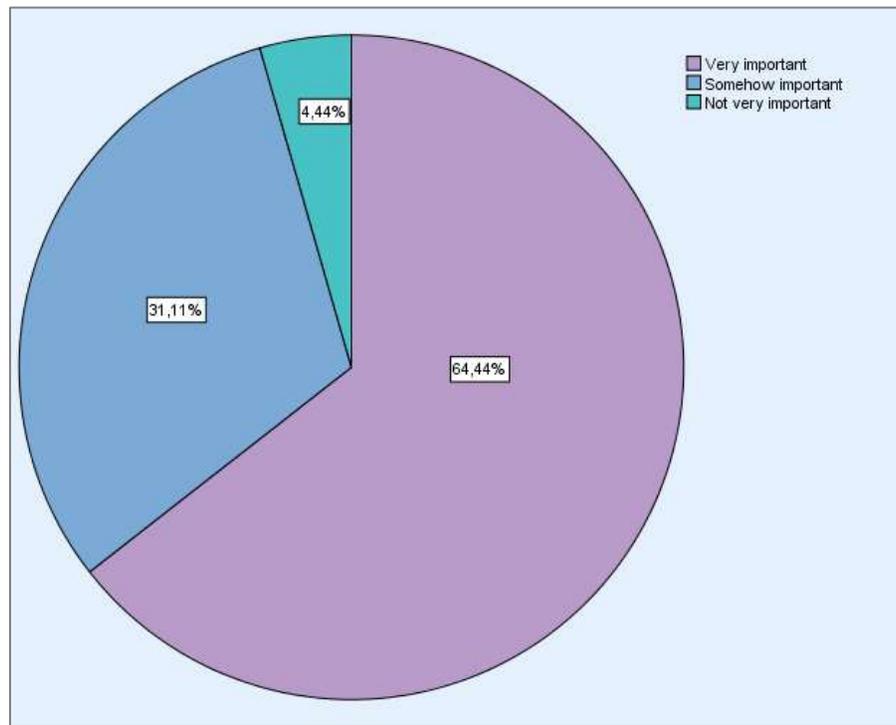


Note: Own elaboration. Source: Survey December 2022

Below are two graphs related to the age and gender of the respondents. The first graph shows the age of the population of students that make up the second year of the "Colegio de Bachillerato UTN." The vast majority of this population comprises students between 14 and 15 years of age, equivalent to 86.67%. Then, the remaining proportion is 13 to 14 years old, corresponding to 13.33%. On the other hand, the second graph shows the gender of the students. First, it is essential to mention that most belong to the female gender, representing 55.56%; in contrast, 44.44% belong to the male population, i.e., less than half. Based on this, it can be determined that most students are 14 and 15 years old, while the number of females exceeds that of males.

Figure 2

Level of English importance

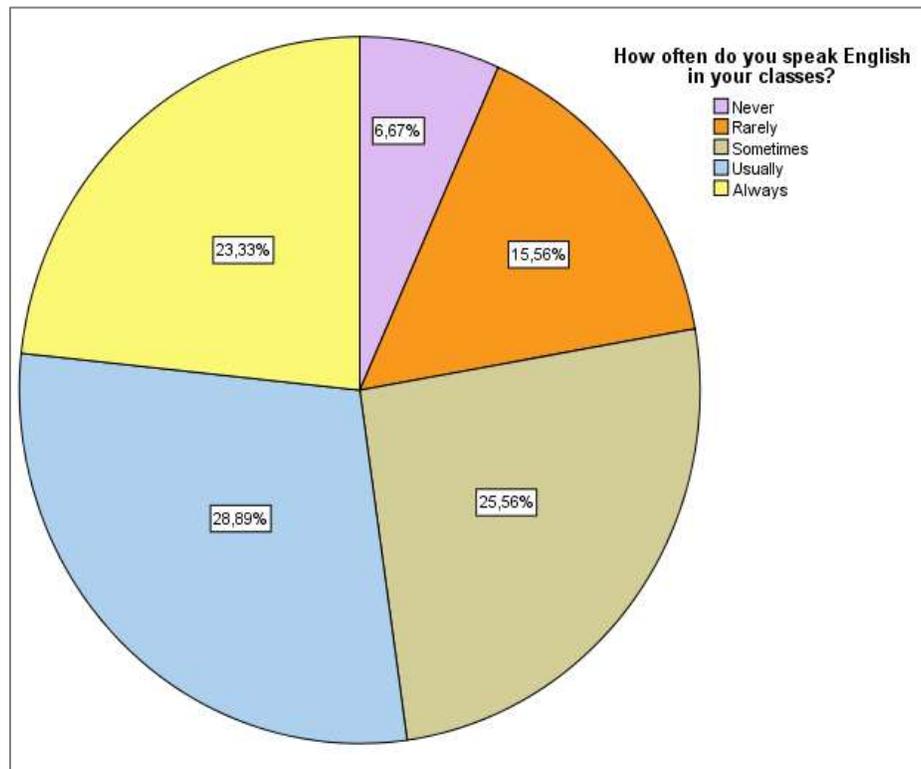


Note: Own elaboration. Source: Survey December 2022

This pie chart provides essential information about the importance of English to sophomore students in their future professional life. Currently, mastering a foreign language contributes to the work profile of the residents in a country. More than half of the learners think this language is essential to their professional proficiency, representing 64.44% of the population. Learning a new language helps people of different nationalities to acquire mental and social skills. Besides, the development of individuals in the work and social environment. A situation that can be observed very clearly today when many jobs require people fluent in English. On the other hand, 31,11% of the respondents consider that it is essential to their plans. Finally, a few people think this foreign language could have importance. Despite this, to most of them, this language has a high degree of importance.

Figure 3

Frequency of speaking English

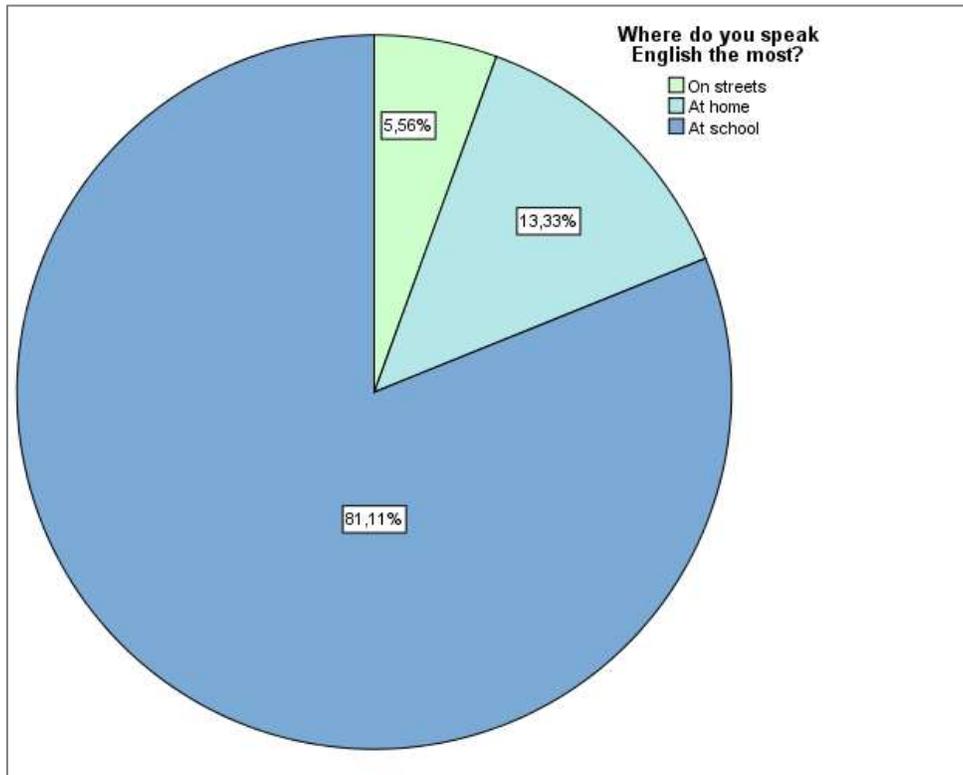


Note: Own elaboration. Source: Survey December 2022

The figure shows the frequency of sophomore students speaking English within the classes. It means that 28,8 % is part of that group. Just over a quarter of the pupils said they usually use a foreign language to express their ideas or comments. Then, a quarter of the population said they sometimes use their speaking skills in the classroom. They represent 25,5% of the total. Less than a quarter of talk in every class corresponds to 23,3% of the respondents. After that, two groups represent almost a quarter of students, totaling 22% for the two percentages. Observing these percentages shows that first-year students have trouble pronouncing complete words or sentences in an English class. It is one of the main reasons the students' English level could improve.

Figure 4

Preferred place to speak English



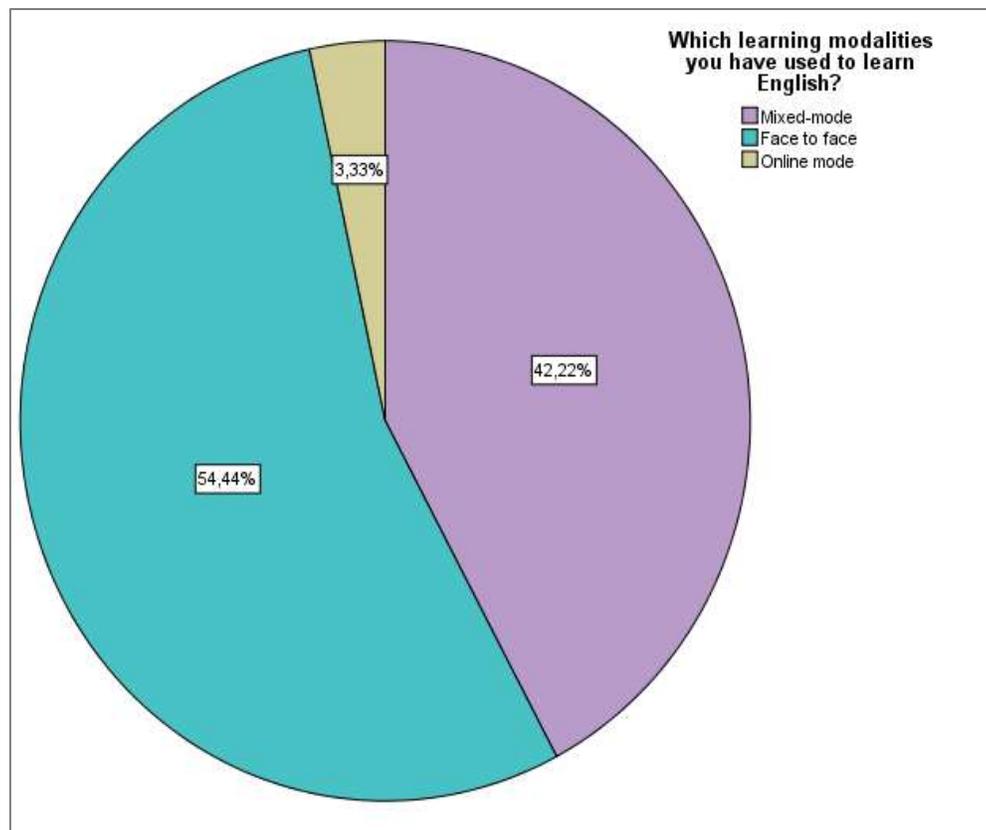
Note: Own elaboration. Source: Survey December 2022

This graph gives information about where students speak English the most. Students need to improve their oral skills for many reasons, including the environment. Sometimes the school is a unique space where students can speak a foreign language. That is why knowing where they feel comfortable practicing saying is essential. Surveys showed that a significant proportion of them only speak English at school. In the second place, a small number of learners practice at home, which in percentage terms is equivalent to 13.33% of the total number of respondents.

Meanwhile, the smallest number of respondents mentioned that they speak English on the streets with very close friends. This minority represents 5.56% of the entire population of sophomore students. From this, most students develop their speaking skills within the educational establishment they are a part of.

Figure 5

Modalities used for learning English

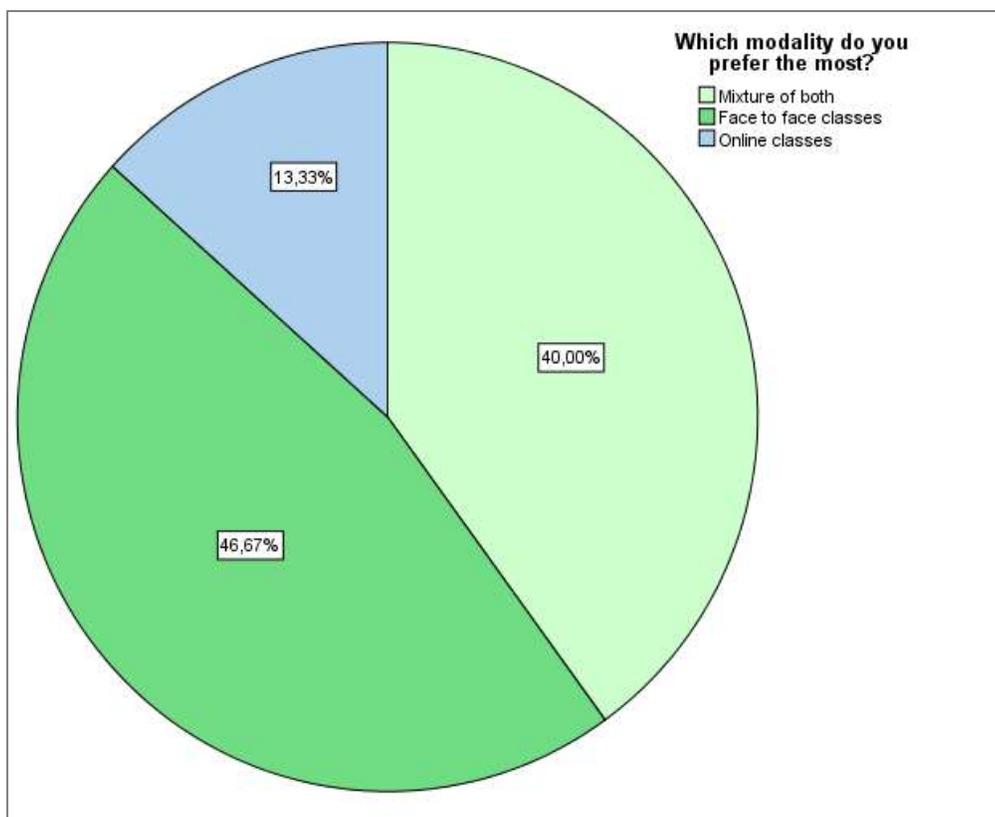


Note: Own elaboration. Source: Survey December 2022

This graph describes the modalities used by students to develop speaking skills. Today there are several teaching-learning modalities in the world. These have been created to facilitate access to education for all people, regardless of their location or time availability. It can be observed in all academic fields and at all levels. The English language is not out of it. Many students consider the English modality the main problem of becoming bilingual. From the study, more than 50% of the students, that is, a large proportion of the students, consider face-to-face learning as the best option. However, with a minimal difference, using a mixed modality is favorable from their perspective, considering the facilities it offers by combining the best primary modalities. Finally, the online modality has very little acceptance, with only a tiny number, equivalent to 3.33% of the total.

Figure 6

Preferred modality to learn English.

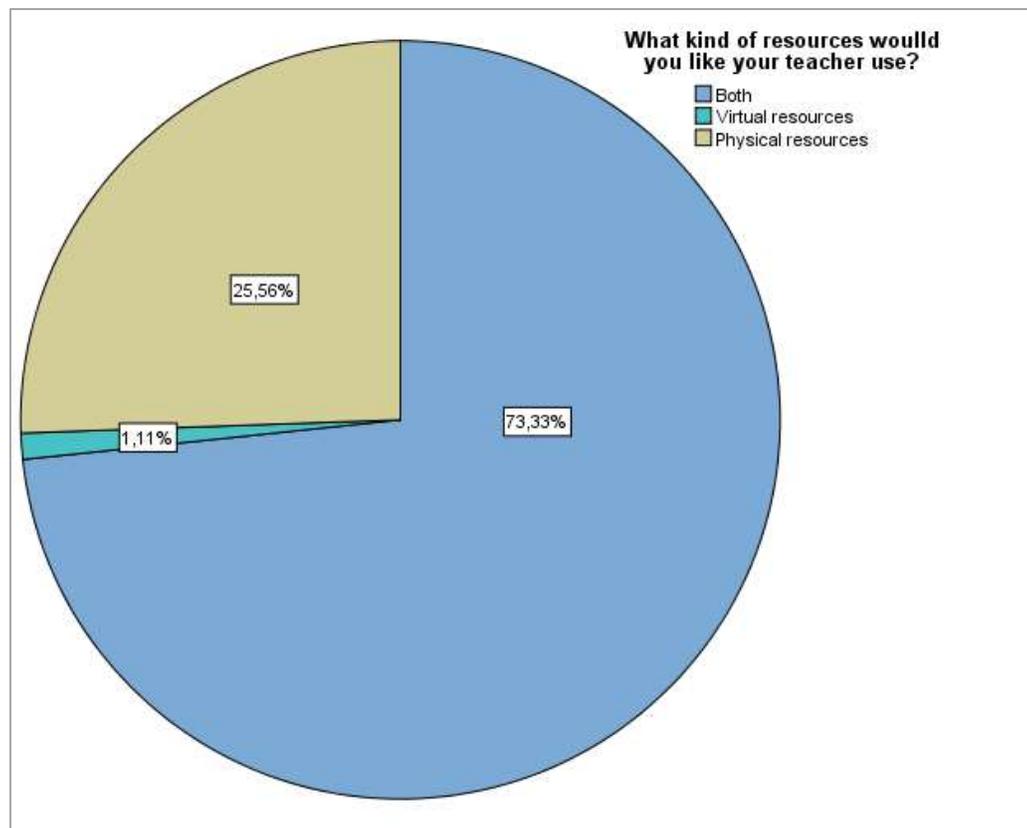


Note: Own elaboration. Source: Survey December 2022

The pie charts provide information on the preferred modality of students to develop speaking skills. In the first place, blended learning, better known as blended learning, is the most preferred modality, considering the 46.6% acceptance rate shown in the survey of sophomore students. 46.6% of respondents believe that applying this modality would benefit their learning. It has also been corroborated by education experts, who believe blended learning is helpful for all learning styles, as it can be adapted to the student. Besides, it does not remove the teacher's role from instruction but instead gives it a more humanistic and guiding role. Secondly, another essential proportion considers face-to-face education the best way to improve their speaking skills. It considers all their previous experience with face-to-face teaching. Finally, a small percentage believes that the virtual modality contributes much more than the others in their language proficiency. In conclusion, the face-to-face and blended modalities stand out compared to the virtual modality, which many still determines works well (Cruz Rondón & Velasco Vera, 2016).

Figure 7

Type of resources used by teacher

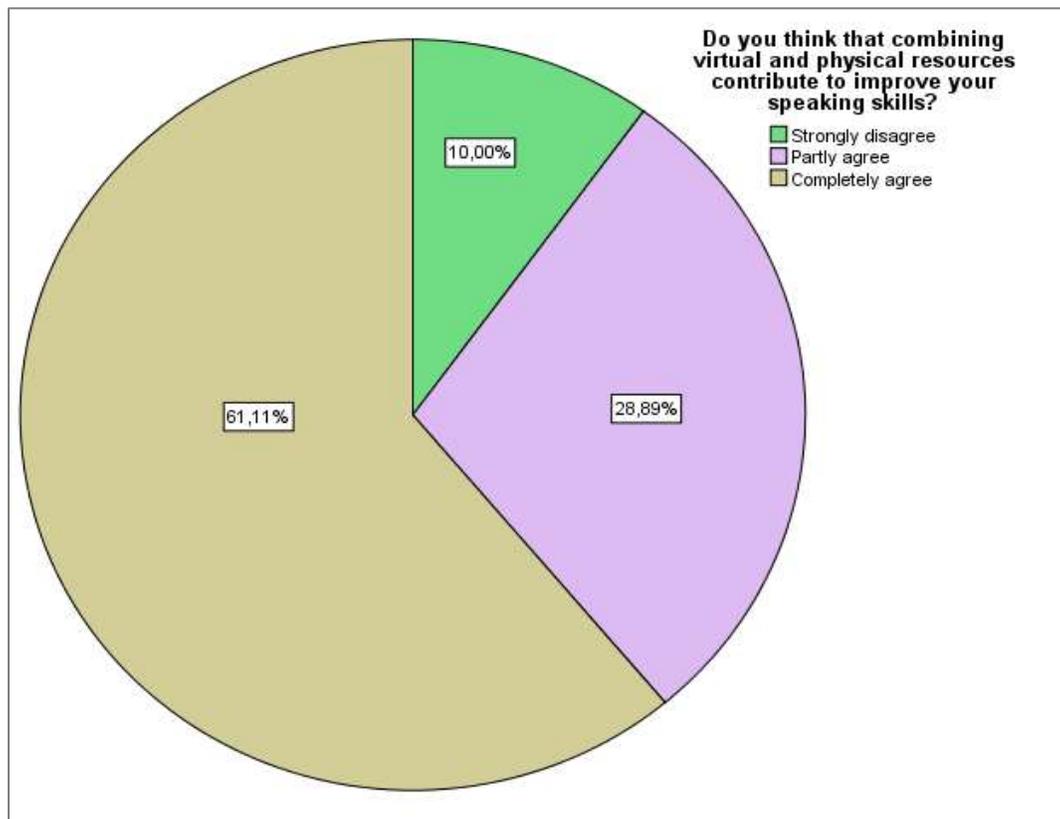


Note: Own elaboration. Source: Survey December 2022

This chart shows relevant data about the resources students would like their teacher to use to enhance speaking skills. First, many totals determined that combining virtual and physical resources appeals to them. Thus, this option is equivalent to 73.3% of the total respondents. Then, 25.56%, more than a quarter, consider that using physical resources only is more in line with their learning. Moreover, only an almost insignificant 1.1% stated that virtual resources outweigh the other options and are much more effective. To summarize, this time, the mix of help is much more appealing to students.

Figure 8

Contribution level of mixed resources

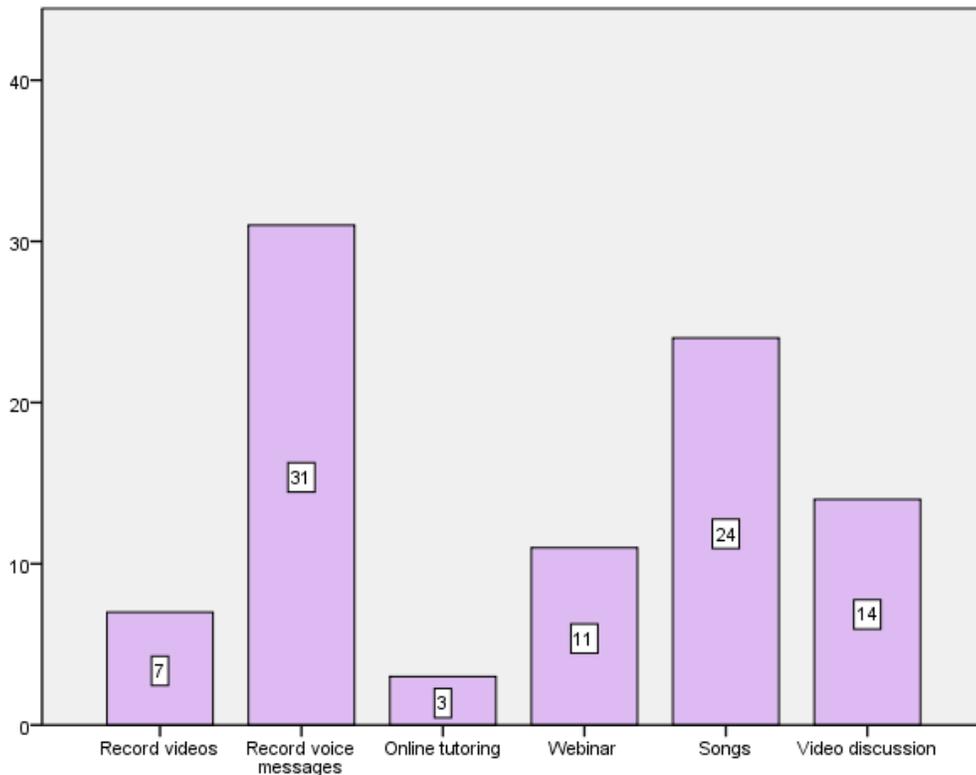


Note: Own elaboration. Source: Survey December 2022

This graph illustrates information related to the student perspective on the effectiveness of combining virtual and physical resources to improve student competencies. First, there is a large proportion of respondents who consider that combining resources contributes to the improvement of their speaking skills. This percentage is 61.11%, represented by the color light brown. Secondly, more than a quarter percentage represents 28.89% of responses. The students partly agree with the idea of the effectiveness of such a combination. Lastly, there is the lowest number, equivalent to 10% of the total, who consider that this holistic approach needs to be revised. However, it is evident that the vast majority agree with the combination of resources in their English language learning and even more so in improving oral skills.

Figure 9

Activities used by the teacher to improve speaking skill



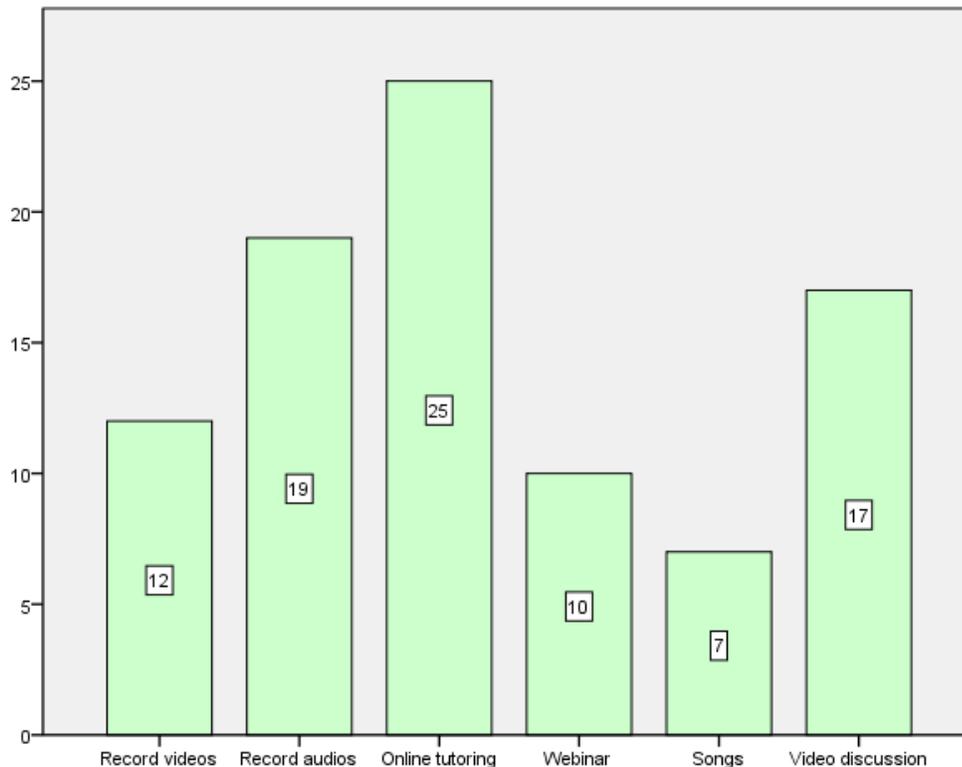
Note: Own elaboration. Source: Survey December 2022

This graph describes some activities the English teacher uses to improve speaking skills. Teachers use a range of activities in their classes. They seek to cover all styles and student needs. In an English class, this is much more difficult as many students are in a passive state to avoid teasing or mistakes. It is why varying the activities contributes significantly to improving speaking skills. First, many of the activities are related to voice audio and the use of songs with which they can develop more vocabulary and improve their pronunciation. These amount to 31% and 24%, respectively.

In contrast, the following significant percentages relate to video discussions and webinars. They were 14% the first and 11% the second. Finally, the last two portions correspond to 7% and 3%, which belong to audio recording and online tutorials.

Figure 10

Students' perceptions of the use Blended Learning activities



Note: Own elaboration. Source: Survey December 2022

This last graph helps to know the blended activities students prefer to use to enhance their speaking skills. The combined activities refer to digital content that students must complete before or after a class led by a teacher in the face-to-face modality. For example, record videos and audio and be part of online tutoring, webinars, songs, and video discussion. With these activities, students can work on their speaking skills in an autonomous and accessible way from home. According to the figure, students have different opinions about the best activities for their teacher to use. Attend online tutoring and recording videos are the most preferred way to improve their speaking skills. The former represented 25% and the last 17%, respectively. Contrariwise, video discussion and short videos are occasionally employed, considering those obtained 17% and 12 % each. Finally, the minor used possible activities are practice with songs and webinars. The first one had 10% acceptance, and the second only 7%. In this regard, it is evident that students are ready to use all kinds of activities since innovation facilitates their learning.

3.1.2. Teachers Interview

The interview is a qualitative data collection instrument. In this work, this instrument consisted of 6 questions that considered three different sections of data. The first is related to the personal experience of each teacher, the second to the use of methodologies, and the last to the implementation of the blended learning approach in the improvement of sophomore students' speaking skills.

In addition, the intervention was conducted face-to-face at the academic unit's facilities, only with the teachers in charge of the sophomore learners. Each interview lasted approximately 10 to 20 minutes per teacher. As a result, precious information was obtained and transcribed about the methodology they used in their classes. Finally, the data collected were considered in constructing an educational proposal that will help resolve problems when communicating using a foreign language.

First section: Teaching experience

In this first stage, the questions were related to teachers' perspectives on professional practice and how, from their point of view, the COVID-19 pandemic experienced in the previous years has changed education and, specifically, the teaching of a foreign language. Besides, these questions helped to create a friendly and trusting environment for teachers. That is why, in the information obtained, there are experiential aspects and personal appreciations independent of the research subject. The following is a presentation of the questions asked.

Question 1: Do you consider speaking as one of the most difficult language skills to teach? Explain your answer.

Teacher A

According to the teacher perception speaking is one of the most difficult language skills to develop in beginners. Teaching is quite challenging because most students usually need input to practice speaking. They need to practice pronunciation or vocabulary independently but need the commitment and autonomy to do it. For example, when they are reading a text and make mistakes, teachers correct them, but the next time they repeat in the way that they understand the language. Still, it is tough to fix the same mistakes all the time because they also should want to improve their speaking and understanding to internalize words and create sentences or communicate ideas in a good way. Besides, most students do not talk outside of the classroom; inside it, they are locked to do it.

Teacher B

In this first question teacher B indicated that speaking is the most difficult skill to produce for different aspects that are part of the language. The main reasons are that this skill involves more than talk. Students need confidence, connection of ideas, domain a good level of vocabulary and some grammatical aspects to construct sentences and complete phrases. Furthermore, students usually panic because they believe they will make a mistake. They block their abilities because of external factors and disinterest since they consider the language could not be beneficial for their plans. English teachers should work on this and the academic aspect, as it often surpasses the students' natural learning ability.

Question 2: After the Covid-19 pandemic, have you used virtuality to improve your students' learning?

Teacher A

In this part he stated that during the pandemic, the majority part of Ecuadorian teachers started the virtual tools use. In that way, teachers could blend their teaching abilities with new ones to be successful in virtual education. It was challenging for the teaching staff, considering that years ago, they did not use it. For that reason, many teachers had trouble teaching, but through time, they learned. Teaching a foreign language with virtual resources was easier because English teachers had several options to practice with my students. Consequently, teaching in an older way nowadays does not work. Today, teachers cannot avoid it because students are really into the internet use. They are more creative and curious due to need more than a face-to-face class offers them.

Teacher B

He affirmed that have continued using virtual teaching to share some extra material and send other resources to students who practice at home. They use links, videos, and platforms to clarify doubts or learn about many topics. In such a way, they can acquire all the available knowledge, which does not depend only on their teacher at the educational institution but also on experts and native teachers who know much more than we do. In this sense, he implemented hours of reinforcement activities in which the subjects are associated with art and music. It often requires an internet connection to download the songs, read the words or determine the meanings of unknown concepts.

Second Section: Methodology applied

Question 3: Which method or approach do you prefer to apply when practicing speaking with students?

Teacher A

Teacher A said that she has used a combination of several methods or approaches to teach English and practice speaking with students. For example, the direct way, the communicative process, and sometimes the natural form is applicable depending on the students' needs and the teachers' objectives. For this reason, using only one approach is incorrect for teaching a language.

Teacher B

Teacher expressed that the perfect method does not exist. He prefers to be eclectic, to use and mix various methods or approaches depending on his situations or purposes in specific contexts. In addition, it is essential to consider students' learning styles because teachers must cover all needs to create the best option. Over time he have observed that all different groups of students have exciting characteristics that make them unique. From that experience, not all methodologies are effective for Ecuadorian learning.

Question 4: Have you heard about Blended learning?

Teacher A

Teacher A explained that she heard a little about blended learning, defining it like the use of virtual education or online activities under the supervision of an instructor, tutor, or teacher. Besides, she mentioned that it is an approach that is now known because of the pandemic. Many teachers received courses and workshops with information on virtual methodologies that are applied worldwide. She learned something about this method in this process, although she needs more details about its function and effectiveness.

Teacher B

Teacher B claimed that reality of students' families is entirely different, evident in the educational panorama. As mentioned by who mentioned that after the impact of the pandemic, society and education changed utterly. According to (Black, n.d.) Latin America had to adopt ICT to ensure education. Although there was a lot of resistance in the beginning, today it cannot be avoided that there is reprogramming in teachers and students. There are post-covid 19 educations. The same said teacher B, due to the last pandemic, schools and high schools had to combine virtual classes with face to faced activities during a time.

In some cases, schools had half of the students in a presential class, but the same students in different opportunities attended only virtually. In this way, the teacher became part of the e-learning world, and today, we are also part of the blended learning group. In addition, when teachers impart classes, they can work with online activities and platforms out of the classroom. It is expected, considering that our world is changing, and global technologies are part of our life, so education needs to be part of it.

Third Section: Blended Learning Approach

Question 5: Considering that Blended learning approach combines virtual and face to face components, have you ever used blended learning approach to develop speaking skills on your students?

Teacher A

Teacher indicates that sometimes she used the blended learning approach to teaching in her classes because it allows students to experience different realities and to play a more active participation in their learning. As an example, she mentioned to me that, students use platforms and check their advances in the language, especially with speaking and listening activities. At other times they prepare videos by themselves, considering topics taught in classes or questions about social and academic issues. With this, that teacher noticed that students could produce sentences and phrases to record them in a better way.

Teacher B

I used a blended learning approach to invite my students to watch videos and make presentations on specific topics to enhance their knowledge. They are excellent at using virtual tools. Some of them, in addition, tell me that they download apps to learn with other teachers. Furthermore, most of them learn through songs and videos. When I need to score their speaking, I send links to them to record audio prepared at home to give them time and environment to practice independently.

Question 6: Would you consider useful to have an academic guide based on Blended learning approach to enhance speaking skills of your students?

Teacher A

According to the teacher's opinion an academic guide would be pretty valuable for teachers like her. She is not a teenager, as she does not use technology frequently in her daily teaching life. When technology appeared, it was a drawback for older teachers.

For this reason, Blended learning in this era should be considered in English classes and other subjects. Furthermore, all institution needs an English laboratory, and teachers should be innovative in an excellent form to take the students' attention. They always use the internet and read media to search for all information that they need.

Teacher B

Teacher B affirmed that professors could get better results in teaching as most material they have. In support, Cruz, and Velasco (2016) argue that teaching tools for a second language facilitate the transmission and internalization of knowledge. Even more so nowadays, when on the Internet, you can find many didactic materials ranging from beginner to advanced levels. It is considering that all material is beneficial and even more so those that use new technologies such as the Blended Learning Approach. This opinion is further strengthened by the second mentioned teacher, who expressed that many times it is the teaching materials that need to be improved. That is why implementing variation allows us to determine if that was the mistake or if we should personalize our methodology more.

3.2. Discussion

The acquisition of a second language has a significant impact on people's academic, professional, and social lives. It has many advantages, as mentioned in the theoretical chapter. First, an English speaker can communicate with people of different nationalities and cope with various situations. Secondly, they can access a lot of information on the Internet, which is new and has more scientific value. Nowadays, hundreds of people are in courses and academies to improve their level of English since it is well-known that this is one of the world's most widely used and recognized languages.

In this research, we have studied the acquisition of a second language, specifically English, applying the blended learning approach based on the information provided by students and teachers. From the data obtained in this research, it has been possible to relate the theoretical framework, the student and pedagogical perspective, finding positive and negative points. As far as the students are concerned, it was determined that they consider the use of technologies to reinforce the learning of the foreign language as a great opportunity, considering that they can advance at their own pace and relate the information to their interests, besides that it would be something innovative in their study routine. Something that coincides with the opinion of teachers who stated that the use of digital tools could contribute significantly to improving oral expression thanks to its anchoring with the current tastes of students. Especially after the covid 19 pandemic that made the virtual modality famous and led students to immersive learning in which much of the teaching was in their hands.

On the other hand, students mentioned that teachers could be more creative with using materials and resources and that they rarely use virtuality in their teaching. This testimony does not coincide with the word of the teachers, who recognized that not all students are apt to be part of this educational model because they do not have the resources or because they do not have the necessary individual discipline.

According to Schmitz and Robert (2013), blended learning has remained as one of the world's most frequently used approaches worldwide due to its excellent results and reduced drawbacks compared to other methods or approaches over the years. However, the blended learning approach can be easily adapted to educational models, as there is no longer a specific combination to use; teachers can adapt them to the needs and accessibility of students, as well as use them inside or outside the classroom, making this approach very accessible. Therefore, the success of the blended learning approach is almost certain if teachers and students work together. Moreover, at the international level, its effectiveness and outstanding results have been demonstrated as it has been adopted by everyone who has used it.

Thus, after having analyzed each of the aspects mentioned above, it was determined the importance of generating a didactic guide for teachers in which, based on activities, blended learning strategies are used.

CHAPTER IV: PROPOSAL

This chapter presents the academic proposal to enhance the speaking skills of sophomore students at Colegio de Bachillerato Universitario UTN by applying educational strategies of the Blended Learning Approach in the English as a Foreign Language classroom. It is relevant to emphasize that this project is designed considering the findings obtained in the interviews with teachers and in the surveys to students, as well as the theoretical foundation of Blended learning as an approach to enhance students' oral expression.

4.1. Title

B-Learning handbook for enhancement of speaking skills

4.2. Introduction

Nowadays, learning has adapted to different educational modalities. In this process, schools have had to use technology to their advantage to keep students' interest and make the educational process more efficient. As a result, new methods and approaches have appeared that contemplate those mentioned above at all levels of education and in different social contexts. In this case, improving the oral production of sophomore students is the relevant aspect covered in the reinforced teaching from virtuality. This proposal seeks to provide strategies adaptable to the educational context of the UTN University Baccalaureate School and those with virtual content. Therefore, the activities are focused on the Blended Learning approach and its strategies, which provide practical options to strengthen English language speaking skills and interaction and innovation in the classroom. In this way, digital resources and the Internet can play an influential role in language acquisition. Therefore, the activities were designed on dynamic websites, such as Flipgrid, canvas, Kahoot, and genially, to name a few.

This section has the objective of helping to cover the educational needs according to the level considered in the curriculum for sophomore students. The topics mentioned in the national English curriculum were the primary reference to select the themes with which this guide, composed of 4 units, has been developed. Unit 1: My daily life; Unit 2: Culture features; Unit 3: Our differences; Unit 4: World Travel.

4.3. Justification

This guide is a brief didactic resource containing strategies for the blended learning approach to improve students' speaking skills. The system used in the different units was selected and linked to topics according to the learning level of the selected students. As well as their various applications considering the classroom, the individual activities that can be done at home, and the accessibility of the teacher when putting them into practice.

On the other hand, the students will have access to an innovative model that accompanies the methodology to which they are accustomed. According to Bersin (2004), the Blended learning environment is a continuum since it provides synchronous and asynchronous communication, in real-time and deferred, depending on the users' needs and opportunities, and the type of subject matter face-to-face communication in the classroom, mail, chat, videoconferencing, wiki, blog, microblogging, etc.

Therefore, educational institutions should seek and implement methods or strategies for the benefit of students as the blended learning approach to obtain good levels of the foreign language as proposed by the Ministry of Education and the Common European Framework as a foreign language, as well as to help students to face reality and challenges in the future. Thus, this research project presents a didactic guide to improve oral skills based on the Blended Learning Approach in which creative activities can be observed and seek to benefit students to enhance their verbal skills by increasing the participation of all and the support among classmates. In addition, this objective will be achieved thanks to the careful research conducted with teachers and students of the UTN High School.

4.4. Presentation of the guide

In this guide, each unit will present different activities and innovative exercises to develop and improve speaking skills.

4.5. Objectives

4.5.1. General

- Design a didactic guide with activities focused on Blended Learning Approach to improve speaking skills in sophomore students at Colegio de Bachillerato Universitario UTN during the academic period 2022-2023.

4.5.2. Specific

- Identify useful blended strategies to improve the speaking skills of sophomore students.
- Create innovative activities based on Blended Learning Approach to improve the speaking skills of eighth-grade students.
- Implement didactics activities to improve the speaking skills of sophomore students.



B-Learning **handbook** **for enhancement of** **speaking skills**



Universidad Técnica del Norte
Facultad de Educación, Ciencia y Tecnología
Pedagogía de los Idiomas
Nacionales y Extranjeros

CONTENTS

	Lesson	Topic	Speaking	Time	B-Learning Strategy
UNIT 1					
My daily life	1	Weekend activities	Asking question Giving information	45 min	Online assessment
	2	Work routine	Stating intentions	45 min	Online assessment
UNIT 2					
Culture features	1	A nice town	Storytelling	45 min	Face-to-face teaching
	2	Diversity in my country	Presentation and debating ideas	45 min	Face-to-face teaching
UNIT 3					
Our differences	1	What is he or she like?	Describing similarities between friends	45 min	Self-Learning and sharing
	2	Changing your look	Asking for and giving information	45 min	Self-Learning and sharing
UNIT 4					
World Travel	1	Rent a car	Pair work discussion	45 min	Blended Strategies Complex
	2	Lodging in a hotel	Interview	45 min	Blended Strategies Complex

BLENDED LEARNING APPROACH

It combines virtual elements and face-to-face teaching to enhance student learning.

SELF LEARNING AND SHARING

The student acquires knowledge at home from resources provided by the teacher, and in the classroom, the learner reinforces this learning with peers' activities.

FACE-TO-FACE TEACHING

The student gains knowledge in the classroom with his classmates and the teacher's presence but uses digital resources for feedback or practice on the topic.

ONLINE ASSESSMENT

The learning is carried out in virtual classes, and in-person lessons are used for reinforcement, feedback and evaluation activities.

CLASS STRUCTURE

PRE

Activities that activate students' prior knowledge and set a purpose for learning.

DURING

These tasks help students establish information connections, internalize, understand, and generate questions and concepts.

POST

Activities that provide pupils with the chance to summarize, reflect, discuss, exchange and clarify doubts as a group or individually.

UNIT 1

**MY
LIFE**



TEACHER RESOURCES

Unit 1: My week activities

1

1.1
Daily
Life

Objective

To talk about weekend routines using adverbs of frequency.

Strategy

Online assesment

Speaking Activity

Asking questions & giving information

Resources:

Computer
Worksheet

App:

Zoom
Canva
Educaplay

Canva



Key Language

Always
Usually
Often
Sometimes
Rarely
Never

Preparation:

- Create zoom session
- Verify the validity of the canva link
- Worksheet to send
- Printed interview format for each student

Procedure

Pre

- The teacher creates a zoom session and shares the link with the students before the class.
- The teacher checks attendance and introduces the topic and objectives of the class.
- The teacher starts the class with two questions:
 1. **What activities do you practice every weekend?**
 2. **What are your favorite activities of the week?**
- The teacher gives students time to think about their answers. Then, selects two students to share their responses.
- The teacher shares a link for students to share their answers in **Padlet**:

https://padlet.com/sk_sanmartin/vg554vk95cj6yad4

During

- The teacher presents the topic adverbs of frequency using Canva slides. <https://n9.cl/t36yj8>
- The teacher asks questions to determine if the students understood the topic:
 1. **What are adverbs of frequency?**
 2. **Where is the adverb of frequency placed when we use the verb to be?**
 3. **Where is the adverb of frequency placed when there is a main verb?**
- The teacher will send students to breakrooms to write 6 sentences that talk about daily activities. Then, he will monitor and guide the activity in each small group.
- Afterwards, the teacher will ask some students to share their work so identify errors and highlight proper structure.

Post

- In the face-to-face class, the teacher will ask the students to conduct a short survey on the daily routine of their classmates.
- The teacher will ask the students to make a short report of the answers obtained and share them with the whole class.

STUDENT RESOURCE

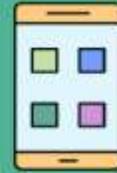
STEP 1



Login to zoom class using email or guest link

STEP 2

Respond to the questions using padlet platform



TEACHER'S QUESTIONS

1. What are your favorite activities of the week?
2. How often do you do these activities?

ACTIVITY #1

On the padlet platform, answer the questions using a picture and a short sentence to express your opinion.

My Week Activities

Everyone has a routine that helps them stay grounded and certain days are better for their benefit. Answer the questions below on a green.

Analyze the activities you routinely perform in your week. Then answer the following questions using a picture and a short sentence indicating the frequency of that activity.

What are your favorite activities of the week?
how often you do these activities?

TEACHER'S EXAMPLE



I dance three times per week

PADLET LINK: https://padlet.com/sk_sanmartin/my-week-activities-vg554vk95cj6yad4

STEP 3

PRESENTATION: ADVERBS OF FREQUENCY

With VERBS

- Subject + Frequency adverb+ verb+ complement

With VERB TO BE

- Subject+ Verb TO BE+ adverb+ complement

FREQUENCY

100%

90%

70%

30%

0%

ADVERB

ALWAYS

USUALLY

OFTEN

SOMETIMES

NEVER

EXAMPLES:

- I **always** have bread and coffee for breakfast.
- I **usually** have to attend medical check-ups to preserve my health.
- My friend Mariana **is often** late for school because she oversleeps.
- **Sometimes** my mom and dad buy toys for their grandchildren.
- I **never** walk alone at night because crime has increased in the last few years.

FREQUENCY ADVERBS

Adverbs of frequency are used to talk about the frequency with which actions are performed.

DURING

WATCH IN CANVA: <https://n9.cl/t36yj8>

PRE

STEP 7

ACTIVITY #3

From the following format, interview at least 5 of your colleagues to complete the boxes with information about their routines.



WEEKEND ACTIVITIES SATURDAY & SUNDAY



What sport would you like to practice during the weekend?

Who would you like to spend the weekend with?

Where would you like to spend the weekend?

What food would you like to enjoy at the weekend?

What other activities would you like to do during the weekend?

THE ROUTINE REPORT



ACTIVITY #4

With the information collected, write a draft of the main ideas for your report. Then practice it repeatedly and present it to your classmates in front of the class.

1

1.2
Daily
Life**Objective**

To talk about the possible routine of a professional using the expressions in, on and at.

Strategy

Online assesment

Speaking Activity

Stating routines

Resources:

Computer
Worksheet

App:

Cokitos games
Google meets

**Preparation:**

- Create a google meets session
- Verify the validity of the link
- Worksheet to send
- Printed worksheet

Key Language

In	
On	
At	Nurse
Teacher	Chef
Policeman	Manager
Fireman	Engineer
Actress	Builder
Pinter	

TEACHER RESOURCES

Unit 1: Work Alternatives

Procedure

Pre

- The teacher activates prior knowledge by sending the following game about occupations and professions: <https://onx.la/b4526> to the students' WhatsApp group.
- The teacher asks the students to identify the professions and occupations that appear on their screens and look up their meanings using a dictionary.

During

- The Teacher will use Google meets to do an interactive lesson explaining the vocabulary <https://onx.la/0ac6a>
- Provide students with a link to a virtual dictionary so that students can practice the pronunciation of each word. <https://onx.la/376c8> Afterwards, the teacher should say the profession in Spanish and the students in English to check the comprehension.
- The teacher will ask the students to select the profession or occupation of their interest and think the most important features of it. Later, with this they will complete the worksheet.

Post

- In the face-to-face classes, he will ask the students to make a presentation with the information they wrote on their worksheets.
- Each student will start by mentioning his or her intentions to become a professional and the possible activities he or she will perform when he or she becomes a professional.

STUDENT RESOURCE



Login to Cokitos game using the link shared by the teacher and complete it

STEP 1

STEP 2

Identify the professions and occupations that appear in the game to give them the corresponding meaning

ACTIVITY #1

to identify the professions and occupations that appear on their screens and look up their meanings using a dictionary.



STEP 3

Enter the class on google meets and listen carefully to the teacher's explanations.

STEP 4

Open the pdf document on the profession for me and complete the information.

Presentation

DURING

Problem while displaying link...
[Click here to visit the page.](#)

Presentation VOCABULARY



Archeologist
(Arqueólogo)



Fireman
(Bombero)



Carpenter
(Carpintero)



Programmer
(Programador)



Farmer
(Agricultor)



Chef
(Cocinero)



Astronaut
(Astronauta)



Doctor
(Doctor)



Referee
(Referi)



Waiter
(Mesero/a)



Architect
(Arquitecto)



Painter
(Mesero/a)



Policeman
(Policía)



Guard
(Guardia)



WATCH IN CANVA: <https://onx.la/0ac6a>

PRONUNCIATION PRACTICE

BLAH



Gets up | English Pronunciation

Learn how to pronounce thousands of words in Spanish for free using SpanishDict's pronunciation videos. Use our phonetic spelling, syllable breakdowns, and native speaker videos to perfect your Spanish pronunciation.

[SpanishDict](#)

ACTIVITY #2

Enter the online dictionary and type in each word to hear the appropriate pronunciation of each word. Then repeat it until its pronunciation becomes similar to the original.

STEP 5

Think in your ideal job, then identify the main features of it.

ACTIVITY #3

According to the profession you have chosen complete the following worksheet

When I grow up
I want to be:

.....

My ideal job

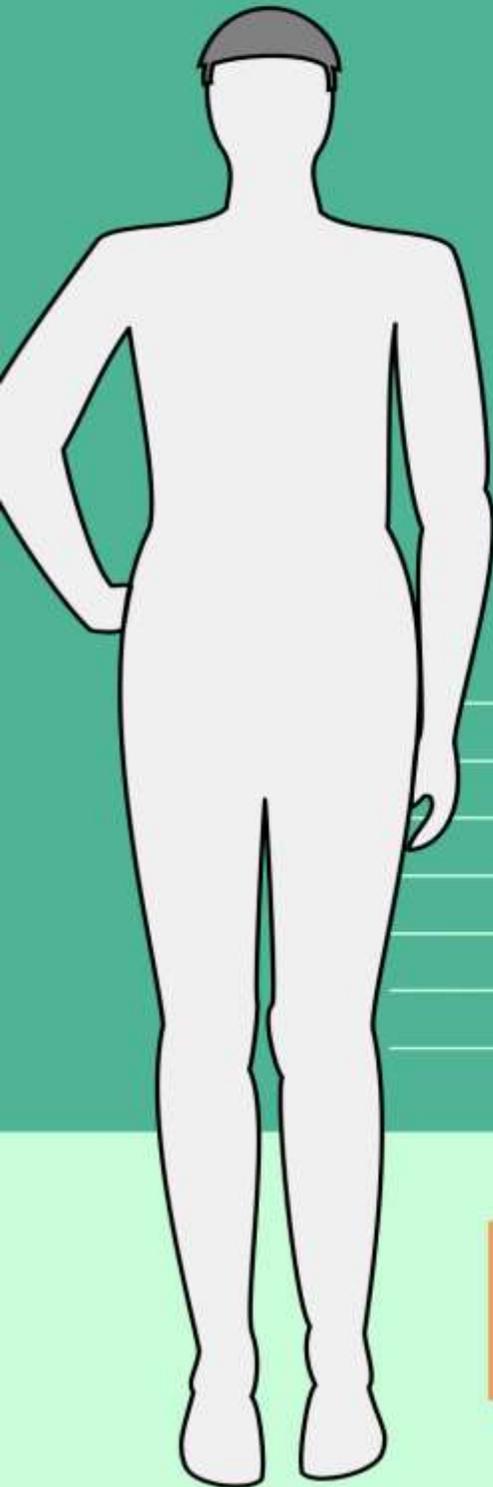
1. In the space write the profession of your choice.

Possible Options:

Model-Florist-Fireman-Farmen-Doctor-Engineer-
Jugde-Chef-Chemist-Astronaut-Architect-Biologist-
Teacher

2. Using the figure on the left create the perfect uniform for your profession. Draw and paint with the colors of your choice.

3. Write down the description and main characteristics of your ideal occupation.



ACTIVITY #4

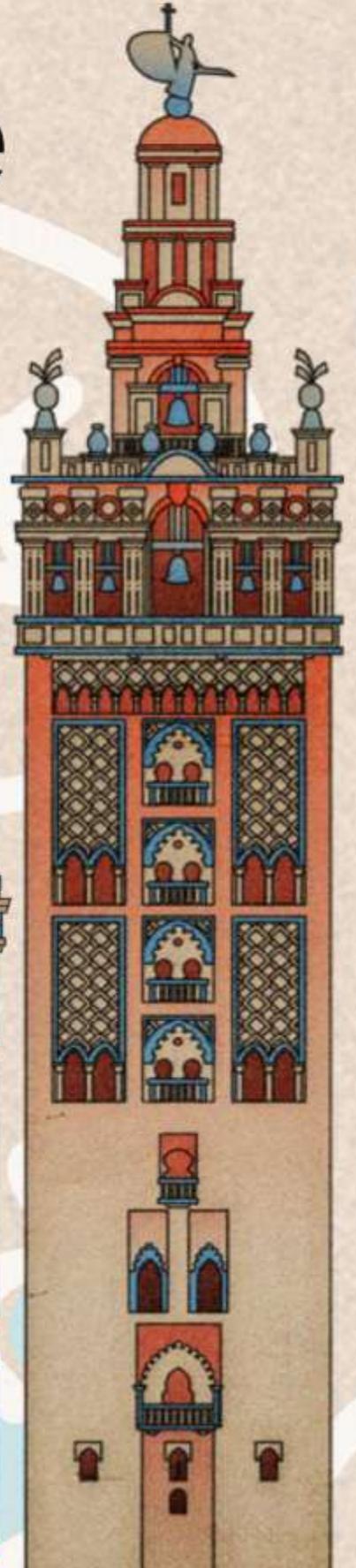
Using the information you wrote in the online class, create a short presentation and expose it to the class.



POST

UNIT 2

Culture Features



2^{2.1}

Objective

Tell a story about the locality using descriptive adjectives

Strategy

Face to face teaching

Speaking Activity

Story telling

Resources:

Computer
Worksheet
Markers
Pieces of paper

App: Vocaroo



Preparation

Check the image that represents the city

Key Language

angry, blue, careful, dry, eager, fast, great, hot, incredible, jumpy, klutzy, little, mighty, nice, outlandish, prim, quiet, rude, special, ticklish, undercover, vicious, wide, young, zesty

A nice town

Procedure

Pre

- The teacher presents images that represent the traditions of different countries so that the students can guess the country to which it corresponds.
Digital Resource: <https://shortest.link/jWuL>
- The teacher mentions the correct choices so that students can compare them with their answers.

During

- Using one of the countries from the first activity, the teacher will create a mind map on the blackboard using descriptive adjectives. Afterwards, the teacher will explain the meaning of a series of adjectives and examples of how to use them.
- <https://shortest.link/j186>
- On the board, write the title Ibarra and place a picture that represents the city.
- Then ask students what they know about this city using the following questions:
 1. **What word would you use to describe your city?**
 2. **With what adjectives would you describe the people of Ibarra?**
- Write these questions on the board
- Ask for student participation.
- While listening to the different answers from the students, the teacher should generate a mind map for the students.
- Afterwards, divide the students into groups of 3 or 4 people so that they can get more information about Ibarra from their classmates.
- In the same groups give the students a piece of paper to draw a picture that represents a story about Ibarra.
- Students will have to tell the class a story using their drawing.

Post

- At home the students should look for more information about the typical stories of Ibarra.
- Using the Vocaroo application they should record their favorite story and send the link to their teacher via email or phone number.

STUDENT RESOURCE

PRE

ACTIVITY #1

Look carefully at the image and determine the appropriate country for each one.

Word Bank:

New Zealand -
France - Dutch -
Germany - Thailand

- A _____
- B _____
- C _____
- D _____

A



B



C



D



DESCRIPTIVE ADJECTIVES

HAPPY
Amused
Cheerful
Charmed
Contented



SAD

Naughty
Depressed
Upset
Awful
Cheerless



FUNNY

Comical
Hilarious
Amusing
Humorous



BIG

Huge
Giant
Immense
Tremendous
Large



GOOD

Excellent
Great
Pleasant
Wonderful
Amazing



ADJECTIVES PRESENTATION

DURING

Students should answer the questions about the topic.

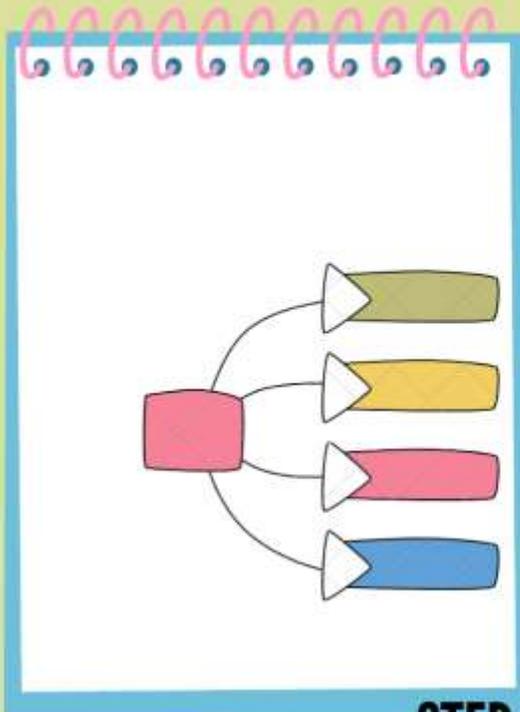
ACTIVITY #2

Answer the questions using the adjectives presented before.

TEACHER'S QUESTIONS

1. What word would you use to describe your city?
2. With what adjectives would you describe the people of Ibarra?

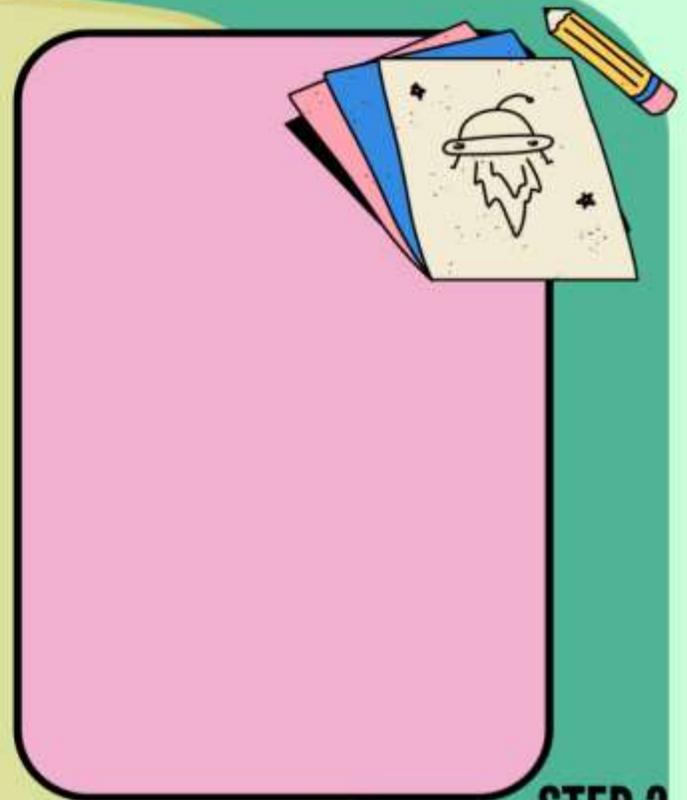
Join working groups and share ideas



STEP 1

ACTIVITY #3

In your group create a mind map about Ibarra using adjectives.



STEP 3

ACTIVITY #4

Using the adjectives selected in the mind map create a short story about Ibarra. Then on the blank sheet of paper create a drawing that represents the story.

Practice the story repeatedly.

Two members of each group should present the story to the class



POST

TIP TO RECORD



Use the Cambridge dictionary to improve the pronunciation of unfamiliar words.



Cambridge Dictionary | English Dictionary, Translations & Thesaurus

The most popular dictionary and thesaurus for learners of English. Meanings and definitions of words with pronunciations and translations.

CambridgeWords



AT HOME

ACTIVITY #5

Open the vocaroo online application. Record the favorite story and share the link with the teacher to evidence your work in class.



Online voice recorder

Vocaroo is a quick and easy way to share voice messages over the interwebs.

vocaroo.com

Diversity in my country

2^{2.2}

Objective

Discuss ideas on the presentation about the cultures of Imbabura.

Strategy

Face to face teaching

Speaking Activity

Presentation and debating ideas

Resources:

Computer
Worksheet
Enfocus

App:

Youtube
Google Slides
One drive



Preparation:

- Create a culture presentation
- Verify the validity of information
- Verify if the one drive folder is working

Key Language

Holidays
Parade
Beliefs
Traditions
Clothes
Folklore
Customs
Food

Procedure

Pre

- The teacher shows a video about Ecuadorian cultures to the students so that they can determine the similarities and differences that can be seen.
<https://youtu.be/cmVFECRCNCo>

During

- Using a Google Slides presentation briefly describe some cultures of Ibarra using images and basic information about each one.

Afro-Ecuadorians --Kayambis- Natabuelas and the Awás.

- Then, the teacher will establish 4 working groups, to which he/she will give them a small text and images that explain more about the culture. In the same way, the teacher will give them a worksheet where they can write the most relevant information.
- The students will read comprehensively collecting the required data and will share it with the group to fill in the worksheet. They will also divide the information into sections to create a presentation.

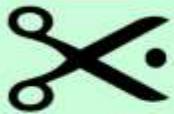
Post

- The teacher will share a one drive folder where students can upload their presentation for later presentation.
- upload their presentation for later presentation.



Diversity in my Country

The descendants of the slaves who arrived in America are called Afro-Ecuadorians. Etymologically, the name Afro-Ecuadorians comes from Afros = descendants of Africa and Ecuadorians = born in Ecuador. Their presence dates back, approximately 500 years ago, even when the Republic of Ecuador did not exist as such, and was known as the Real Audiencia de Quito. Since then they have contributed with their culture, art and customs inherited from their African ancestors, taking nuances and adoptions of native American cultures, thus helping to enrich the cultural diversity of Ecuador, which characterize it as a multicultural country.



The Kayambi people are in the process of recovering their cultural values related to indigenous spirituality and referring to collective rights, ceremonies and rites; knowledge of agricultural practices is transmitted orally from parents to children; there is a practical transmission of traditional medicine through the yachac. The Kayambis had a history of their own that has resisted the Incas for more than two decades. The ancestral territories of the Kayambi people were gradually occupied by the hacienda system. Through several years of struggle, they were able to obtain the adjudication of estates that belonged to the State. They live in Pichincha, Imbabura and Napo within communes.



This town is located in the province of Imbabura, canton Antonio Ante: parishes Andrade Marin, San Francisco de Natabuela, San Jose de Chaltura, and in the canton Ibarra, parish San Antonio. Their original language is Kichwa but unfortunately it is no longer spoken in this town, Spanish is their current language. The approximate population of this town is 6,200, a figure that is not accurate due to the lack of a population census to verify the data cited, the Natabuela people are settled in 17 communities.



The Awá have a binational presence: they are found in Colombia and Ecuador. In Colombia they are located in the southwest in the municipalities of Cumbal, Santa Cruz de Guachavez, Mallama, Ricaurte, Barbacoas, Roberto Payán, Tumaco and Ipiales, in the department of Nariño, and in the municipalities of Mocoa, Puerto Asís, Valle del Guamuez, San Miguel, La Dorada, Orito, Puerto Caicedo, Villa Garzón in the department of Putumayo. From the Awapít language, which belongs to the Chibcha linguistic family. It is part of the Malla dialect of the Sindaguas; related to Chá palaa and Tsa'fiqui. Their residence pattern is characterized by the dispersion of their settlements along the rivers. They live in houses separated from each other by several hours of walking. The settlements have a nucleus of houses belonging to people with direct ties of consanguinity, who in turn exercise functions of direction of the settlement.

STUDENT

STEP 1



Watch the video and determine the similarities and differences between the cultures of Ecuador.

CULTURE'S NAME	SIMILARITIES	DIFERENCES



Listen to the teacher's presentation and take notes.

STEP 2

STEP 3



Join the group and read the information provided by the teacher.

STEP 4

Using the information from the reading, students should complete the information on the worksheet.

STEP 5

Upload the presentation in the folder created by the teacher.



PRE

DURING

POST

OUR DIFFERENCES

UNIT 3



3

3.1

Objective

Describe physical and emotional similarities between friends.

Strategy:

Flipped classroom

Speaking Activity

Describing similarities between friends

Resources:

Computer
Worksheet
Projector

App:

Youtube
Quizzis



Preparation:

- Create a quizzis test
- Verify the validity of the link
- Share the worksheet before the class

Key Language

Resources
Handbook
Projector to show the video.
Computer to make the presentation

What is he or she like?

Procedure

Pre

- Send students a worksheet on comparatives and superlatives to complete at home.
- Share several links with information on the topic and examples for students to complete the activity.
 1. https://www.youtube.com/watch?v=SK0_-FZHh4s
 2. <https://www.youtube.com/watch?v=GyjEEtDKxHw>
 3. <https://youtu.be/f4uCUDWJXM0>

During

- The teacher will ask several questions related to the topic:
 1. **What is the difference between superlatives and comparatives?**
 2. **How are comparatives and superlatives formed?**
 3. **Can you give me an example of each of them?**
- After clarifying any doubts or problems regarding the topic, the teacher will share a link on the quizzis platform to corroborate the learning process.

https://quizzis.com/admin/quiz/5e7245a8a794cd001bbf3bdc?source=quiz_share
- The teacher will monitor the answers in real time.
- Considering the results, the teacher will provide reinforcement of the topic or give more examples.

Post

- In pairs, students will sit facing each other and will use comparatives and superlatives to describe each other.
- Then the teacher will ask them to take note of the traits that most resemble each other, as well as those in which they do not resemble each other at all.
- At the end, several students should present their conclusions to the whole group..

Self learning

Watch the videos to understand the topic



- <https://www.youtube.com/watch?v=GyjEEtDKxHw>
- <https://youtu.be/f4uCUDWJXM0>

Use these links to watch the videos

Teacher's questions

STUDENT

STEP 2

Discuss and answer the questions

- What is the difference between superlatives and comparatives?
- How are comparatives and superlatives formed?
- Can you give me an example of each of them?



STEP 3

DURING

According to your knowledge complete the questions in the time indicated. You may use your notes.

QUIZIZZ

IT MATTERS HOW YOU ASK!

Quizizz – The world's most engaging learning platform
Find and create gamified quizzes, lessons, presentations, and flashcards for students, employees, and everyone else. Get started for free!
quizizz.com

https://quizizz.com/admin/quiz/5e7245a8a794cd001bbf3bdc?source=quiz_share

STEP 4

Based on the teacher's explanation and peer assistance, we will correct the incorrect answers with the correct one.



Comparatives and Superlatives

POST

Name: _____

Date: _____

1. Complete the table using the comparative and superlative adjectives as appropriate.

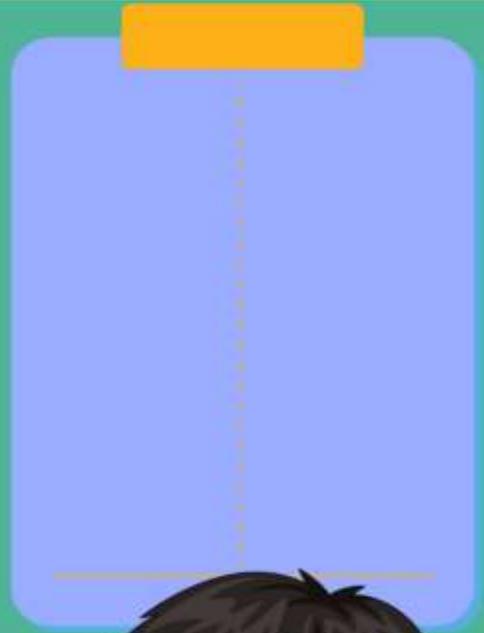
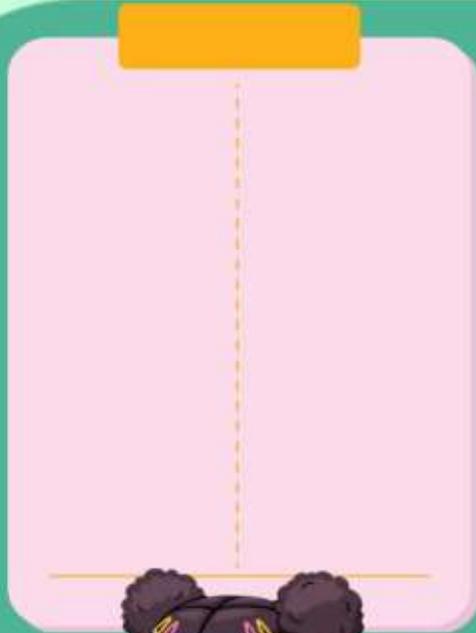
ADJECTIVE	MEANING	COMPARATIVE	SUPERLATIVE
BIG			
CLEAN			
FAST			
LATE			
OLD			
POOR			
QUIET			
SHORT			
YOUNG			
STRANGE			
SLOW			

TIME TO PRACTICE

2. Using the list of adjectives presented in the previous activity, describe the two characters in the picture.

ROSE

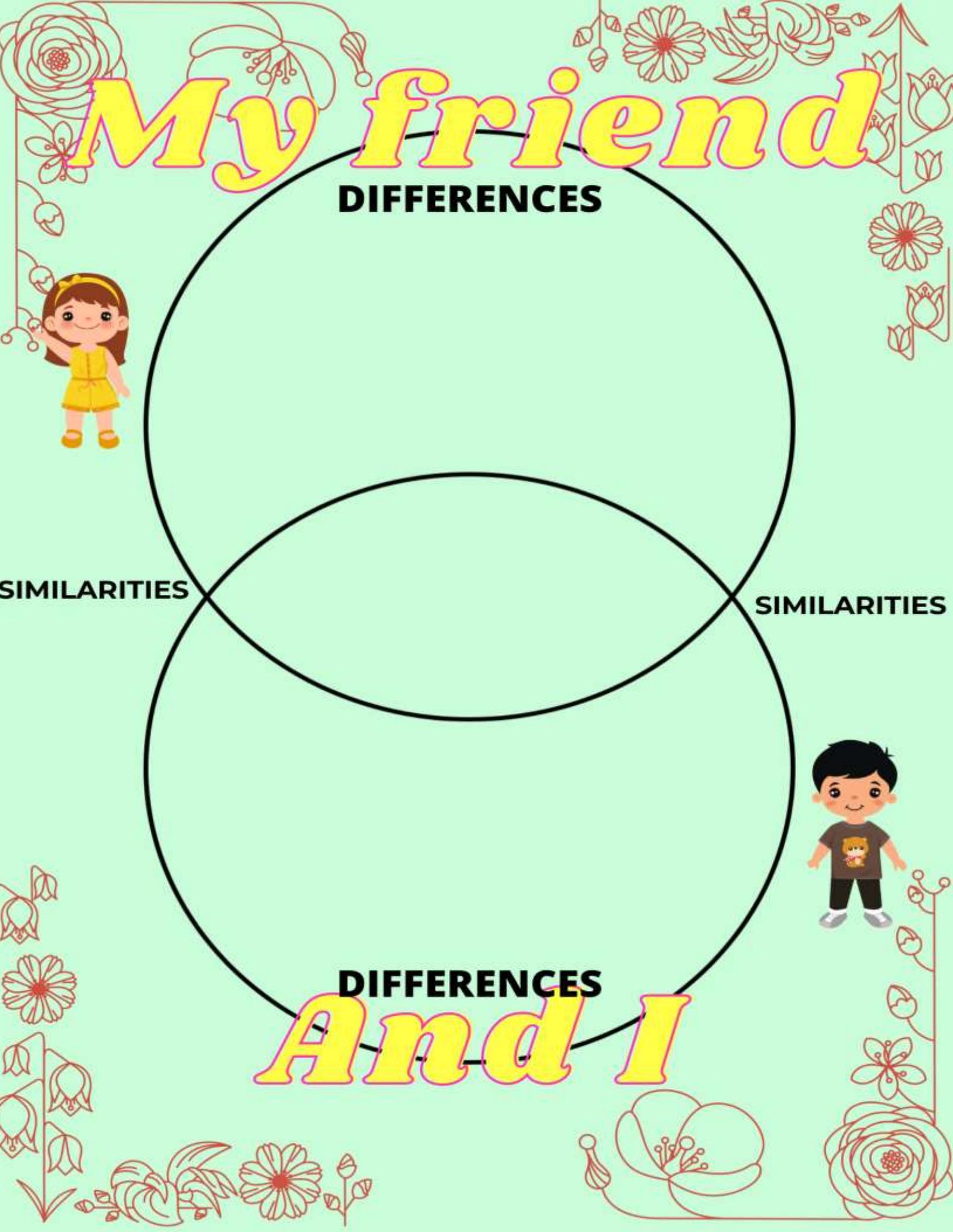
JOHN



TIME TO PRACTICE

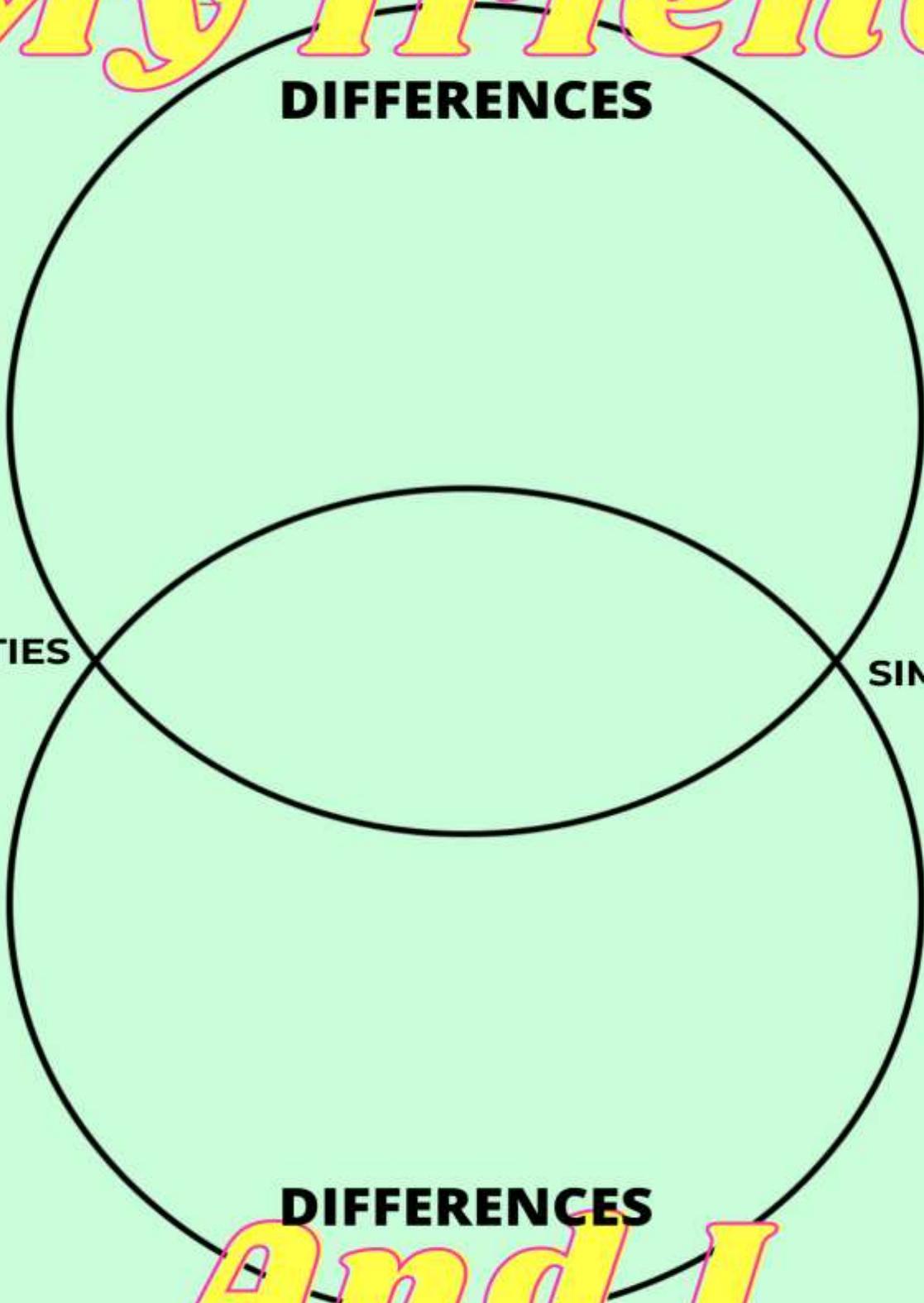
3. Write 5 sentences comparing the two characters

1. _____
2. _____
3. _____
4. _____
5. _____



My friend

DIFFERENCES



SIMILARITIES

SIMILARITIES

DIFFERENCES

And I



WORLD TRAVEL

UNIT 4



3

3.1

Objective

Describe physical and emotional similarities between friends.

Strategy:
Flipped classroom

Speaking Activity

Describing similarities between friends

Resources:

Computer
Worksheet
Projector

App:

Youtube
Quizzis



Preparation:

- Create a quizzis test
- Verify the validity of the link
- Share the worksheet before the class

Key Language

Resources
Handbook
Projector to show the video.
-Computer to make the presentation

Changuing

Procedure

Pre

- The teacher asks students to research the requirements for renting a car in Ecuador. Once they have these requirements they should write them down and prepare them for class.

During

- The teacher will divide the class into five groups to share their list of requirements and generate a general list with the most repeated points.
- Then the teacher will give them a piece of paper so that the students can create a logo that represents the company they are representing.
- The teacher will determine two people to perform a simulation of renting a car in front of their classmates.
- Then the teacher will present a list of vocabulary that they could use in a real situation.
- Ask the students in the same groups to do the activity again but this time using the vocabulary he taught them.
- The students in pairs within their groups should decide why the vocabulary is more feasible than the vocabulary used initially.

Post

- At home the students should put together their own dialogue to present to the teacher.

Co-working group

STUDENT

STEP 2

Discuss and create a mean list of requirements to rent a car



DURING

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

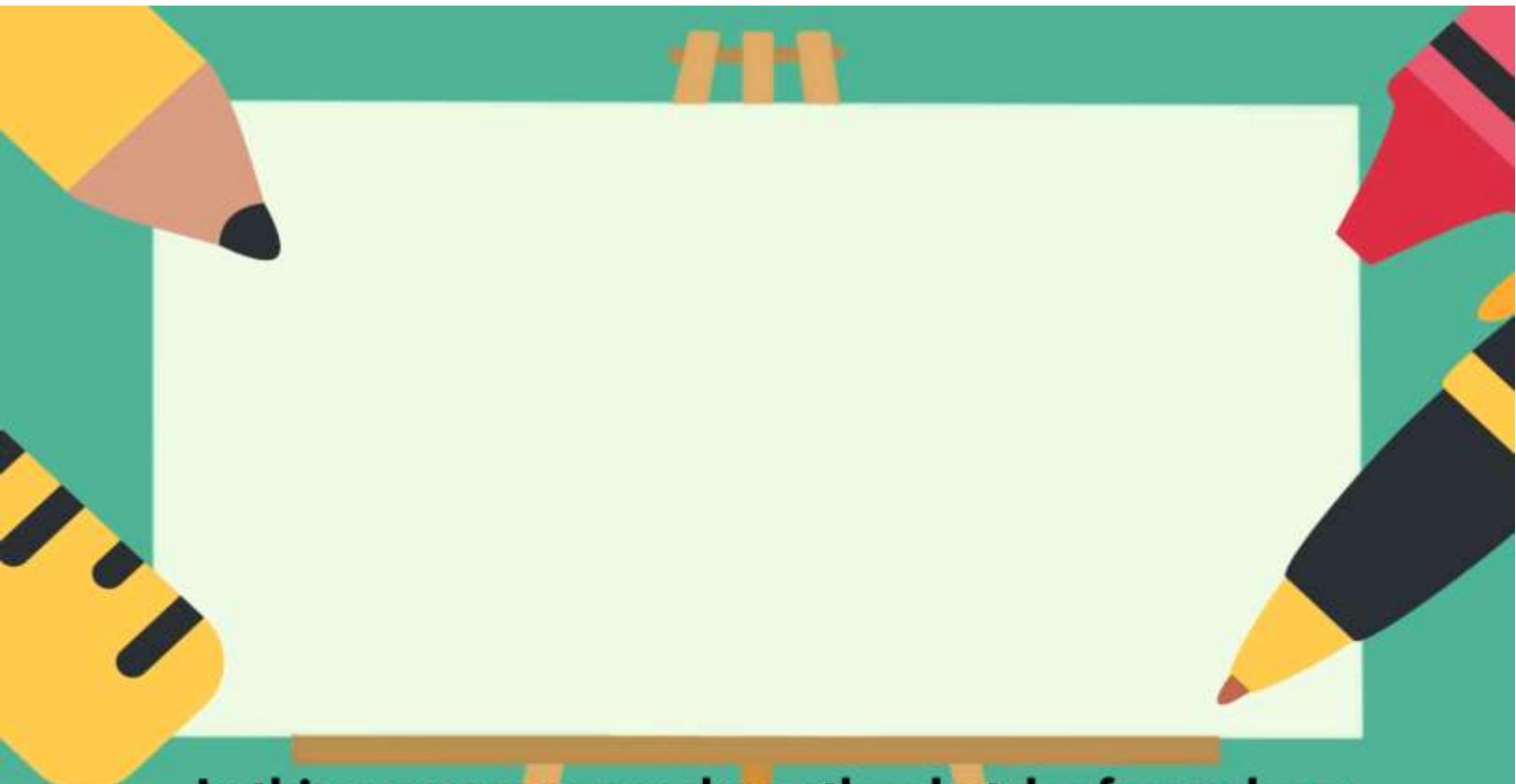


STEP 3

CREATE

Based on the requirements set and your research create your own car rental brand, then set a logo on the sheet of paper.





In this space you can draw the sketch of your logo.

Establish roles in the group, who is going to be the renter and who is going to purchase the car.

Practice repeatedly until you learn the dialogue so that you can show it to the class. You can use a rough draft and your brand logo.

Seller

Renter



CHAPTER V: CONCLUSION AND RECOMMENDATIONS

Chapter V presents the conclusions and recommendations obtained from this research. The conclusions and recommendations were based on the research objectives: general and specific.

5.1. CONCLUSIONS

The following conclusions have been established after conducting this research, which inquired about improving speaking skills from the blended learning approach.

As the theoretical background explains, integrating the best of the virtual world into education has a positive impact. In English language learning, speaking is one of the essential skills. It favors communication and interaction between people by allowing them to express and receive messages. It is also the primary tool in the social organization of groups or communities. However, speech development in a foreign language is one of the biggest challenges in schools as teachers provide few digital tools to their students to develop meaningful learning. Therefore, a blended learning approach is an excellent strategy for improving speaking skills.

Education has a very important place in the development of various fields of human beings, but some factors affect its development. Therefore, the results obtained in the survey it is shown that the speaking ability of the eighth-grade students of the Colegio de Bachillerato Universitario UTN, there are difficulties in their learning the English language, especially speaking abilities because they come from different schools with different ways of learning. For this reason, teachers must apply teaching strategies with innovative and motivating activities, which were carefully researched and selected considering the benefit of the students and their interests for strategies, which were selected by the students in the survey that was applied to them.

The information collected thanks to the research instruments had a high level of relevance, as it showed the importance of the English language in the professional profile of the students as well as the need to integrate new methods and approaches in the teaching methodology so that they can improve their speaking skills and integrate technology in their education.

According to the theoretical bases presented above, the blended learning approach offers promising alternatives to education. It makes the teaching-learning process more flexible in such a way that the acquisition of a new language helps the development of cognitive skills, the management of time, and the appropriate use of technology. Concerning the proposal presented, it can be said that the application of the blended learning approach and its strategies in English classes favors the development of speaking skills as well as the change in the educational experience, something that can be achieved thanks to activities that present a variety of virtual resources that are easy to access and use as well as meaningful classroom tasks that promote cooperation, innovation, and student autonomy.

5.2. RECOMMENDATIONS

▪ It is recommended that teachers of English, especially sophomore students need to adopt innovative resources and make use of pedagogical guidelines for the development of English language skills in the teaching process. This allows for a dynamic, interactive, and interesting environment. Moreover, this pedagogical guide presented as a research project can be used by teachers who wish to improve their speaking skills, considering their interests, expectations, and students' needs. Technological tools in the teaching process greatly benefit acquiring a second language, such as English. Therefore, mixing the best aspects of face-to-face and virtual learning is very important. Teachers must be informed and prepared concerning the use of technologies to generate pleasant environments for the abilities of today's students as well as for the constant evolution of the world.

To solve some of the causes of students' speaking skills development, it is recommended that English teachers must continue to integrate new methodologies and teaching techniques to create a comfortable environment to motivate the student to participate in the classes. To make this possible, teachers must continue to research academic innovations to solve English language acquisition problems. In this way, teachers can find new strategies to ensure the use of the foreign language in English classes. To address some of the causes of students' oral skills development, it is recommended that English teachers continue to use the digital teaching resource guide. Besides, this guide supports teachers because it contains a variety of activities that give students more opportunities to interact in the target language.

Based on the data collected, it is recommended to consider students' preferences in the teaching-learning process of speaking skills, so teachers should opt for a variety of communication activities so that students feel motivated and can share their learning with their peers and outside of English classes. In addition, cooperation is encouraged in creating a new vocabulary, dialogues, sentences, and a variety of activities for expressing thoughts, ideas, and emotions.

Finally, it is recommended that English teachers combine teaching and learning methods in English language development, considering the pedagogical activity guide that was created, so that learners can use different ways of creating short sentences and then continue with interactive dialogues. In this way, students can improve communication in English and adapt to the use of a collaborative methodology. Furthermore, it is important to mention that this guide is available in two versions: digital and pdf.

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Annexe



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1551-O
Ibarra, 25 de noviembre de 2022

Doctora
Diana Flores
RECTORA DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que la señorita KIMBERLY SHAKYRA SANMARTÍN ÍÑIGUEZ, estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, quien se encuentra desarrollando su trabajo de Integración Curricular denominado "BLENDED LEARNING APPROACH TO ENHANCE SPEAKING SKILLS IN SOPHOMORE STUDENTS AT COLEGIO DE BACHILLERATO UNIVERSITARIO UTN, ACADEMIC YEAR 2022-2023" pueda aplicar una entrevista y una encuesta, en la Unidad Educativa que usted acertadamente dirige.

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"



JOSE
LUCIANO

MSc. José Revelo
DECANO DE LA FECYT

COLEGIO UNIVERSITARIO UTN

Fecha: 01.12.2022

Hora: 11:30

Recibido por: *[Firma]*

Annexe



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 25 de noviembre de 2022

Magister
Marcela Alarcón
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto: Blended Learning Approach to Enhance Speaking Skills in Sophomore Students at Colegio de Bachillerato Universitario UTN, Academic Year 2022-2023.

Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Kimberly Sanmartín
C.C: 175431213

Annexe



UNIVERSIDAD TÉCNICA DEL NORTE
 FACULTAD DE CIENCIA Y TECNOLOGÍA FLCYT
 PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -
INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

Marcela Alarcón Ramos

 Firma del Evaluador
 C.C.: 1001929239

Apellidos y nombres completos	Marcela Elizabeth Alarcón Ramos
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Teléfono	0980338494
Fecha de envío para la evaluación del experto:	25 de noviembre de 2022
Fecha de revisión del experto:	25 de noviembre de 2022

Annexe



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 23 de noviembre de 2022

Magíster
Rubén Congo
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar las entrevistas y encuestas de Investigación del Proyecto: Blended Learning Approach to Enhance Speaking Skills in Sophomore Students at Colegio de Bachillerato Universitario UTN, Academic Year 2022-2023.

Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, lo anticipo mis debidos agradecimientos.

Atentamente,

Kimberly Sanmartín
C.C: 175431213

Annexe



UNIVERSIDAD TÉCNICA DEL NORTE
 FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
 PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS –
INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

.....
 Firma del Evaluador
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Apellidos y nombres completos	Congo Maldonado Rubén
Título académico	MSc.
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Fecha de envío para la evaluación del experto:	23-11-2022
Fecha de revisión del experto:	23-11-2022



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY TO STUDENTS

Theme: Blended Learning Approach to Enhance Speaking Skills in Sophomore Students at Colegio de Bachillerato Universitario UTN, Academic Year 2022-2023

Objective: Gather information about Blended Learning Approach to enhance speaking skills in sophomore students at Colegio de Bachillerato Universitario UTN, academic year 2022-2023.

The purpose of this survey is to collect information about Blended Learning Approach for the improvement of speaking skills. The information collected is intended to be used for academic purposes only.

General Information

Gender: Male _____ Female _____ Other _____

Age: 12-13 years _____ 13-14 years _____ 14-15 years _____

Guidelines

- Remember that this survey is anonymous, feel free to answer.
- Be sure to choose only one alternative for each question.
- If you have any questions, please ask the interviewer.

Questions

1. Do you consider English is important for your future professional life?

- Very important Somehow important Not very important

2. How often do you speak English in your classes?

- Always
 Usually
 Sometimes
 Rarely
 Never

3. **Where do you speak English the most?**

- At school
- At home
- On streets

4. **From the following list, choose the learning modalities you have used to learn English?**

- Online instruction
- Face to face instruction
- Mixed-mode instruction

5. **Which modality do you prefer the most?**

- Online classes
- Face to face classes
- Mixture of both

6. **In your English classes, what kind of resources would you like your teacher use?**

- Physical resources
- Virtual Resources
- Both

7. **Do you think that combining virtual and physical resources would contribute to improve your speaking skills?**

- Completely agree
- Partly agree
- Strongly disagree

8. **Which of the following activities does your teacher use to help you improve your speaking skills?**

- Video discussion
- Audience response system
- Webinar
- Online tutoring
- Voice messages
- Videoconferencing



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FOR TEACHERS

Theme: Blended Learning Approach to Enhance Speaking Skills in Sophomore Students at Colegio de Bachillerato Universitario UTN, Academic Year 2022-2023

Objective: Gather information about Blended Learning Approach used by English teachers to enhance speaking skills in sophomore students at Colegio de Bachillerato Universitario UTN, academic year 2022-2023.

Esteemed teacher, all information collected in this interview is for academic purposes only. Data will be handled anonymously and confidentially. Please, answer the questions honestly and considering all the aspects which are detailed below.

Questions

1. Do you consider speaking as one of the most difficult skills to teach? Explain your answer
2. After the Covid-19 pandemic, have you used virtuality to improve your students' learning?
3. Which method or approach do you prefer to apply when practicing speaking with students?
4. Have you heard about Blended learning?
5. Considering that Blended learning approach combines virtual and face to face components, have you ever used blended learning approach to develop speaking skills on your students?
6. Would you consider useful to have an academic guide based on Blended learning approach to enhance speaking skills of your students?