

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
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**THE ANALYSIS OF HOW THE IMPLEMENTATION OF
BLENDED LEARNING IN THE 3RD LEVEL ENGLISH CLASS
OF THE NEW LEARNING ACADEMY AFFECTS
PARTICIPATION AND STUDENT GRAMMAR TEST
PERFORMANCE.**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

Many students in today's society dread going to class. Many simply do not want to do the work to learn the material in class or at home. However, teachers also are at fault where in many cases, class consists of them reading the textbook to students. There is little interactivity among students and therefore communication is limited. Compounding this issue is a bare minimum approach to homework tasks where teachers simply assign workbook exercises that often do not promote a personal connection with the students. Therefore, the question asked by the investigator was: how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test performance. This paper shows how Blended Learning and Flipped Classroom remediate these issues by integrating online capabilities outside of class. While online at home, students learn and practice the material enabling in class time to be utilized for interactive and communicative activities. 15 students from the New Learning Academy took part in this investigation, completing a pre and post investigation survey and questionnaire relating to their participation and study habits. They also completed a pre and post investigation grammar test to measure their performance objectively. Findings showed that students had increased participation frequency and, on average, improved their grammar performance. With these results it can be concluded that the implementation of Blended Learning in the 3rd level English class of the New Learning Academy positively affected participation and student grammar test performance.

Resumen

Muchos estudiantes de la sociedad actual temen ir a clase. Muchos simplemente no quieren aprender el material ni en clase ni en casa. Sin embargo, los profesores también tienen la culpa, ya que, en muchos casos, la clase solo consiste en leerle el libro de texto a los estudiantes. Existe poca interactividad entre los estudiantes y, por lo tanto, la comunicación es limitada. Para agravar este problema, existe un enfoque mínimo para las tareas de la casa, dado que los maestros simplemente asignan ejercicios que a menudo no promueven una conexión personal con los estudiantes. Por lo tanto, la pregunta que hizo el investigador fue: cómo la implementación de la enseñanza semipresencial en la clase de inglés de 3er nivel del New Learning Academy afecta la participación y el desempeño de los estudiantes en las pruebas de gramática. Este documento muestra cómo la enseñanza semipresencial y el aula invertida solucionan estos problemas mediante la integración de capacidades en línea fuera de la clase. Mientras están en línea en casa, los estudiantes aprenden y practican el material, lo cual permite que el tiempo de clase se utilice para actividades interactivas y comunicativas. 15 estudiantes de la New Learning Academy participaron en esta investigación, completaron una encuesta y un cuestionario pre y post investigación sobre su participación y hábitos de estudio. También completaron una prueba de gramática previa y posterior a la investigación para medir su desempeño de manera objetiva. Los resultados mostraron que los estudiantes habían aumentado la frecuencia de participación y, en promedio, mejoraron su rendimiento gramatical. Con estos resultados se puede concluir que la implementación de la enseñanza semipresencial en la clase de inglés de 3er nivel de la New Learning Academy afectó positivamente la participación y el desempeño de los estudiantes en las pruebas de gramática.

Chapter I

Introductory Framework

The introduction serves as an appetizer in the full course meal that is the investigation. It gives an overview of the investigation helping the reader to decide whether to invest time in reading the investigation or to move on. PhD in Philosophy, from the University of Birmingham, Dr. Max Lempiere states the introduction serves to establish the background and importance of the topic, outline research questions and the problems the investigation addresses, and lastly discussing how the research will be carried out (Lempiere, 2019). All of the mentioned points by Lempiere can be found in this introduction.

1.1 Problem Statement

In the last 6 months teaching at New Learning Academy, there has been relatively poor performance among students in the level 3 course. During the last course given for level 3, all the students failed the final exam and overall had very little interest in the course. Often after teaching, students would be assigned textbook activities but typically either students would do it right before class or would not do it at all. It is safe to assume that, there was no practice done outside the classroom because students would often forget the grammar topics discussed in the previous class. To further compound the problems regarding frequency of target language use, students only had classes one day a week. Every Saturday, students would come in for a 3-hour class in the afternoon from 2:00 pm to 5:00 pm. Only one day of language practice and learning, and not practicing at any other time of the week is simply not an effective way to learn a language.

Institutions tend to focus on the number of classroom hours, as that is what impacts on their resource planning. However, a key part of learning is the time spent by the learner in self-study mode. This might be guided (i.e. following directions given by the teacher) or unguided (i.e. additional learning not set by the teacher – either because the learner is self-motivated or because they are practicing using English for personal or work reasons. (Cambridge, 2018)

While the students may not achieve this level of efficiency due to external factors such as student and teacher responsibilities outside of the learning environment, Blended Learning will help to approximate as much as possible to this outcome.

The scarcity of practice certainly became evident during the oral assessments of the 3 tests given throughout the course. The New Learning Academy tests consist of listening, written, and oral portions. Listening typically accounts for about 1%, the written portion consists of 9% on average and lastly the oral section, taking the form of an interview, comprises 90% of the exam total. Each of the three exams holds a very similar point distribution. Students would typically make mistakes on simple matters including past simple tense, seen in level 1 and 2, as well as, many level 3 topics such as the present perfect tense. Nevertheless, the mistakes were more evident on the oral portion as well as in the open-ended writing prompts. Quizzes were often the same. The teacher attempted to rectify this through projects which did help somewhat, but the lack of follow up and consistent practice outside the classroom led to eventual loss of retention of information.

While this investigation is to be conducted in New Learning Academy, a for profit language learning institution with sites in both Guadalupe and San Pedro, the overall results of the investigation are expected to also be applicable to the public education structure. A similar problem is also seen in the public education English teaching classrooms where students, often distracted and simply uninterested, do not pay attention in class, nor do they study at home. The simple truth is that students often do the bare minimum to pass the course while neglecting the intrinsic learning aspect the course is trying to instill. Students are not completely at fault, however. Teachers have become quite complacent with reliance on the traditional structure of reading the textbook to students and then assigning workbook exercises. In a world more open than ever before, teachers take little advantage of the immense amount of resources available at a simple push of a button through the internet. Whether the tools consist of interactive videogames, blogs, news articles, or YouTube videos, teachers are ignoring these valuable treasures meant to boost learning through application of technology. In this day and age, there is little excuse to not implement Blended Learning. Rather than using technologies such as computers and cell phones for progressing language development, students waste time on social media and microtransaction based videogames. The resources are there. Teachers and students simply need to learn how to correctly use them to enhance the overall learning and teaching experience.

Another problem noted in the education system overall is the lack of time a teacher has as well as the overwhelming amount of talk time vs students. To further elaborate on the former, teachers will usually rush into the classroom and write the agenda for the day. On top of this, the New Learning Academy structure for teaching grammar, consisting of the grammar topic title, when the grammar topic in question is used, the structure, and lastly examples, must all be written before class begins to avoid taking too much time from speaking practice. All of this

preparation can be exhausting, especially when a teacher must do multiple courses of the same level. Complementing this issue is the lack of student talk time. Students typically do not pay attention while the teacher writes the grammar topic, and whilst explaining, students simply write and do not speak. The speaking is done by the teacher. With only 3 hours of class every week, speaking and even teaching, which is an efficient way to learn, must be the student's priority in order to master English grammar.

1.2 Objectives of the Investigation

1.2.1 General Objective

- To analyze how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test performance.

1.2.2 Specific Objectives

- To identify student reactions towards Blended Learning in terms of participation and sense of achievement.
- To develop interactive technology-based activities outside of the classroom.
- To encourage frequency of language use.
- To evaluate student improvement of grammar skills focused primarily on test performance.

1.3 Justification of the Study

This investigation is set up to tackle multiple issues in language learning classrooms across the world, including lacking student interest in theoretical topics such as grammar, lack of equal participation, and an infrequency of practical use of the language. These problem areas result in an ineffective methodological structure for the classroom. How can students learn when the content is given by the same teacher, in the same format, every week? How do students get better when they do not speak up and participate? How can students improve their conversational skills when they are limited to workbook exercises and only use the language during a 3-hour class once a week? The answer to all of these questions is simply: They cannot. At least not effectively. This is where Blended Learning comes into play. Blended Learning is the cure to this disease of ineffective teaching styles. With this methodology, students can practice whenever and wherever they want. Students can be engaged in class and can have a voice and control their learning.

Students rarely fit into the ideal image most new teachers and parents believe. Most can be seen at one point or another lose interest or lose focus due to a certain distraction. While for some this may be a slight gap in attention, as mentioned above, for others, it is the gateway to misbehavior. Tapping pencils, drawing, whistling, texting, surfing the internet are all common forms to demonstrate loss of interest in content. Sometimes this misbehavior bleeds onto other students distracting them and provoking a snowball effect. Ultimately, the level of educational quality is diminished. While, realistically, there is little chance of avoiding these occurrences completely, Blended Learning acknowledges this and ensures content from the lesson can be reviewed and learning can be reinforced. Complete lessons and explanations are available at any

time as long as the student has access to an internet connection. In addition, supplemental technologies can be used to further enhance learning.

Blended Learning not only helps to ensure students have access to content outside of normal classroom hours, but also addresses a major concern to the educational community: lack of parent competency or even willingness to assist their child. As stated in an article published by Costa Rica's Organization for Economic Cooperation and Development:

The public investment in early childhood (0.4% of GDP) is below the OECD average (0.6%) and is especially low considering that children under 6 years of age represent 10% of the Costa Rican population. More than half (60%) of these children are vulnerable or live in poverty and most come from families whose parents have low levels of education. (OCED, 2017)

Although one may conclude that 6% of the overall population is not bad, it is imperative to consider that there are most certainly highly educated parents that either lack basic pedagogical skills to teach their children the subject matter in an effective manner or simply lack the knowledge of the subject altogether. This statement is further evidenced considering as of 2018 only "10.2% of Costa Ricans speak a second language" (INEC, 2018). With English now a mandatory part of school curriculums, how effective can parents really be when many are plagued with the above-mentioned issues? Blended Learning ensures that firstly parents will not need to concern themselves as much with teaching and secondly that students will learn through the same methodology used by the teacher, therefore avoiding possible confusion of the material.

While Blended Learning primarily focuses on student learning enhancement, it can also enhance the quality of teaching and even the quality of life of professors. With the content online, teachers will no longer need to waste time explaining content previously seen by students. This ensures students and therefore, the teacher can stay on schedule without having to stress over not hitting deadlines or work extra hours modifying lesson plans and tests due to lack of student understanding. This also helps to alleviate those professors who are wrongly accused of not teaching properly by parents whose children simply refuse to study. With online classes, that argument becomes less of a predicament against professors.

Although this investigation primarily focuses on the effect of student performance, it's apparent that Blended Learning can help all parties involved in the education process from students and parents to teachers and even school administrators. The method saves teacher and student time, teacher and school resource expenditures, and keeps learning primarily as a student and teacher centered process, in effect, saving parents time. Blended Learning ensures that education is available anywhere at any time. The only determining factor on whether a student succeeds or fails would be their will to review content.

1.4 Antecedents

Blended Learning, a methodology that is becoming much more popular in recent times, has an ironically blended history. The origins of Blended Learning began back over 150 years ago. In 1840, Sir Isaac Pitman was an English language teacher who in fact launched the first distance education course. With a focus on teaching shorthand, an abbreviated form of writing using symbols instead of words to increase the speed of writing, "Pitman sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected" (Pappas, 2015). Over 100 years later, in the 1960s, the fundamental building blocks of

Blended Learning arose due to the realization that traditional Instructor Led Training (ILT) had many limitations.

ILT had many benefits including the ability for teachers to directly transmit their expertise to an audience in a more personalized manner, the ability to answer question, and the ability to create an engaging environment. However, a prominent disadvantage was scalability and deployment. Teachers could simply not have big enough classrooms for the thousands of students needing education. Compounding this issue was the limited class time students had. Technology Based Learning was the answer.

In the case of the 1960's, this was decreed Mainframe Based Training. "A pioneering example of such a system was Plato, a system developed in 1963 by Control Data and the University of Illinois. Plato pioneered the use of computers in traditional educational settings and still exists today" (Bersin, 2004). Thus, the widespread use of integrating technology had become a reality. During the 1970's another evolution in technology helped propel the use of distance learning through the employment of television-based technologies.

Still implemented today, surprisingly, video-based training had become a new standard for classrooms across the globe. Through this delivery method, students could receive training from anywhere a radio wave could reach from the point of broadcast. Instead of having one huge classroom, teachers could reach multiple classrooms across the state and deliver the lesson.

A well-run example of this approach is the Stanford University Interactive TV network, which is still used throughout Silicon Valley. Stanford invested in a community-based video network in the 1970s and 1980s that enables Stanford professors to teach courses all over the San Francisco Bay Area without leaving the campus. The students never have

to leave their workplace to learn. They submit exercises and tests via courier. (Bersin, 2004)

As one could probably see, the cost to build and maintain video networks for these courses presented an obstacle. Luckily, technology continued to evolve into a method of providing a more efficient communication, from both a time and a cost perspective. It should be noted however that television-based instruction could still be useful for those populations that lack PC-Literacy or who do not have access to a computer (Bersin, 2004).

In the 1980s Josh Bersin was hired by IBM and had seen his first Blended Learning integration. “IBM had developed a well-structured blended curriculum for new hires made up of online product education at the local branch office and a series of classroom and simulation exercises in Dallas, Texas” (Bersin, 2004). With the evolution of technologies from CD based training in the 1980s and 90s to the advent of the internet, online learning had started to become more and more integrated in educational institutions. Although there is not an exact date for the widespread use of Blended Learning, beginning in the early 2000s many researchers began exploring the methodology and applying it in case studies. Fortunately, the results that have been researched for this investigation, demonstrated overwhelming evidence of the effectiveness of Blended Learning.

The first International investigation is an article published in 2012 by the Victoria State Government’s Department of Education and Early Childhood Development in Melbourne, Australia. The article focuses on defining Blended Learning as well as supporting its use through a multitude of case studies in varying common core subjects. One specifically interesting case study is related to language learning titled: CASE STUDY 1: Chinese Language Learning with

Web 2.0 Project. In this study, 4 teachers and 80 students within two primary and two secondary institutions participated in the trial to determine the effects of Blended Learning on a multitude of factors including student learning outcomes, attitudes, confidence, and immersion. The students would use lessons and activities from the web to enhance their practice at home while also occasionally meeting with their teachers online. The results for this case study revealed mostly positive outcomes including increased confidence, language use, and participation, improved classroom behavior, and greater career satisfaction for the participating teachers. The article then continues to discuss the advantages, disadvantages and challenges of Blended Learning as well as how to develop a pedagogy with this approach.

A second international investigation is a tool kit constructed by University of Central Florida (UCF) and the American Association of State Colleges and Universities (AASCU). This extensive document covers a wide variety of studies related to Blended Learning from discussing benefits and limitations to describing course design, assessment strategies and course standards. Aside from extensive theoretical elaboration, practical use of the Blended Learning approach can be analyzed in 2 case studies: Broad Conceptualization and Detailed Personal Reflection (Thompson, n.d).

The third international investigation, Blended Learning-The Evolution of Online and Face to Face Education from 2008-2015, was released in 2015 originally by John Watson from Evergreen Education Group. The article was later updated in 2018 by a team of researchers, consisting of 8 members plus the original author John Watson, working under International Association for K-12 Online Learning (iNACOL). The collaborative document introduces the reader to a brief 2008-2015 history of Online Learning and the integration of Blended Learning. While the article also defines Blended Learning, the authors take a more granular approach

discussing the differing models under the umbrella of Blended Learning. Case studies provide overwhelming evidence of the effectiveness of Blended Learning in a variety of educational levels from Elementary and Middle schools to College Prep High Schools and Private Academies. Encompassing some common themes recognized amongst the results of these studies are higher grades, timely graduations, and improved fulfillment of individual student learning needs.

The first national study involves a comparison of the varying methods of teaching. Published in the *Revista Educación*, vol. 43, núm. 2, 2019, in the Universidad de Costa Rica, author Jeremy Bachelor titled the investigation: “El aula presencial, semipresencial, virtual e invertida: Un estudio comparativo de métodos didácticos en la enseñanza de L2”. This investigation analyzes each of the delivery methods and reaches a conclusion based on answering questions measuring efficiency of communication in the target language, test scores, and exclusivity of target language use. The investigation used 2 oral exams, a written exam and a daily teacher journal as instruments. Finally, the author describes the results of each methods, oddly enough showing less efficiency with the Flipped Classroom methodology but better results with the hybrid approach.

The second national investigation used is a document made by Damaris Cordero Badilla and Vianey Martín Núñez Arguedas published in 2017 through the *Revista Ensayos Pedagógicos* Vol. XII, N° 1 titled: “La enseñanza invertida (EI) o flipped teaching (FT) como método de mediación pedagógica aplicado a un curso de inglés integrado para otras especialidades en la Universidad Nacional (UNA), Costa Rica”. The article focuses on the Flipped Classroom method of Blended Learning. The authors begin by addressing the need of Flipped Classroom in schools and the culture of government and even private institutions

moving to a hybrid or online model of training and working. They then discuss various stages of the case study including population, methodology, and results of tools used throughout the implementation of Blended Learning. Conclusions here also concentrated on delivery of a higher quality individual attention for students, an increase in critical thinking, and a more efficient and opportunistic student-teacher and student-student interaction.

1.5 Scope

After having concluded with the investigation along with having applied all relevant instruments, the expected results, in accordance with the thesis topic: “To analyze how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test performance”, are as follows:

1.5.1 Expected Result 1

Use theoretical and applied research to accurately use Blended Learning in the Level 3 classroom and measure language use frequency throughout its implementation.

1.5.2 Expected Result 2

Prove that, through the use of Blended Learning, student grammar test performance will increase compared to previous performance levels.

1.5.3 Expected Result 3

Demonstrate an increased participation level of students after the integration of Blended Learning in the classroom environment.

Chapter II

Theoretical Framework

The Theoretical Framework is an essential component of any investigation as the lack thereof constitutes any findings during the investigation as without merit. This piece describes the underlying theory and elaborates on the foundation regarding the problem being addressed in the investigation. This framework seeks to address four aspects to support the research. Each section is comprised of an overall introduction of the theories, explanation of said theories individually, identification of key overlapping information amongst the theories and lastly, how to apply the theories in a real classroom setting. The first section focuses on a plainly theoretical perspective of Blended Learning including defining what is Blended Learning as well as informing the audience of what tools are required and how to go about implementing the methodology. The second section enlightens readers to multiple case studies demonstrating that with the employment of Blended Learning, significant positive impacts in a variety of areas including test scores, student individualization, and frequency of target language use are a reality. The third section shifts focus to defining participation as well as discussing the reasons as to why participation might be lower for certain students in an EFL environment. The final section takes the theory and reinforces it with applied case studies. The case studies will be specifically aligned to Blended Learning, showing an increased class participation on the student's part as well as increased use of the target language and decreased use of L1.

2.1 Blended Learning

2.1.1 Blended Learning Definitions

The first section focuses on a plainly theoretical perspective of Blended Learning including defining what is Blended Learning, how to integrate Blended Learning and informing the audience of perceived benefits and limitations. Due to the extensive nature of the research, many authors have their own definitions and perspectives on what constitutes as Blended Learning. Therefore, a combination of broad and granular definitions will be provided including a breakdown of the models of Blended Learning and how to efficiently prepare for it. Integration methods will then be reviewed. Lastly, the perceived benefits and limitations will only briefly be discussed, as the applied case studies, found in section two, will shed more light on these aspects.

Michael B. Horn, author and senior partner for Entangled Solutions, a strategy consultancy for the education ecosystem, and Heather Staker, adjunct researcher for the Christensen Institute and president of Ready to Blend, define Blended Learning in their book, “Blended: Using Disruptive Innovation to Improve Schools”, simply in terms of what it is and what it is not. According to them, Blended Learning is “any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace” (2015). It is important to emphasize the fact that there is student control. They reiterate this fact asserting while Blended Learning is essentially where students do some of their learning over the internet, it is not as simple as using a random application such as an online graphing calculator or a game website. There must be an instructional shift from face to face content to web-based content.

In essence, Horn and Staker explain that if there is no aspect of student control in the online learning, it is not Blended Learning.

“It may be merely control of pace—the ability for students to pause, go back, or skip forward through online content as free agents. But often, online learning extends other types of control—in some cases students can choose the time at which they do their online learning, the path they want to take to learn a concept, or even the location from which they want to complete the online work—whether in a brick-and-mortar classroom or anywhere else” (Horn and Staker, 2015).

However as one may imagine, there must also be a physical presence. This is not any institution, though. “Blended Learning means that students have at least some on-campus, away-from-home component built into their schedule.” They explain that it is also required to be supervised by teachers or guides in a physical setting.

Brian Tomlinson, Visiting Professor at Leeds Metropolitan University and a TESOL Professor at Anaheim University and Dr. Claire Whittaker, consultant and trainer in ELT program implementation, provide a similar yet less descriptive definition of Blended Learning in their book: “Blended Learning in English Language Teaching: Course Design and Implementation”. They state “ELT ‘Blended Learning’ is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials)” (Tomlinson & Whittaker, 2013). It should however be emphasized that the online component must have some form of activity or material aligned to what is being learned. Simply having a syllabus or course announcements is not enough to constitute as Blended Learning. On the other side of the spectrum, if the online activities replace over 45 percent of

what would usually be done in the classroom, Blended Learning is not being employed as this example more closely resembles a Hybrid or Fully Online model (Tomlinson & Whittaker, 2013).

In addition, John Watson, author of “Blended Learning: The Evolution of Online and Face to Face Education from 2008-2015,” has a basic definition of Blended Learning. He states, “Blended learning, also referred to as hybrid learning, combines the best features of traditional schooling with the advantages of online learning to deliver personalized, differentiated instruction across a group of learners” (Watson, 2015). More specifically, it combines the social aspects of traditional face to face learning with the flexibility and resourcefulness of an online component. Therefore, less time can be spent on lectures while more can be spent on focused practice.

Although each author may have differing opinions as to some minute details, the foundational message stays the same: A blend of traditional teaching and learning online. Having a basic understanding of what is and what is not Blended Learning will ensure the integrity and validity of the investigation. Ultimately, these points of view will be considered to establish a unique interpretation where Blended Learning is defined as: Teaching in a face to face context through an established schedule by the institution and the addition of an online component outside of the scheduled class.

2.1.2 Blended Learning Models

Now that a broad definition has been established, Blended Learning can be broken down into differing models. Furthermore, the tools to integrate Blended Learning will be reviewed. To begin, Horn and Staker add to their definition by breaking down Blended Learning into 4 models: Rotation, Flex, A La Carte, and Enriched Virtual. Each model has unique characteristics that differentiate them from each other however all comply with the broad definition of Blended Learning.

The most popular amongst teachers is the Rotation model. This model, as its name implies, is where “students rotate—either on a fixed schedule or at the teacher’s discretion—among learning modalities, at least one of which is online learning” (Horn and Staker, 2015). This rotation method can be further broken down into specific rotation types including station rotation, lab rotation, Flipped Classroom, and individual rotation. Station rotation, is not surprisingly, a familiar tactic amongst teachers to mix up the classroom however in a Blended Learning context, one station is online. “Often students rotate among online learning, small-group instruction, and pencil-and-paper assignments at their desks. Or they may rotate between online learning and some type of whole class discussion or project” (Horn and Staker, 2015). An example of station rotation could be where students rotate every 15 minutes through an individualized practice station, a reading station, and an online exercise station. The next rotation type is lab rotation. “Lab Rotation is similar to Station Rotation, but students walk to a computer lab for the online-learning portion of the course. The idea is to free up teacher time and classroom space by using a computer lab and a different staffing structure for the online component” (Horn and Staker, 2015). The Flipped Classroom type is the third rotation model discussed by Horn and Staker. In the Flipped classroom, students primarily learn the content

online and come to class to participate in what would traditionally be homework and to clarify doubts. This rotation type helps the teacher to take advantage of the limited physical class time available for practice rather than to reexplain the same concepts twice or even three times.

The teacher can try to slow down or speed up to adjust to differentiated needs, but inevitably what is too fast for one student is too slow for another. Moving the delivery of basic instruction to an online format gives students the opportunity to hit rewind or fast-forward according to their speed of mastery. Students decide what to watch and when, and this— theoretically at least—gives them greater ownership over their learning (Horn and Staker, 2015).

The fourth and final rotation type is Individual rotation. This is where a teacher or algorithm assigns each student a schedule based on assessment scores given at the end of each lesson. The schedule will then determine what activities the student will participate in. While essentially station rotation, through the algorithm used in individual rotation, students now have a personalized schedule for their individual learning needs.

The second model type is the Flex Model. This model is mainly used when students are behind on the credits required to graduate, when students have dropped out, or when students are particularly advanced. The Flex Model is where students learn primarily in a brick and mortar school, however the student must go to another campus to participate in online or at times offline courses in a supervised environment. To present this idea in a more practical context: “Wichita Public Schools leased storefront spaces at local malls and converted them into large, open-space learning centers, where students could show up any time throughout the day to complete Apex courses under the supervision of credentialed, on-site teachers” (Horn and Staker, 2015).

Similar in nature to the Flex Model, the A La Carte model is where students can choose a course to take online. Typically, these courses are taken at the school during the study hall period or after school. The main difference between A La Carte and the Flex Model is that with the former, the student is present in a physically teacher supervised and supported environment while with the later the teacher is online. “This is a form of Blended Learning because the students are experiencing a blend of online learning and brick-and-mortar schooling, despite that fact that the online courses themselves do not have a face-to-face component” (Horn and Staker, 2015).

The fourth and final model presented by Horn and Stakers is the Enriched Virtual Model. It can be defined as the opposite in a sense to Flipped Classroom. Flipped Classroom requires face to face courses to practice with all students. In contrast, the Enriched Virtual model is primarily online with face to face sessions primarily being reserved for students struggling to keep up. “Many Enriched Virtual programs began as full-time online schools and then, noticing that their students needed more support, developed blended programs to provide face-to-face enrichment and a safe, peaceful physical setting” (Horn and Staker, 2015).

With having defined the various models and types of Blended Learning, one must then match the model to the type of problem currently being faced. In order to choose a model, Horn and Staker suggest asking questions such as: what type of team is needed, what aspects should students control, what will the primary role of the teacher look like, what physical space can be used and how many Internet-enabled devices are available (Horn and Staker, 2015). With Flipped Classroom, the teacher alone can utilize a variety of free resources to create their own Blended Learning environment. “Many teachers flip their classrooms on their own with only a slight nod of approval from the administration and no help from a team at all” (Horn and Staker,

2015). This is quite beneficial as teachers with little support from their organization would easily be able to adapt a format of Blended Learning. When considering what aspects students should control, the Flipped Classroom is ideal for teachers who want their students to control both the path and pace during the online portion of the course, while enabling the teacher to structure the physical classroom portion. When considering the physical space, Flipped Classroom is ideal for situations where there is an existing classroom but no computer lab or large areas where perhaps a lab rotation could be better suited. The final factor to consider is the availability of Internet enabled devices. Luckily, in 2020 many students have access to internet through not just one, but a variety of devices from tablets and smart phones to laptop and desktop computers.

2.1.3 Blended Learning Implementation

Once a learning style has been chosen and justified, the next step would be to decide whether the implementation will be integrated or modular. Horn and Staker claim there are four differing strategies to implement Blended Learning: DIY, use of an outside provider, use of multiple providers, and use of a facilitated network. Each strategy comes with its own specialized requirements to use from possessing some knowledge of website design to simply having a large wallet. The first strategy will be the simplest to implement, DIY.

When looking at DIY, there are usually two reasons for choosing this strategy: budget and alignment to school curriculum and learning standards. Specifically, the comments heard are commonly along the lines of: “The only affordable third-party content is not rigorous enough” or “Vendor content doesn’t align to our high standards and tests” (Horn and Staker, 2015). Even though many schools have dedicated IT departments to facilitate the creation of a platform, in some schools, the teachers take the reins of their own Blended Learning environment. According to Horn and Staker (2015), “Quakertown made this choice when it decided to build the Infinity

Cyber Academy using courses its own teachers developed. Flipped Classroom teachers make this choice each time they decide to record their own mini lesson to post online rather than search the Internet for something readymade.”

As one might notice, there are plenty of benefits as well as limitations to choosing a DIY approach. Benefits are clearly control of quality in accordance with the institution’s standards, reduction in expenses, and customizability of content and control over how the content is consumed. However, Horn and Staker mention some considerable limitations as well. DIY limits the quality of the overall platform considering much is done in house. Often the quality and versatility between a web platform created by someone learning against a professional web developer is quite noticeable. “Without ready access to capital markets, schools, districts, and nonprofits of any stripe struggle to scrape together enough resources to develop online content that is much richer than digital textbooks or online lectures” (Horn and Staker, 2015).

Using an outside provider as well as multiple providers can be beneficial as far as having a better guarantee that the software will have a high level of quality. With experts having built the software and often optimized it over extended periods of time, using an outside provider can also help evade the headaches related to addressing technical issues. Whether using a single provider for the entire school or multiple providers to focus on a single subject each, outsourcing also presents a huge drawback. The cost of employing services can increase exponentially depending on quality and if one wishes to customize the software. In their publication, Horn and Staker remark, “A software representative from a highly regarded provider that offers built-in customization for students told us that it generally takes nine months and contributions from over thirty employees to develop a year-long online course” (Horn and Staker, 2015). As one can imagine, such a project would not be cheap.

The final and perhaps most interesting of the four integration options is employing a facilitated network. This is where a platform is developed either DIY or through a provider, however, the general public has access to the site, can contribute to it, and help building and customizing it. A famous example of this is the Khan Academy platform. To further breakdown the meaning of facilitated network, Horn and Staker mention:

The platform is open and nonproprietary; it has an open API, which means that other software can easily interface and be compatible with it. In other words, Khan does not make or even curate all the content on the platform. Volunteers are building on it by adding new topics—such as biology, art history, and computer science—and by translating it into other languages (Horn and Staker, 2015).

2.1.4 Flipped Classroom Definition

Considering Flipped Classroom will be the specific Blended Learning type to be applied, further elaboration must be provided to justify its use. Once again to ensure validity, other definitions of Flipped Classroom must be considered aside from what was given by Michael Horn and Heather Staker. The two authors of “Flip Your Classroom-Reach Every Student in Every Class Every Day,” Jonathan Bergmann, co-founder of Flipped Classroom Network and winner of the 2013 Bammy Award presented by the Academy of Education Arts and Sciences, and Aaron Sams, internationally recognized educational speaker and professor at Saint Vincent College, define Flipped Classroom as: “The concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (Bergmann and Sams, 2012). Traditional classes will usually begin with a review of the homework exercises followed by a warm-up. Afterwards the students would be lectured with the new content to be learned that day and finalize with some

supervised production activities. As one can see, the student must not only quickly learn from any mistakes made on the homework but also must learn a completely new topic which in some cases may have little to do with the previous topic. In worse cases, the homework corrections may leave some students confused however due to time constraints, the teacher must move on to the next topic, which in some cases builds off of the homework. Furthermore, while some students will think about the homework instead of paying attention to the new content, others will be completely lost. Flipped Classroom makes better use of class time where the teacher has plenty of opportunities in class to correct student's mistakes and students have ample time to internalize the lecture at home.

Students still need to ask questions about the content that has been delivered via video, so we generally answer these questions during the first few minutes of class. This allows us to clear up misconceptions before they are practiced and applied incorrectly. The remainder of the time is used for more extensive hands-on activities and/or directed problem-solving time (Bergmann and Sams, 2012).

Grace Oaklye, teacher educator and researcher at University of Western Australia, states in the book, *Blended Learning for Quality Higher Education: Selected Case Studies on Implementation from Asia-Pacific*, Chapter 3 that, "It entails the removal of the 'information transmission' type of teaching such as lectures and presentations from face-to-face classrooms so that educators can instead use this valuable time to help students achieve deeper learning through discussion, application, skills development and other active learning strategies" (Lim & Wang, 2016). One can already begin to see how the class time can be better used by both teachers and students. Rather than utilizing 50% of class time for lecture, where one is barely familiar with the new information, the teacher can now, work with students who have already reviewed the

content and done some basic practice. Moreover, the teacher no longer acts as merely an information vomiting machine but as a facilitator and quality analyst to ensure students are heading in the right direction. Adrian Leis, Associate Professor of Miyagi University of Education and Jeffrey Mehring, faculty member in the American University of Afghanistan, authors of “Innovations in Flipping the Language Classroom: Theories and Practices,” are also strong advocates of Flipped Classroom stating that “The Flipped Classroom means personalized, intercommunication among the members of the learning environment; higher levels of personal responsibility on the students’ part; a combination of instruction from the teacher and constructivist learning; and students actively engaged in the learning outcomes” (Leis and Mehring, 2018).

Dr. Erik Voss and Dr. Ilka Kostka, both assistant graduate teaching professors at Northeastern University and experienced users of Flipped Classroom, take a more granular approach to the definition. In their book , “Flipping Academic English Learning: Experiences from an American University,” they break down Flipped Classroom into the acronym F (Flexible Environment) L (Learning Culture) I (Intentional Content) and P (Professional Educator). To address Flexible Environment, in a Flipped Classroom, since the content is delivered at home and is reviewed at the beginning of class, the teacher must be flexible to the results and clarify when needed. One way to support this is through pair work of similarly performing students. “Students may be working in pairs or groups or even independently within the same classroom. A flexible environment also accounts for a variety of learning styles, personalities, motivation levels, and timelines for achieving learning outcomes” (Kostka and Voss, 2019).

To delve into the meaning of Learning Culture, consider the fact that the traditional classroom is teacher centered. With Flipped Classroom students are active participants. “Active learning has the potential to improve student motivation by engaging students in activities in which they are interested while receiving timely feedback from the instructor” (Kostka and Voss, 2019). With any language learning course, the more active learning is used and monitored for improvement, the more effective the learning process will be.

Moving on to Intentional Content, one must prepare material for students to use before class to help prepare them for the work to be seen in class. Although some institutions may focus solely on workbook exercises, Flipped Classroom allows the teachers to be more creative both inside and outside of the classroom. From online discussions about current events to implementation of mini conversations clubs discussing any variety of topics, Flipped Classroom can help to both give students real world application language practice, while staying on track with the institution’s set program. “Instructors who implement Flipped Classroom can more easily incorporate authentic materials to support learning in class, carefully choosing and customizing materials and leveraging technology to foster learning” (Kostka and Voss, 2019).

Lastly, the pillar of Professional Educator will be discussed. “A professional educator who implements Flipped Classroom engages in a more present role than an instructor who leads a traditional teacher centered classroom” (Kostka and Voss, 2019). While traditional teachers also engage with students, teachers that utilize Flipped Classroom have much more time to give individualized attention due to not having to lecture in class. With the FLIP acronym considered, this is one more aspect to improve the way in which Blended Learning and specifically Flipped Classroom can be utilized.

Having taken an in depth look into what is Blended Learning in not only a general context but also in a more granular context, an informed decision can be taken as to which model to use. The benefits and drawbacks to be expected during its implementation can be seen from an academic and classroom management perspective. Even technological and financial factors were taken into account to ensure the decision to implement was ideal considering the circumstances. Ultimately, the content reviewed will help to enhance the use of Blended Learning and ensure a smooth integration and an increased likelihood of success in accomplishing the main objective of the investigation.

2.2 Practical Applications of Blended Learning

After clearly defining what Blended Learning is, as well as gaining knowledge on how to prepare for its implementation, the effects of using the methodology should be discussed. In order to truly see the effects of Blended Learning, not only will the benefits of this methodology be mentioned but the limitations must also be discussed to fully grasp the concept as a whole. Moving from a purely theoretical approach, this section challenges the aforementioned theories with applied case studies.

The first case study to be discussed is that found in the book, *Blended Learning: Enhancing Learner Success*. The specific case study is named *Enhancing Learning Success Through Blended Approach to Learning and Practicing English Grammar: Research Results* by Simonova, Faculty of Education, Department of English at the University of Jan Evangelista Purkyne, Czech Republic. Similar to the investigation topic being undertaken, Ivana wanted to find out the effects of Blended Learning specifically with respect to student grammar performance. The research was quite extensive as she was granted the opportunity to conduct the investigation at the Faculty of Informatics and Management, University of Hradec Kralove,

Czech Republic. The number of participants consisted of 61 part-time bachelor students. As comparable to this investigation, “Data was collected in three phases: (1) face-to-face pre-testing to monitor entrance knowledge before the process of Blended Learning starts, (2) post-testing¹ applied after the blended approach and (3) final face-to-face post-testing² administered at the end of semester” (Simonova, 2019).

Simonova’s pre and post-tests consisted of forty-four phenomena split up into two sections and a time limit of 70 minutes to completion. Items one through twenty included irregular nouns in plural, uncountable noun, comparative or superlative form of adverbs, present simple tense; present continuous, and many other grammar topics relating to simple and perfect forms. The remaining 24 topics related to more advanced grammar forms including the three types of conditional sentences, wish clauses for the present and past, and relative clauses among others (Simonova, 2019). Simonova implemented Blended Learning through the use of a platform known as LMS Blackboard, a Learning Management System capable of storing lessons, creating class portfolios, sharing content, tracking grades, among other useful features, however it currently has a \$160,000 per year price tag.

During the course, students were encouraged to learn through not only content provided through the LMS platform but also through independent searches on the internet. As the students would do their homework, they would be asked to also search for sentences on the content they saw and submit it. This was then titled by the teacher as Post-Test 1. Post Test 2 was given at the end of the semester. Students had to write sentences in a similar fashion to the Pre-Test. In this test, no aids were allowed to be used, and spelling as well as grammar structure was also evaluated (Simonova, 2019).

Considering the Post-Test 1 was an aided assignment, while not inherently comparable to a testing format of the Pre-Test, Post-Test 2 makes up for this shortcoming. As expected, the application of Blended Learning and the encouragement for students to independently learn brought about favorable results. Grades for phenomena 1-20 increased from a mean Pre-Test score of 15.5 to a Post Test 1 score of 18.1 and a Post Test 2 score of 17.2 out of 20 points. Grades for phenomena 21-44 increased from a mean Pre-Test score of 13.8 to a Post Test 1 score of 17.4 and a Post Test 2 score of 12.9 out of 24 points. Minimums scores also increased respectively as phenomena 1-20 had 4, 13 and 6 respectively and phenomena 21-44 had 0, 1 and 1 respectively.

A unique language learning case study was also found in the 2020 publication by University de Almeria professors: Alberto Andujar, linguistics professor, María Sagrario Salaberri-Ramiro, linguistics and literary studies professor, and María Soledad Cruz Martínez, philology professor. The article was titled Integrating Flipped Foreign Language Learning through Mobile Devices: Technology Acceptance and Flipped Learning Experience. In this case study, eighty-four students participated with the breakdown consisting of 2 groups. The online component consisted of a series of YouTube videos where the teacher would provide oral explanations of the topics before the start of the lesson. The videos were recommended to be 3-5 minutes in length to maintain student attention. During the 3 contact hours per week teachers would implement task based learning and collaborative techniques. The session would start with a brief review to clarify doubts from the video lesson. Afterwards, the teacher could then have students work on a variety of activities including projects, role plays, discussions and games.

Data collection consisted of 2 instruments administered at the end of the project. The first instrument was the Flipped Classroom Experience questionnaire, where students were asked about motivation, effectiveness, engagement and satisfaction. The second instrument was a Technology Acceptance Model questionnaire measuring student's perceptions on ease of use, usefulness and system characteristics (Andujar, 2020). Results from the first instrument showed that out of a maximum score of 5, students rated Flipped Classroom as an average of 3.72 for motivation, 3.77 for effectiveness, 3.64 for engagement, and 4.05 for overall satisfaction. The second instrument showed similar averages with respect to technology acceptance consisting of 3.99 for ease of use, 3.55 for usefulness, and 3.61 for system characteristics. The results showed a positive effect on satisfaction and engagement however internet connectivity sometimes presented problems and the small population size and limited culture also deterred from being able to generalize the results (Andujar, 2020).

The final case study presented, researched multiple methodologies in an article by Jeremy W. Bachelor, Coordinator of Modern Languages at Heartland Community College, titled: *El aula presencial, semipresencial, virtual e invertida: Un estudio comparativo de métodos didácticos en la enseñanza de L2*. The case studies reviewed in the text consisted of a group of 53 students total, where 11 participated in Flipped Classroom, 16 in traditional teaching, 18 in semi-presential, and 8 in a fully online classroom. Instruments sought to answer the investigation questions concerning how each methodology affected: students' ability to effectively communicate in the target language, test scores, and exclusive use of target language in class. The first objective was measured through 2 oral tests and the second and third were measured through an exam and an observational diary respectively. In this case study, Flipped Classroom was the least impactful of the methodologies. The cause was cited to be that students would

simply not watch the videos after class and would spend time in class searching the textbook for explanations instead of working on collaborative activities. The recommendation was to ensure watching the videos was part of the grade and to assign a brief assessment after viewing each one (Bachelor, 2019).

Blended Learning has an incredible array of benefits, yet it is not without limitations. With respect to Flipped Classroom, limiting teacher talk time and having explanations accessible anytime and anywhere shows a positive trend on student performance and engagement but only when the methodology is implemented with proper student accountability measures. It is also important to consider limitations of Blended Learning and Flipped Classroom including possible budget restrictions, platform customizability and student's internet access.

2.3 Participation

This section focuses on defining participation and determining the benefits as well as the reasons as to why participation might be lower for certain students in an EFL environment. This will be gathered to see if participation is valuable and why some students are participating and other not so much. The knowledge obtained can be applied to understand how to help students during the e-learning portion of Blended Learning and develop participation enhancing activities. As with Blended Learning the perspectives of multiple authors will be considered throughout this section to enhance validity.

To begin with a general definition must be provided. While such a commonly used term as student participation is almost a given with respect to defining, upon further investigation, other factors not previously considered begin to arise. Giving wake to a more complete reference of student Participation, Dublin University defines it as “an assessment of a student's

performance in a course outside of their assessments. Items that might be evaluated in student participation are engagement in class discussions, engagement in online discussions and student behavior in group settings” (Dublin, n.d.). Claudio Baraldi, Professor of Sociology of cultural and communicative processes at the University of Modena, and Vittorio Iervese, Associate professor of Sociology of cultural and communicative processes at the same university, define Student Participation in their book, *Participation, Facilitation, and Mediation*, as “engaging in a situation and receiving something from it” (Baraldi & Iervese, 2012).

The Information Resources Management Association, in their publication, “Student Engagement and Participation : Concepts, Methodologies, Tools, and Applications,” further break down participation into 4 areas: engagement with content, teaching staff, students, and technology. Student-content engagement is simply how the student interacts with the content being learned. Specifically focusing on blogs, how do students use the content being learned in class? Teaching staff engagement refers to the direct interaction and input of the teacher towards the student blog entries. As it will be seen further below, this helps to foster a relationship based on care and trust between the student and teacher. The third engagement, student-student is similar in nature. Through a reply feature, students can reply to each other’s comments and state their opinions on someone’s post or simply relate in some way, again fostering a positive relationship. Lastly student-technology engagement is simply how a student uses the technology to further their studies. “This can be encouraged through ice-breaker forums where students can interact with the technology early in the semester and also by providing clear and explicit guidelines of how to engage in the forums” (Information Resource, 2017).

Now that participation has been defined, the first question to ask oneself is why students do not participate? What are the factors that discourage or limit opportunities to participate in class? Aziz Ghannaj, teacher at Lakhyayta High School enlightens others as to why participation challenges arise in his article “Low Students’ Participation in EFL Classrooms: Causes and Solutions”. Ghannaj states four principle factors, beginning with the ever-present issue of linguistic competence or lack thereof. “They find it hard to express themselves in English. Many of my students began this year not having attended English class regularly the previous year because, as some of them said, they had lost interest” (Ghannaj, 2019). With so much free time outside of class and so little structured speaking practice it is quite understandable for the student’s linguistic competence to suffer as a result. The student must prepare preemptively before the class to understand and utilize the language to participate in an active and competent manner.

The second factor is closely tied with the first and that is how the teacher monitors and adjusts their language to meet the linguistic competence of the student population. Language can be divided into differing classes of language, represented most commonly by the Common European Framework of Reference for Languages. When a native or linguistically adept teacher speaks to a student using words above their level, students tend to not ask for clarification to avoid feeling embarrassed in front of their peers.

When the school year began, I would ask students questions, not paying attention to diction. Session after session, I realized that I had to simplify my language and even noticed that I was beginning to use my body language appropriately to try and convey the meaning of what I was saying to my students (Ghannaj, 2019).

A third factor is shyness. Nevertheless, shyness is a pretty broad term. What does this mean specifically when relating to an EFL classroom environment? Ghannaj elaborates, stating that “Shyness is a behavior that could be the result of any or a combination of the following factors: social introversion, lacking confidence in the subject matter, and/or communication apprehension” (Ghannaj, 2019). He further describes communication apprehension as the fear of participating due to the risk of possibly being judged by the teacher or the student’s classmates.

Aside from the teacher using language that is too advanced or students that are shy or that lack sufficient vocabulary to express themselves, the fourth factor. Ghannaj describes is pronunciation. Again, this also has to do with self-esteem and the fear of looking bad in front of the whole class. Ghannaj describes what he means in the below example:

When you sense somebody does not understand you, your reaction is immediate. You feel you need to improve your pronunciation within a second, which is often hard and stressful. As a result of this performance anxiety, learners become more self-conscious about their pronunciation when they speak in the class and I have noticed that they feel embarrassed if they mispronounce a word (Ghannaj, 2019).

Considering these factors then, what are the ways teachers can help to increase participation? Continuing with Ghannaj’s advice, he states that ensuring a safe environment is essential. If students feel safe that they will not be judged, they will be more open to participate. By opening up the class to get to know each other a real understanding can be had between student’s peers and the teacher. If a student is doing poorly or misbehaving, the teacher should try to get closer to the student. By encouraging students to realize their potential and listening to

their concerns, students tend to appreciate and make changes on their own. A second factor to help increasing participation is to create fun and interactive activities.

I have tried these fun activities and came to the conclusion that I had more students participating in class than ever. As long as the curriculum obligations are met, teachers should try to introduce games, fun competitions and role plays into the class to get students excited (Ghannaj, 2019).

From an online perspective, the Information Resources Management Association states multiple factors in their key to engagement. Once again introducing oneself and offering a welcoming environment helps to increase participation. This includes setting expectations as well from a security perspective. With expectations set at the beginning of class, students will have a better idea of what is appropriate and inappropriate behavior. The teacher must also allow students time to respond to the blog questions but also should try to be timely in his/her response back (Information Resource, 2017).

Patricia Roehling cited in her book *Flipping the College Classroom: An Evidence-Based Guide* that “Many students found value in the active learning, group work, and pre-class assignments that are a hallmark of Flipped Classroom and report a generally positive attitude toward the technique. They also appreciated the ability to watch the digital lectures when convenient and at their own pace and using class time to work with other students and their instructors” (as cited in Roehling, 2018).

As one can see participation is not necessarily graded due to competence, however there is a link between competence and participation. It makes sense that the more a student actively participates in class the more practice they will have, and the more mistakes will be corrected, thereby enhancing competence in the subject matter. Security also plays an important role in participation. The more confident a student feels with the teacher and peers, the less likely they are to feel judged if a mistake is made. Therefore, how would Blended Learning and the Flipped Classroom enhance participation in class? Once again, if the lecture is studied at home through videos and practiced in a real-life applicable blog about current events, more time is available in class for productive and participative activities.

2.4 Higher Participation of Students with Blended Learning

Although understanding the theory behind Blended Learning's effect on participation is critical, practical application of the above-mentioned topics should not be discounted. This section will describe multiple case studies supporting evidence that Blended Learning methods can have a positive impact on participation rates. From using ESL REFERENCE to the use of Flipped Classroom in a physics course, Blended Learning enhances participation in many ways which will be seen next.

In the first case study, Universidad Nacional de Costa Rica professors Damaris Cordero Badilla, professor of philosophy and writing, and Vianey Martín Núñez Arguedas, professor of literature and language science, discuss their findings. In their article titled *La enseñanza invertida (EI) o flipped teaching (FT) como método de mediación pedagógica aplicado a un curso de inglés integrado para otras especialidades en la Universidad Nacional (UNA), Costa Rica*, they integrated Flipped Classroom in an EFL for non-English careers classroom consisting of 24 students over the course of 17 weeks. Through the implementation of Blended Learning

and Flipped Classroom and the use of interviews, questionnaires, and brief quizzes to measure English proficiency. Aside from an overall proficiency improvement, conclusions also stated participation as being a factor benefited through the use of Blended Learning. It was reported students felt better individualized attention could be given in class and there was a more opportunistic and efficient way of encouraging student-teacher and student-student interactions (Badilla and Nuñez, 2017).

Another case study from Yuranny Marcela Romero Archila, professor at the universidad pedagogica y tecnologica de Colombia, titled Interaction in a Blended Environment for English Language Learning: Interacción en un Ambiente Combinado para el Aprendizaje del Inglés shows a similar result. Taking place in a private university in Columbia within a non-English major classroom, this study encompassed 16 students where 5 were male and 11 were female. Over the course of 13 weeks, students utilized a Virtual Learning Environment provided by the university to engage in testing, communications, free content, and forums. During the semester, students could be heard trying to speak more often.

Student-teacher interaction in the foreign language increased in face-to-face settings as well as in the online component. Students were eager to use the language with the teacher, as the following entry of the diary says: “I met some students at the cafeteria and they say hello and try to talk in English, this is something unusual on them” (Romero, 2014).

Clearly, an increase in participation is one of many benefits derived from the implementation of Blended Learning. With the ability to have students learn the content outside of class, less one-sided lectures filled with exclusive teacher talk time are given. Students have more chances to demonstrate their learning and be evaluated by the teacher. Aside from this fact, more chances for even student to student interactions are possible ensuring a more cohesive student body and a more secure environment.

Chapter III

Methodological Framework

The methodological framework is a roadmap to guide the reader through an overview of how the researcher's methodological and tactical approaches will answer the primary objective. The methodological framework is broken into 5 sections consisting of the research approach, research design, information sources, analysis categories, data collection instruments and data collection process. This chapter elaborates further on these sections, defining each and also delving into the more granular intricacies of their intended use.

3.1 Research Approach

Firstly, to understand what research approach to employ, the term “research approach” must not only be defined in a general sense but also in a more focused context. John W. Creswell, author of *Qualitative, Quantitative, and Mixed Methods Approaches*, defines research approaches as the “...plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis” (Creswell, 2009). These approaches will be used in a variety of manners to determine the validity or lack thereof with respect to the implementation of Blended Learning, more specifically with its implementation in the level three classroom of the New Learning Academy. To ascertain completeness of research, each of the specific research approaches must be examined to fully appreciate their applications to the investigation.

The first of the three research approaches explained would be the Qualitative research approach. As a Doctoral Student and teacher assistant at the University of Manchester's Division of Neuroscience & Experimental Psychology, Saul McLeod states: "The aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups, are studied in their natural setting" (McLeod, 2019). Through the use of the participants opinions, one can obtain a unique perspective on each individual's experience. This approach is ideal for liberal arts communities where the investigation begins with a question and through both theoretical research and applied testing of the theory, and a hypothesis is formed. The approach, while being more open ended in nature, can however present a challenge to the user as deciphering the expressions of the participants including vocabulary selection and even hesitation to express one's true feelings can often lead to inconsistent or even completely inaccurate results. With these factors taken into consideration and since the teaching environment is so volatile in nature, the use of a Qualitative research approach seems to be the ideal match. Nothing is static or accurately measurable. Students have unique learning backgrounds, cultural backgrounds, emotional states, and even simply bad days such as being ill or having experienced a life event that destabilizes their mental focus. There is certainly more room for error in a qualitative research approach and as such, it represents a stark contrast to the more objective and concrete quantitative research approach.

The second of the three research approaches explained would be the Quantitative research approach. The quantitative research approach is best defined through the words of Saul McLeod where this approach "Gathers data in a numerical form which can be put into categories, or in rank order, or measured in units of measurement" (McLeod, 2019). It seeks to show patterns or produce a general statement about the effects of the theory being applied which

encompasses all of the population. The approach is ideal for investigations for scientific communities where new phenomena are being discovered and researchers often hypothesize and test their hypothesis to determine if it is true or false. While this approach could be useful when tracking grade improvements over time, the fact that, the teaching environment is in constant change with so many individual variables presents a limitation to the accuracy of its application. Therefore, the use of the quantitative research approach will either be limited in its use or excluded altogether.

The final research approach is the mixed approach. The mixed research approach simply uses both qualitative and quantitative approaches in conjunction to optimize the data from a holistic perspective. This approach is often used for a social science or a health science theory (Creswell, 2009). With respect to the current investigation, considering the primary research approach employed will be the qualitative in nature, it is possible for the mixed to somewhat be employed to provide a more well-rounded research study based not only on opinions and subjective evidence but also some form of objectivity.

3.2 Research Design

Through the use of a research design, a roadmap can be established as to how the investigation will be carried out. This will utilize two research approaches considering the extensive nature of the investigation's general objective: To analyze how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test performance. Each of these research approaches serves the unique purpose of further supporting specific objectives, which in turn will contribute to the general objective of the investigation. The two approaches considered are the Action research approach and the descriptive approach.

To demonstrate how the action research and descriptive research will complement each other to ensure a well-rounded investigation, each must be first defined. Beginning with the most predominantly used approach for this study, which is the action research approach. “Action research (AR) is a research approach that is grounded in practical action (the action component) while at the same time focused on generating, informing and building theory” (the research component). (Burns, 2015). The approach requires the involvement of the researcher and the students being researched. The researcher takes the problem and works directly with the subjects to resolve the problem. In this case, the researcher would work to implement a better teaching methodology, straying away from the traditional teaching methodology in favor of the blended methodology.

To begin describing how exactly the action research approach will be applied, the researcher will first gather feedback on student’s opinions of the traditional methodology and the quality and quantity of their target language practice outside of the classroom setting. The students will be then informed of the differing support options and their responsibilities. The support options to be designed for this investigation will then be strategically chosen, constructed, and implemented to maximize quality of practice as well as convenience of accessibility.

The first implementation addresses a problem all too familiar with students which is forgetfulness. “Ebbinghaus found the forgetting curve to be exponential in nature. Memory retention is 100% at the time of learning any particular piece of information. However, it drops rapidly to 40% within the first few days” (Shrestha, 2017). That is why custom fully voiced videos are uploaded explaining the grammar topics taught in class in the same format as given in class in accordance with the New Learning Academy style of teaching grammar. The videos will

be posted on YouTube and will be posted on a web page along with other supporting content for ease of access. Through this implementation, students will have a better understanding of the content and can review it at any time they wish. No longer would students be left uncertain if during the class the student loses focus and misses information. With this, students will be able to review as many times as they need to fully grasp the concepts taught in class.

The second implementation represents a participation aspect online, where on the same web page mentioned above, students will post in a blog and discuss topics which would be more relevant to our present-day situation. This would help to enhance the application of a natural and functional language use which is often lacking in the textbooks currently being used. It is also an extra way to practice grammar skills. One can open the video and even double check grammar with other students who have posted in the forum before posting. It is a safe way to practice grammar in a fun and meaningful way.

Compounding the online web page would also be the implementation of WhatsApp calls and chats, if permitted. This is to further meaningful communication and enhance grammar practice. The chat specifically is designed to ensure students feel safe and have time to double check their grammar as long as the reply is completed before their scheduled weekly call. The call is designed to put their grammar knowledge to the test. In a conversation, the flow often does not leave time to review content. This call will ensure that students utilize English in a truly active scenario, where each call will be completely unscripted. The expectation is to use the action research process to optimize student interactivity and instill a feeling of progress among the student participants. However, there is always the risk of breaching some sort of confidentiality agreement so this section could run the risk of not being employable in the field.

While a vast majority of effort and focus will be placed on the action research method, student progress must also be evaluated in the classroom. This is where the descriptive research approach generates an impact. M.S. Jamie Hale defines Descriptive research stating they “...describe situations. They do not make accurate predictions, and they do not determine cause and effect” (Hale, 2018). In no way should the researcher interfere with the environment. The students will simply be monitored in their normal class by the researcher. Patterns, behaviors, with a specific focus on participation will simply be observed and documented. This non-intrusive documentation will ensure proof of the improvements or lack thereof in student performance and participation.

3.3 Information Sources

Information sources used will be divided into 3 segments: primary, secondary, and tertiary sources. A big part of the information sources used will be primary sources which includes books and innovative studies regarding the many variables related to Blended Learning. Another source of information will be through secondary sources including interviews from teachers and their opinions on the idea of implementing Blended Learning in the classroom. Finally, tertiary sources would be through the employment of the internet. Home to many articles created by some of the most recognized and educated figureheads in their field, these sources will be filtered through to ensure accurate, reliable and relevant information to further support the investigation.

3.4 Analysis Categories

The main type of data analysis used for this investigation will be descriptive analysis.

3.4.1 Descriptive analysis

The Descriptive Analysis is concerned with the “what is” as opposed to the “why” and involves drawing conclusions, discerning patterns and assessing the meaning and implications of the data/information (Research, 2019).

3.5 Data Collection Instruments

The following segment describes the instrument types to be used in the investigation. A total of four instruments will be used to support the validity of the field data. Two instruments will be used for the first specific objective, while the second and third specific objectives will share an instrument and the fourth will have its own. This section will illustrate a complete breakdown of the construction of each instrument. In addition to how each instrument is created, further information will be provided regarding how the data collection process will be carried out. Lastly, an explanation of each instrument’s relevance to help in answering its corresponding specific objective will be provided.

The first instrument will be related to the first specific objective: To identify student reactions towards Blended Learning in terms of participation and sense of achievement. The Direct Observation will be used as the first instrument. A Direct Observation is an instrument where the researcher “doesn't typically try to become a participant in the context. The direct observer strives to be as unobtrusive as possible so as not to bias the observations. The researcher is watching rather than taking part” (Anis, n.d.). This method will be carried out by first observing the class given, which would be using the standard Traditional teaching approach. Considering classes are currently given online through a Zoom web conferencing platform, one would simply log in and stay on mute with the camera off to ensure minimal distraction and

interference. The early observations will be used to establish a foundation primarily from a participatory perspective. The observation will continue to be used to determine changes in student behaviors after the integration of Blended Learning. Many factors will be determined throughout the observation process. Speech patterns will be observed to evaluate proficiency of student population. More focus will be placed however on those who have many errors in their speech including sentence pattern mistakes, tense mistakes, conjugation mistakes, and intonation mistakes. The reason for measuring this is due to the easy translation of these mistakes into written formats.

Another element that will be a reoccurring theme is emotional state. Emotions must be taken into consideration at the very least to be able to perceive if a student is acting different. Emotional state could indeed affect performance, resulting in a possible misrepresentation of data collected. Distractions will also be taken into consideration to ideally further prove the importance of Blended Learning integration, as distractions not only create the risk of losing important information, but also reduces practice on an already time limited class. Lastly, written grammar will be taken into consideration in all aspects. Written grammar on the white board and even on the chats will be observed and documented to further provide evidence of Blended Learnings relevance or lack thereof.

The second instrument is also related to the first specific objective and complements the Direct Observation instrument. This is the Open-Ended Questionnaire. “An open-ended question is a question that allows the respondent to express himself or herself freely on a given subject.” (Fauvelle, 2019). This instrument complements the Direct Observation in many ways. Gaps of information from the direct observation include student interest in the subject, emotional state at

the time of observation, and even insight into the personality type. The types of questions to be asked revolve around participation, motivation, and thoughts on study outside of the class.

The third instrument will be implemented to support the second and third objectives: To develop interactive technology-based activities outside of the classroom and To encourage frequency of language use. This instrument will be a close-ended survey. “A closed-ended question offers, as its name suggests, a limited number of answers.” (Fauvelle, 2019). The instrument will focus on providing data measuring the number of hours practiced outside of the class, the quality of writing assignments outside of class, frequency of technology use, and their opinion on the level of resources available to review content learned in class.

The final instrument will be validating the fourth objective: To evaluate student improvement of grammar skills focused primarily on test performance. This instrument will be based on a short, written grammar assessment. Throughout the progression of the course, a pre-investigation assessment will be given to the students to determine their written grammar skills. The assessment will consist of both close-ended and open-ended questions, similar in nature to the exams given at the institution thereby avoiding format confusion among students.

3.6 Data Collection Process

Each one of the above-mentioned instruments has a unique objective, as they were designed to fulfill. The first of these to be elaborated upon from a utility perspective is the Direct Observation. The observation was chosen in order to ensure more objective data is gathered compared to a subjective interview or questionnaire. “One can observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive” (Anis, 2020). The observations’ objective is to confirm the students do not feel uncomfortable

with the intrusion in their class and guarantee for the most part a natural student behavior. While the objectivity of the direct observation is extremely useful, as a mainly qualitative investigation, this instrument will be complemented by an open-ended questionnaire.

The second instrument to be evaluated is the Open-Ended Questionnaire. The reasoning behind adding the Open-Ended Questionnaire is to, in theory, have students answer the questions presented in an honest and expressive manner. “Open-ended questions can be used to see which aspect stands out from the answers and thus could be interpreted as a fact, behavior, reaction, etc. typical to a defined panel of respondents” (Fauvelle, 2019). With respect to the first objective, this instrument will help in identifying the reasoning behind student participation including subject interest, homework interest, participation frequency, and their reasoning for wanting or not wanting to participate. This instrument will be used before the first implementation of Blended Learning is given.

The third instrument to be evaluated is the Close-Ended Survey. The Close-Ended Surveys functionality is an ideal selection when considering the patterns among students involved in Blended Learning. As explained by market research and strategist Lorene Fauvelle: “Closed-ended questions are designed and oriented to follow a pattern and framework predefined by the interviewer” (Fauvelle, 2019). Considering Blended Learning primarily consists of study outside the classroom, this instrument helps to determine a variety of hard data including the amount of time dedicated to writing practice, relevance to real world scenarios, use of technology, and support offering of the institution. This instrument will also be used before the first implementation of Blended Learning is given as well as later during the implementation of Blended Learning.

The fourth and final instrument to be evaluated is the Grammar Assessment. The justification for choosing this instrument is to determine a correlation between the other survey instruments and the actual performance results. With these results, a baseline can be established as to their written grammar capabilities which can therefore determine whether there was indeed an improvement or not after the implementation of Blended Learning. After 5 weeks of observations, an additional assessment will be given, known as the post-investigation assessment to accurately measure progress. The combination of these two instruments is essential to determining from a more objective perspective, the functionality and relevance of Blended Learning in this environment.

Chapter IV

Data Analysis

The Data Analysis is an integral part to reaching conclusions regarding the investigation. It not only provides the reader with a complete view of what the investigation covered, but also should give them an idea of what were the results of the investigation. With the data analysis chapter alone, readers should be able to determine what questions were asked, what happened throughout the investigation and what were the corresponding answers in a complete and descriptive format. This chapter will be comprised of a detailed analysis of the four instruments used to answer the three specific objectives and in effect, the main objective. The analysis will demonstrate the instruments used in the first specific objective (the observation and questionnaire), the second specific objective (the survey), and the third specific objective (the grammar assessment), all to be presented in this order.

4.1 Analysis and Interpretation of the Results

The Data Analysis focuses on the main objective and the broken-down specific objectives, explaining in detail the data gained from each corresponding instrument. For this investigation, there were three differing objectives, however four instruments were used to gather data to maximize authenticity of the information acquired. The main objective is to analyze how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test. The main objective is divided into three specific objectives which will be discussed in detail along with their relevant instrument application and results. An analysis will then describe what the results mean in a general manner, as more details will be given during Chapter V, conclusions.

The first specific objective is to identify student's reactions towards Blended Learning in terms of participation and sense of achievement. Two instruments were used to gather data regarding this objective: the non-participating observation and the open-ended questionnaire. Since this question is highly subjective in nature, it was most appropriate to gather information through multiple perspectives, hence the use of two instruments. The observation was used to gather information captured through the eyes of the investigator while the open-ended questionnaire gave control of the students to determine their standing on Blended Learning for themselves.

4.1.1 Observation Results

The observation consisted of the investigator viewing the class as the lesson was given using the Blended Learning methodology. The observation was quite extensive lasting over the course of 14 classes for a total of about 42 hours. Observations began on June 29th, 2020, covering chapter 3 (Future and Future Continuous) and ended on August 19th, 2020 covering chapter 8.2 (Past Perfect Continuous). Although each individual class will not be explained in the investigation, overall reactions and events in the class that have been deemed relevant to the results of this specific objective will be elaborated upon including: the integration and initial reaction of Blended Learning, early challenges and student progression throughout the process of the investigation, and lastly the unresolved challenges and student feedback given at the conclusion of the investigation. (See **Appendix A** for notes of the actual observation)

Observations began before Blended Learning was initiated. This was to have a point of comparison regarding student participation and engagement before and after the investigation. The first two classes consisted of reviewing the first three chapters of the book while the second class was the first exam. During the first class, the investigator introduced himself and then the

teacher began the lesson reviewing the future simple and continuous tenses as well as can and could. Participation was not the best although it was possible the students were nervous due to the presence of an outside observer. Students only interacted when they were specifically called on. The teacher tried to involve the whole class in exercises however when she asked if anyone had an opinion or to volunteer information no one really volunteered. On the second class, before the test was given, the teacher conducted a full review covering simple and continuous past, present, and future tenses. It was surprising to see students making mistakes on Level two topics such as past simple using the verb to be, and even the future simple and future continuous tenses, content which had been reviewed two days before. Once the test initiated, the observation ended.

The following Monday, after reviewing the test, students were taught about the present perfect tense through the traditional approach. Students could be seen writing down the grammar and asking the teacher to go back. There were hardly any students talking during this time. The grammar explanation including book exercises took about one hour of class time. Afterwards, the teacher explained a presentation the students would need to turn in and finalized with the homework. No real communicative activities were used. Questions were mainly from the textbook readings.

When the idea of Blended Learning investigation was first introduced, student's reactions were as expected: uncomfortable. After having finished their first exam the week before, the students found it odd being asked to complete a pretest on pen and paper. Although they simply did what they were told, one could tell it was abnormal considering the online class dynamic up to that point. Following the completion of the pretest, the students were shown the website portal EZZenglish.weebly.com, where they could access the video content for the Blended Learning portion of the investigation. After being explained how they could review the content at any

time, the one student spoke up stating she liked the idea. The others remained quiet. The students were then shown the blog and to ensure they knew what to do, the investigator had the students log into the website to complete the blog. Getting students into the website took about five minutes due to students trying to work with the browser windows especially an older student in her late fifties. After watching a short three-minute video about the top ten countries to visit in 2020, the investigator explained how to put in and submit a comment in order to answer the blog questions.

After demonstrating step by step how to answer the blog, the investigator asked if anyone was confused. Students replied they were ok; nevertheless, the older student then asked where she needed to go. She first went to the survey section and then accidentally clicked on a video. After reexplaining, she was able to answer the blog however students did not answer in the format explained. One student had internet issues and was not able to connect for a few minutes. Aside from answering the questions, the students needed to also reply to every comment made by other students. This failed as students only answered the questions and there was much confusion as to sending a reply to another student's comments. The investigator stopped and asked what they felt about the blog. The older student stated it would be nice to practice writing and it helps her to think more in English.

After demonstrating the blog, the investigator explained the survey and questionnaire to the students. Beginning with the survey, the investigator showed the class how to access the page. One student let out a chuckle which to the investigator was interpreted as a reaction to a particularly challenging activity. Healthline.com author Tim Jewell writes in a medically reviewed article titled What Causes Nervous Laughter, "Nervous laughter happens for a number of reasons. Some research suggests that your body uses this sort of mechanism to regulate

emotion. Other research has found that nervous laughter may be a defense mechanism against emotions that may make us feel weak or vulnerable.”

The students were to complete the survey and the questionnaire outside of class. Submissions were to be received within 2 weeks. The whole introductory process consisting of the pretest, website introduction, video blog and instrument content explanation took about forty-five minutes. After the introduction, the grammar topic was given as traditionally done and a final activity was given. The following class was a repeat of the same grammar topic, so the investigator took advantage to provide another blog where students could once again complete it in class together. This review was highly beneficial as students were able to complete the answers using the instructed format. In addition, the investigator decided to omit students having to answer every other student's question as last time this caused confusion and would have expended a significant amount of time. After this class, the students would formally begin their journey into Blended Learning, learning the content on their time and answering blogs to put their knowledge into practice.

The following class was quite surprising as expectations for students actually watching let alone learning the content was not expected. Most of the students answered the blogs using the correct present perfect grammar structures, however the older student when discussing the blog confused “was” and “have”. After clarifying in class, students were able to find their own mistakes. It was apparent their confidence as English speakers had grown. This being the first formal integration of Blended Learning, it was quite reassuring as to the future of the investigation. Students all had the chance to participate in discussion regarding the blogs and even those who did not complete the assignment, still participated in the discussion. With little need to explain the grammar from zero, students found it much easier to delve into production

activities. Although there was some lecture in the form of reviewing mistakes and reinforcing concepts, with the exception of the teacher giving instructions, students had been speaking in English for almost 90% of the class time.

The blogs primarily consisted of a variety of topics from asking students about their daily lives and their thoughts of the current situation to US news broadcasts and at times simply grammar practice questions. When it came to these assignments some students did not participate even though they were explained the blogs would count as a homework grade. It's possible that some students felt overwhelmed with the time consumed learning the material, doing the workbook exercises and doing the blog assignments. Those that did do the assignment, typically did it the same day as the next class. Some did it right after the previous class, when blogs are normally posted however the occurrence was rare. Although this situation is not ideal, it is comforting to know that regardless of whether the student does the assignment just before class, the student must have seen the video and understood the content in order to complete the blog assignment. This fact enables a much better preparation for a productive classroom.

Even with these shortcomings, Blended Learning seems to have helped in ways aside from lessening teacher talk time and maximizing student participation. It was a common occurrence for students to have technical difficulties during the class. Students would randomly drop connection from the Zoom session and send a message through WhatsApp stating they had lost their home internet connection. Others could not connect altogether. Another common situation was at times students would have problems with their microphone impeding proper communication with the teacher. Many of the students also had other responsibilities with their employment schedules. At the end of the month one student had to work overtime while another missed multiple classes due to opening a new store in a different city. In a traditional setting,

students would need to schedule a tutorial session with the teacher in order to cover the missed material. Another alternative seen by other teachers is to send the white board notes taken in class to students, however without an underlying explanation of those notes, the chances are less that the student will understand.

From a participation perspective, students seemed much more engaged with the activities presented by the teacher. At times students would interrupt each other to participate especially when team based competitive games were integrated such as the Past Perfect Games show and Find the Similarities and Differences using Connectors activity. Blog discussions were conducted at the beginning of class where students had the opportunity to learn about their fellow classmates and at times got so engaged, they would naturally debate certain topics. There was one student who was particularly shy, so the teacher did tend to call on him to speak up especially during group speaking activities. Even during competitive sessions, the teacher had called on him to give him a chance to answer since the outgoing members may have not given him the time to do so. This specific student seemed more comfortable writing as all blog assignments were completed in accordance with the instructions.

Although a slight exception, all students including the shy one had an increase in motivation to use English and in effect a higher participation rate. This was also confirmed by some students asking the investigator if there would be more videos after the investigation had finalized. Students also asked if they would have access to the website after they finish the course and were pleased to hear they would. The oldest student in particular mentioned she enjoyed the methodology and felt she learned a lot and was thankful for being able to review outside of the class through the video explanations.

Although the observations from the investigator had shown a positive result, this is not entirely reliable. Even though the investigator was as objective as possible in reporting, details may have been missed or student's emotions could have not been accurately considered. To continue the exploration of the first specific objective of Blended Learning in terms of participation and sense of achievement, it was imperative to document the student's perspective. This is where the Open-Ended Questionnaire utility becomes apparent.

4.1.2 Open-Ended Questionnaire Results

The Open-Ended Questionnaire consisted of a pre investigation and post investigation application. The reasoning for this was to have a foundational opinion of the current methodology being used prior to the integration of Blended Learning and another opinion after their experience. Due to the overwhelming amount of work most of these students have outside of class, the questionnaire was kept brief and was in their native language in order to ensure completion in an accurate and truthful manner. The questions also were presented in a manner conducive to answering the research question with respect to gathering each student's confidence level in accurate use of grammar and their perceived participation in class.

To fill out the questionnaire students were asked to visit EZZenglish.weebly.com and go to the questionnaire tab. Students were free to express themselves in any way they wish as there was no supervision when the answers were inputted into the instrument and there was also no character limit. Both the pre and post investigation questionnaires consisted of four questions related to the first specific objective. Considering the variety of answers, due to the open-ended nature of this instrument, the results were reviewed and categorized to provide an easier tracking. Each questionnaire will be broken down per question with their respective results, demonstrated

in a chart, and followed by a brief analysis of those results. (See **Appendix B** for the pre investigation questionnaire and **Appendix C** for the post investigation questionnaires)

The pre-investigation questionnaire was presented during class on July 8th, 2020. A total of fifteen students participated in filling out the instrument. The post investigation questionnaire was presented on August 3rd, 2020. Although one student left during the investigation, another student was brought on around the same time period. Therefore, both the pre and post investigation questionnaires have one student that is different while maintaining a consistent population of fifteen. While they were advised to complete it on their own time, so as to not take away valuable class time, some students completed the tasks on the break the same day. The feedback was then automatically archived in the website administrator portal of Weebly.com. Below is a breakdown of each question and results for the pre-investigation and post investigation questionnaires.

Figure 1 Pre-Questionnaire 1

Pre-Investigation Questionnaire Question 1: Why do you want to study English?

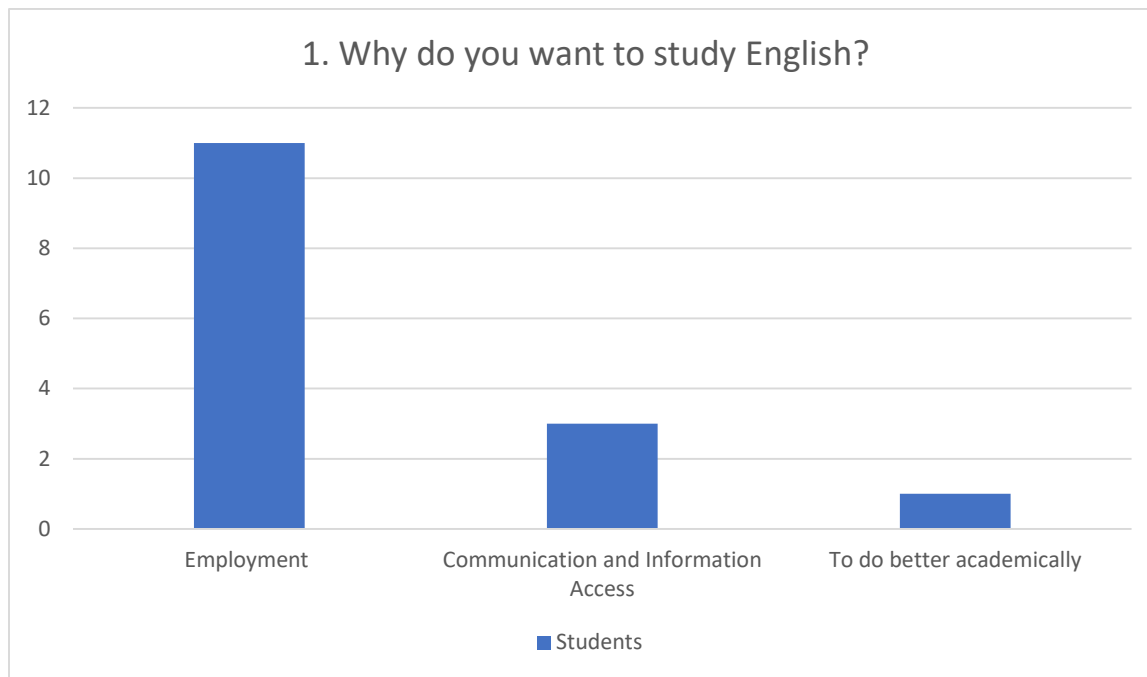


Figure 1. Sum of questionnaire answers provided by student population to question 1. Answers were analyzed and condensed into 3 categories after review. Source: Researcher's own creation

A majority of students desired better employment related opportunities as a result of their studying the English language; although answers varied from wanting to work in technology to wanting a promotion in their current job or to find a new and better employment opportunity. Others had a more cultured focus, stating they wanted to be able to communicate with others and access information which is more prevalent in the English language. One student simply stated he wanted to do better academically. With this information in mind, lesson plans created by the investigator as well as blog assignments were somewhat more focused on these topics including travel and current events for those culturally inclined students to mock job interviews for the more career-oriented population.

Figure 2 Pre-Questionnaire 2

Pre-Investigation Questionnaire Question 2: Do you feel you need more writing practice outside of class? Why or why not?

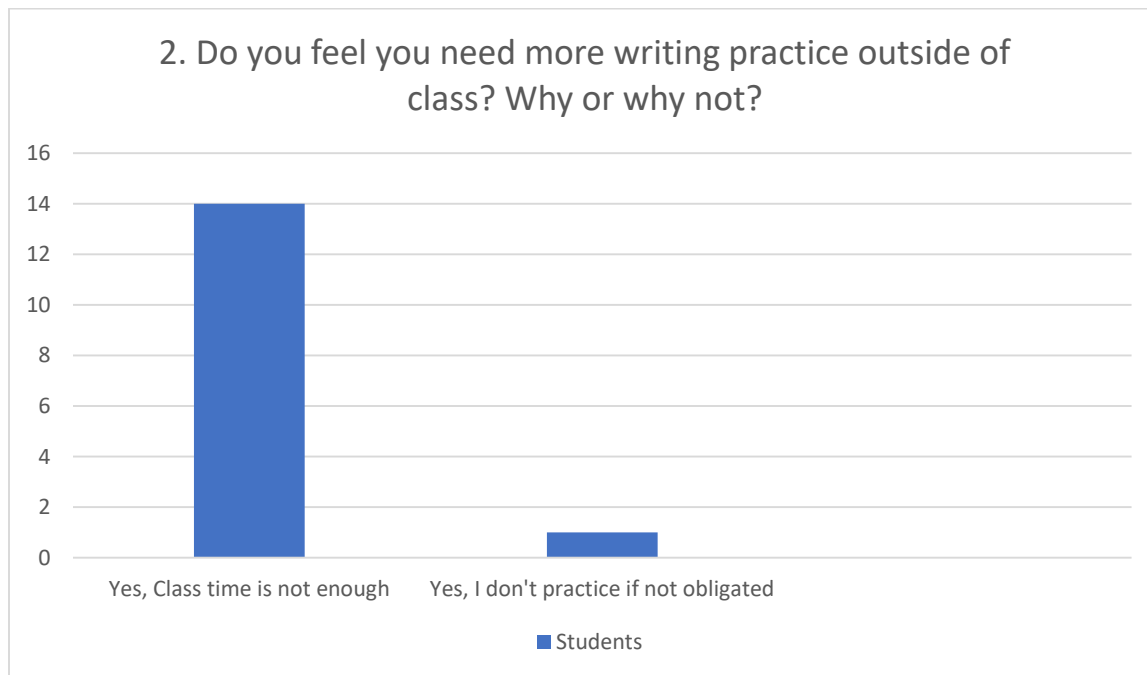


Figure 2. Sum of questionnaire answers provided by student population to question 2. Answers were analyzed and condensed into 2 categories after review. Source: Researcher's own creation

Every participant in the study believed they needed more writing practice outside of the classroom. An overwhelming number of students felt that class time was not enough to practice writing considering class was only six hours a week. One student claimed that if he is not obligated, he does not practice. It can be assumed, however not confirmed, that the other students may be in a similar position. By stating class time is not enough, they are in theory stating they only study during class time. Taking these results into account, the investigator sought to maintain blogs as required assignments. By discussing these results with the teacher, blog participation and completion in an acceptable manner now was to be part of their homework

grade on file rather than simply an opportunity for class discussion at the beginning of each lesson.

Figure 3 Pre-Questionnaire 3

Pre-Investigation Questionnaire Question 3: How frequently do you engage in active participation during class?

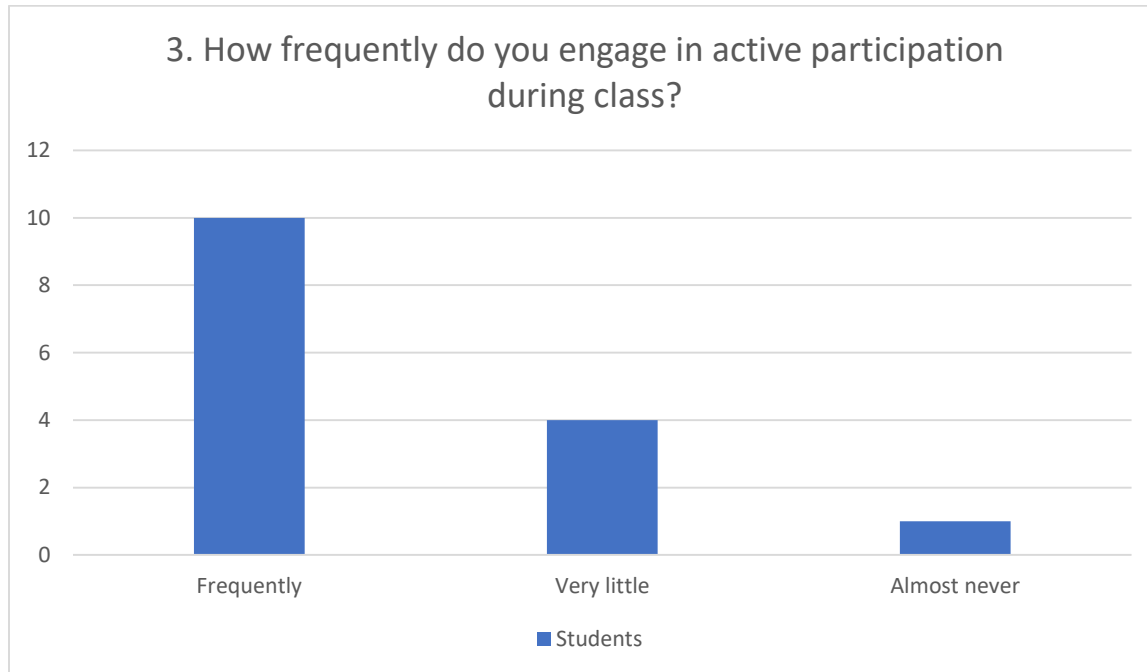


Figure 3. Sum of questionnaire answers provided by student population to question 3. Answers were analyzed and condensed into 3 categories after review. Source: Researcher's own creation

About three-quarters of the student population declared they engaged in frequent active participation during class while the others mentioned participating very little or almost never.

However, this data conflicts with the observations as students would not speak unless asked by the teacher. Adhering to the textbook and its exercises may be the behavior that is at fault here.

Another factor could be the lack of creative and dialogue encouraging activities. After the analysis of these results, lesson plans placed a great emphasis on avoiding question and answer scenarios such as textbook exercises. Although such tasks were not completely unavoidable,

much class time was rather devoted to conversational activities and games. Blog discussions was a time where students could share their own opinions on current matters that affected their daily lives while games brought out a competitive nature further encouraging participation.

Figure 4 Pre-Questionnaire 4

Pre-Investigation Questionnaire Question 4: Do you like or dislike participating in class? Why?

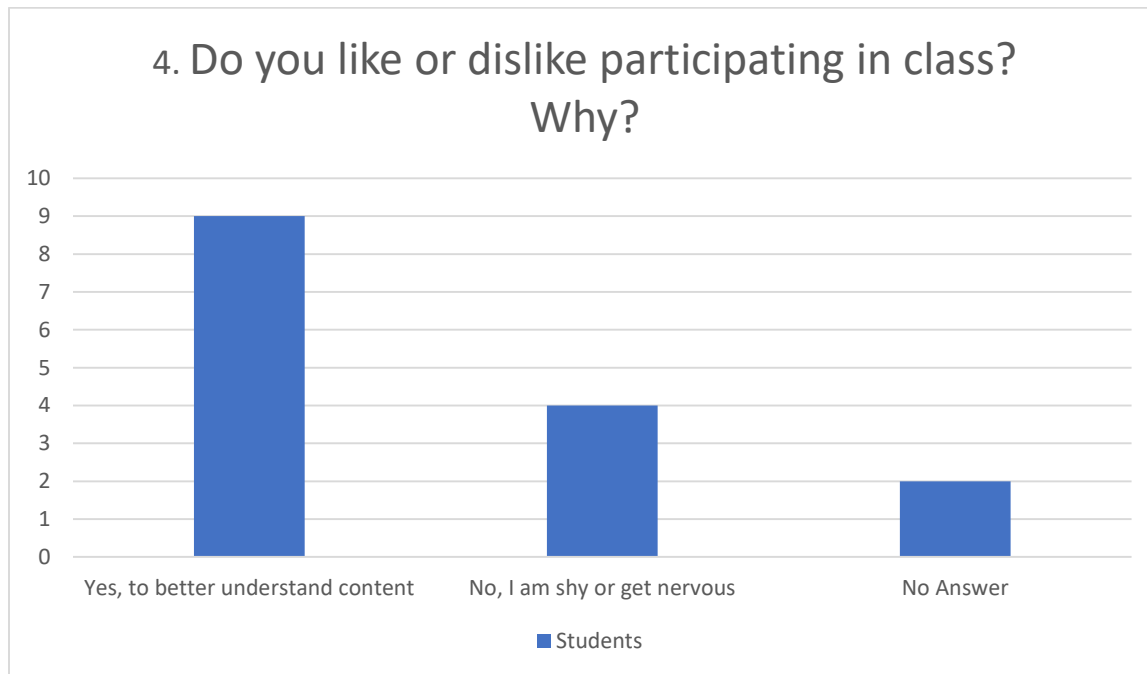


Figure 4. Sum of questionnaire answers provided by student population to question 4. Answers were analyzed and condensed into 3 categories after review. Source: Researcher's own creation

Most students stated a wish to better understand the content taught in class as a reason for participating. Although not many did participate actively, it is noted that some students would ask the teacher questions when confused about a certain explanation or if textbook exercise instructions were unclear. It was concerning that almost one third of the students did not like participating. This feedback coupled with that found in the third question, fueled the integration of more activities encouraging communication that is not forced and feels more like a game rather than a panel. The two students that had no answer seemed to be that one did not read the

question correctly while the other simply did not answer the question. No inquisition was made as to why in order to avoid potential negative feelings of shame or embarrassment and to make the investigation as minimally invasive as possible.

Figure 5 Post Questionnaire 1

Post-Investigation Questionnaire Question 1: Why do you want to study English?

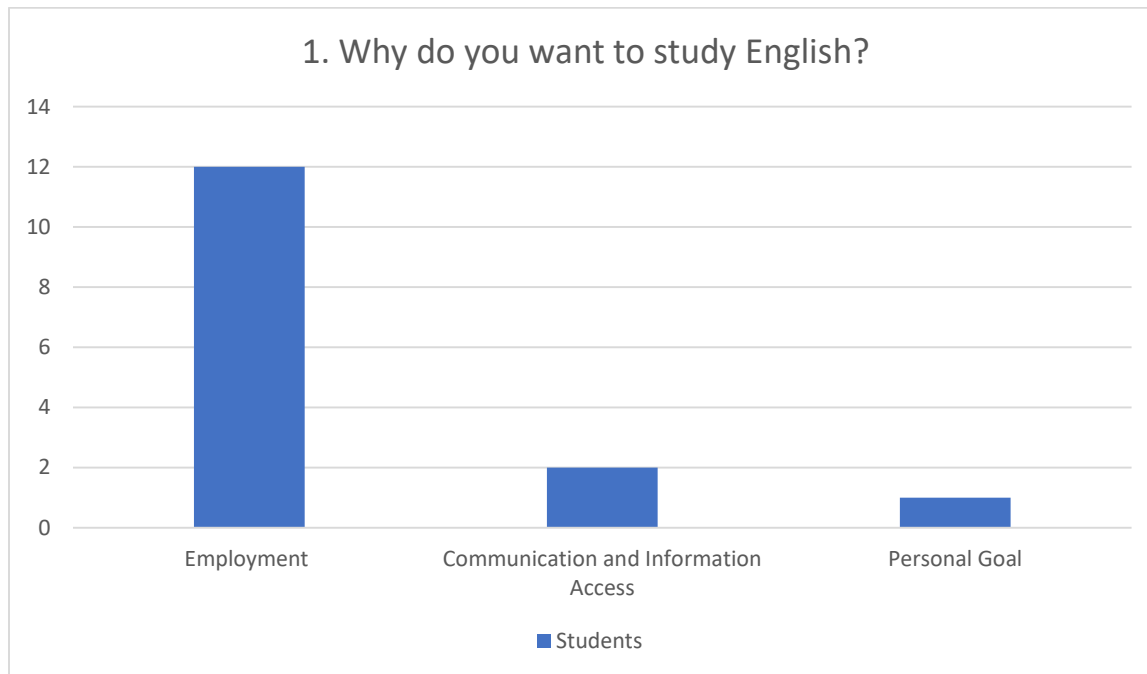


Figure 5. Sum of questionnaire answers provided by student population to question 1. Answers were analyzed and condensed into 3 categories after review. Source: Researcher's own creation

The bulk of the student population wished for better employment related opportunities as a result of their studying the English language. One student even changed his response from academic performance to more of a career centric focus. Another student stating, she wanted to have more cultural communicative ability now simply stated work as the reason. It's unknown as to why there was a change of opinion. The new student to the class stated he wanted to learn English simply as a personal goal. He stated he needed to learn another language and English is one of the most important. He added he always wanted to speak it well. Considering this is not

outright stating any relation to profession or communication, the investigator felt a personal goal would be the most appropriate in this situation.

Figure 6 Post Questionnaire 2

Post-Investigation Questionnaire Question 2: Do you feel the web page helped you to practice your grammar outside of class? How?

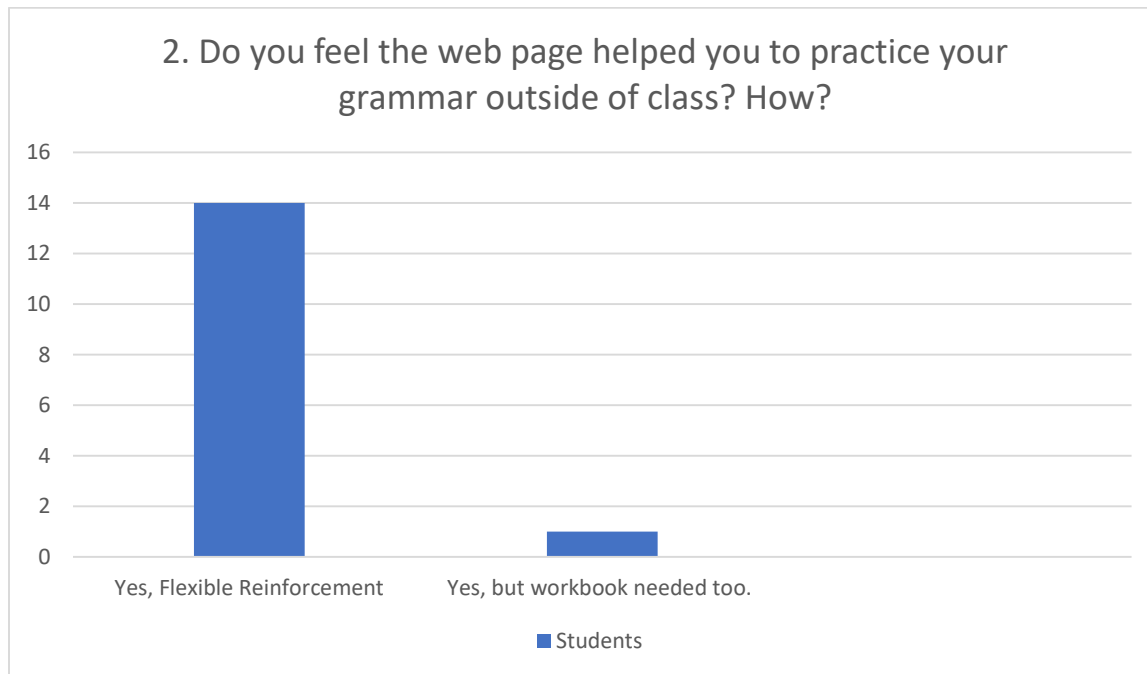


Figure 6. Sum of questionnaire answers provided by student population to question 2. Answers were analyzed and condensed into 2 categories after review. Source: Researcher's own creation

The vast majority of the students claimed the web page helped them to practice due to the availability of the content at any time. It was interesting to see that one student felt the need to use the workbook more. The student in particular was absent for quite a few classes due to work and seldom did assignments, even workbook related. Homework was sent by the teacher to the class chat on WhatsApp so the option to send a picture of the completed assignments was a possibility. Even with this slight low point, one hundred percent of the class stated the web page

helped them to practice grammar outside of class and this became apparent during the following lessons as minimal explanation was needed by the teacher.

Figure 7 Post Questionnaire 3

Post-Investigation Questionnaire Question 3: Why did you like or dislike participating in blog assignments?

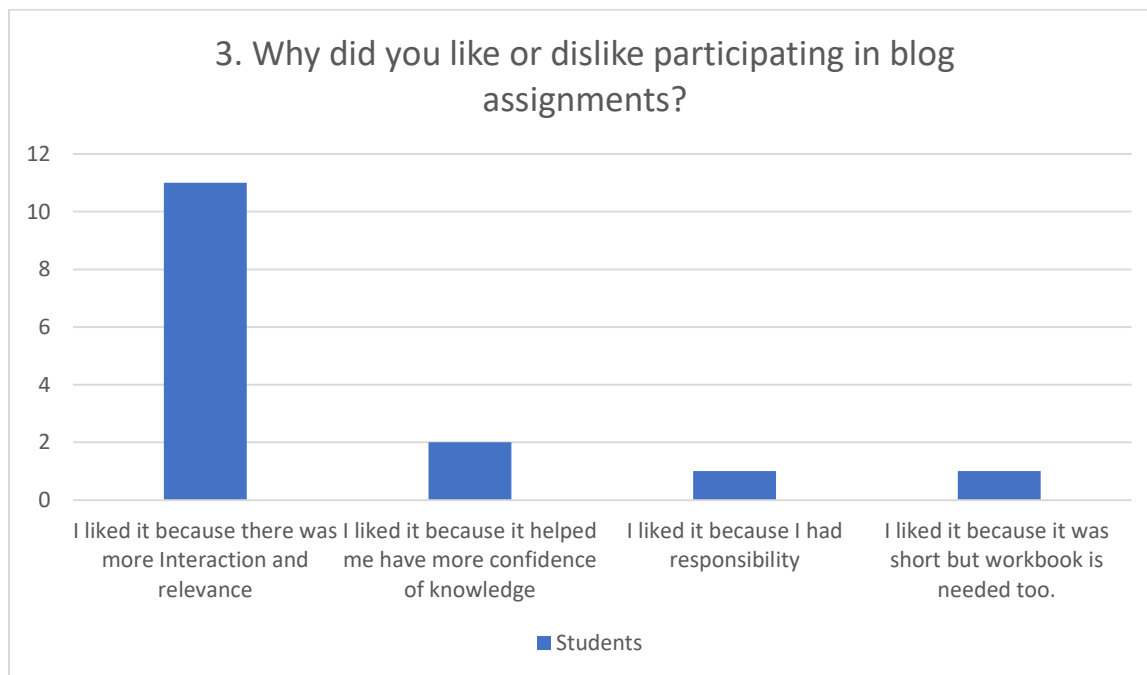


Figure 7. Sum of questionnaire answers provided by student population to question 3. Answers were analyzed and condensed into 4 categories after review. Source: Researcher's own creation

All students seemed to have liked the blog assignments which is favorable to the investigation considering the added incentive to practice and participate in class. Coincidentally, the majority of participants stated interaction and relevance as the reasons for why they enjoyed participating in the blogs. Two students stated more than likely both of these were not only referencing the blog assignments, but also the discussions held at the beginning of class, resulting in more practice and active use of writing and speaking. One student did state added responsibility forced him to practice so that was good. Another student stated she enjoyed the

assignments because they were short but again mentioned the preferred use of the workbook.

Although the workbook was frequently assigned as homework, this student was absent for quite a few classes and may have not noticed.

Figure 8 Post Questionnaire 4

Post-Investigation Questionnaire Question 4: Do you feel that by using the platform you have gained confidence to participate more in class?

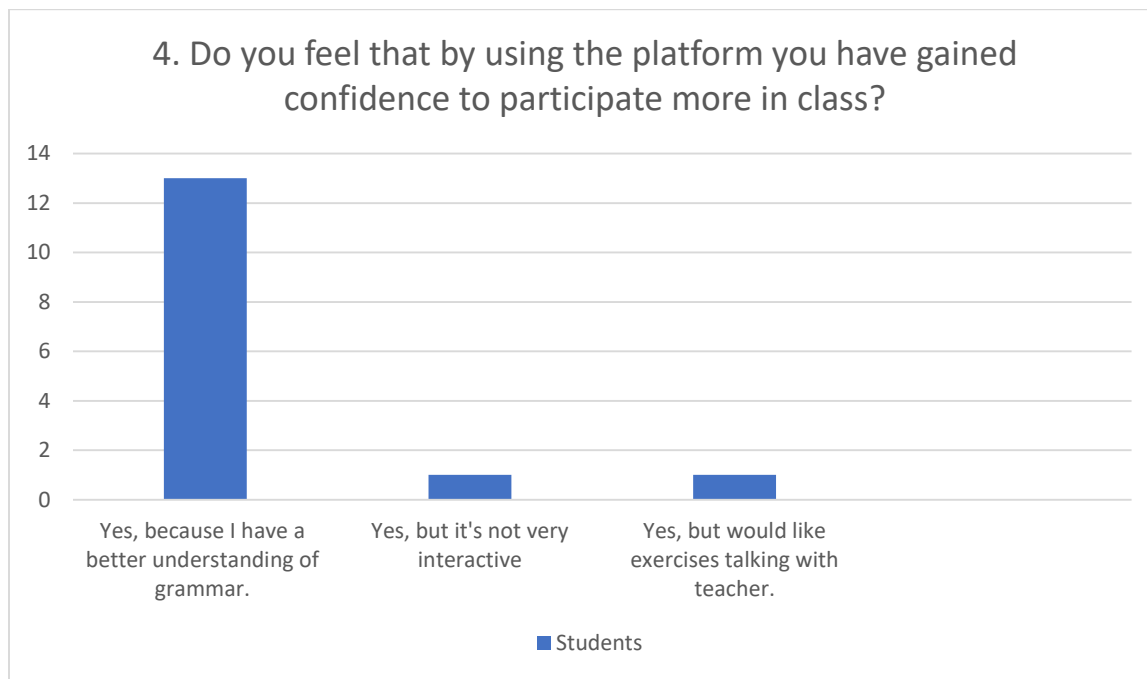


Figure 8. Sum of questionnaire answers provided by student population to question 4. Answers were analyzed and condensed into 3 categories after review. Source: Researcher's own creation

All students seemed to have liked the blog assignments which is favorable to the goal of this investigation. Most of the students felt the online platform helped to provide the resources to review at any time enhancing the ability to study outside of class. Videos were kept short and blog assignments were also brief encouraging multiple reviews throughout the week. One student stated they felt the platform was not very interactive. This is true as the limited interface did not have games and the lessons were merely videos. Another student voiced their desire for

exercises talking with the teacher. This is also a valid point, although speaking on a weekly basis while certainly possible, might have been overwhelming for those students who are still attending high school.

4.1.3 Instrument 3: Survey Results

The second and third specific objectives are to develop interactive technology-based activities outside of the classroom and to encourage frequency of language use. In contrast to the first specific objective, these have a natural inclination towards objectivity. Therefore, it was decided to implement an objective instrument. The survey was deemed most appropriate due to the ability to limit answers and easily graph them as well as the ability to integrate it into the website interface. The survey was also published in Spanish and was kept quite brief to encourage complete and accurate completion. Considering students had to fill out the questionnaire and the blog assignment, it is believed this was the best course of action. (See **Appendix D** for the pre investigation survey and **Appendix E** for the post investigation surveys)

Students were explained to visit EZZenglish.weebly.com and go to the survey tab to complete the survey on their own time. Students were able to select whichever option they felt best described their situation regarding the time invested in practicing writing and grammar outside of class, note taking, relevance, and comfort level regarding the amount of time they practice. The pre survey and post survey will be summarized in their own separate figures with their respective results and followed by a brief analysis of those results.

The pre-investigation survey was presented during class on July 8th, 2020. A total of fifteen students participated in filling out the instrument. The post investigation survey was presented on August 3rd, 2020. As mentioned previously, the number of students did not change although one student was replaced by another. Feedback was also automatically archived in the

website administrator portal of Weebly.com. Below is a graphical representation of the results for the pre-investigation and post investigation survey.

Figure 9 Pre-Survey 1

Pre-Investigation Survey Question 1: How much time do you practice writing outside of class per week?

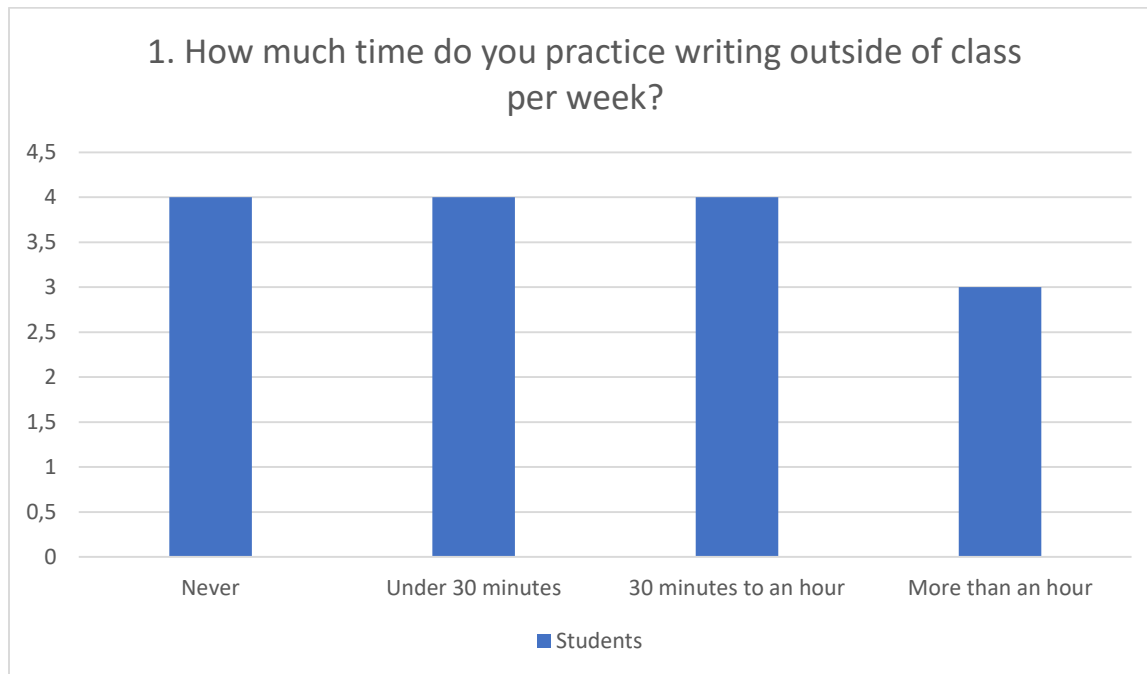


Figure 9. Sum of close-ended survey answers provided by student population to question 1. Source: Researcher's own creation

There was a surprisingly even distribution amongst the answers to the first survey question. It was expected that students would answer either “never” or “under 30 minutes” considering historically, the investigator had observed classes where students rarely reviewed content at home. Most would not even do the homework, often attempting to finish assignments in class. On the other hand, those who answered “30 minutes to an hour” or “more than an hour” certainly raised suspicion considering their performance. Although, the survey is multiple choice, unfortunately there is still an underlying subjective nature considering students may have

wondered to what extent the investigation would affect them. After interpreting the results, although unexpected, blog assignments, discussions, and videos were implemented to especially ensure those who answered “never” would practice, even a little, outside of class.

Figure 10 Pre-Survey 2

Pre-Investigation Survey Question 2: Of the time you practice writing outside of class, do you have the opportunity to review topics using technology?

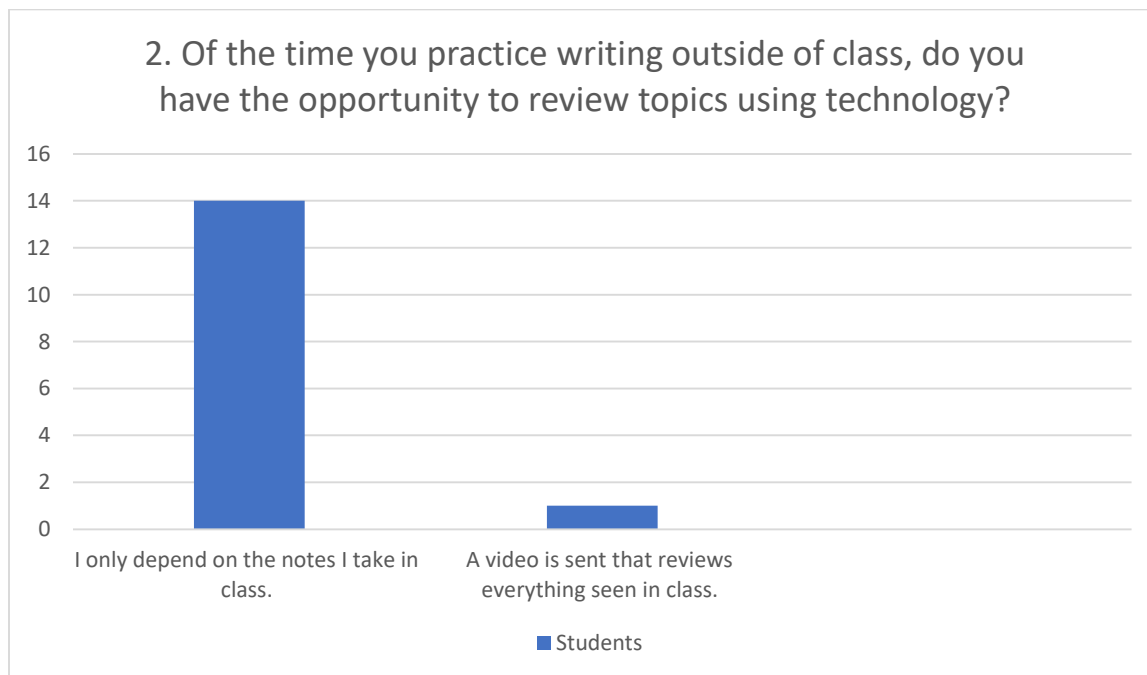


Figure 10. Sum of close-ended survey answers provided by student population to question 2. Source: Researcher's own creation

Once again, based on historical observations of classes, videos reviews had been unheard of, especially with the teacher performing the video. If students had video reviews, they would often be random YouTube videos that were not related to what was studied at the academy nor reviewed in the textbook. As assumed, 14 out of the 15 students stated they only depend on the notes they take in class. One student stated a video is sent that reviews everything seen in class but considering this was given the same day the investigator introduced the topic; this may have

been an error on the student's part. Even so, the majority of the class was limited to their notes. One of the main purposes of Blended Learning and Flipped Classroom is to be able to review not only the content but also the explanations of the content at any time. No longer would students be left behind due to a slight lapse in attention.

Figure 11 Pre-Survey 3

Pre-Investigation Survey Question 3: Do you feel you need more practice writing outside of class?

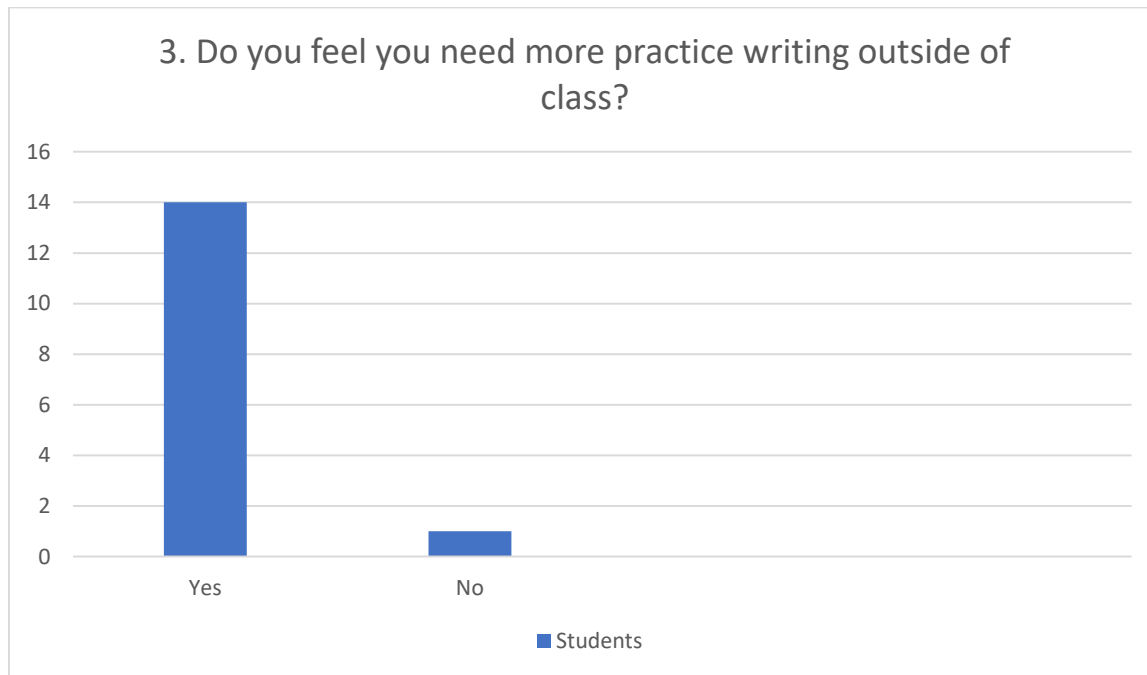


Figure 11. Sum of close-ended survey answers provided by student population to question 3. Source: Researcher's own creation

Fourteen out of the fifteen students felt they needed more writing practice outside of the classroom. These results were quite expected considering most of the time students would wait until the day of class to complete the assigned workbook exercises. One student stated they did not need more practice, but he was the one who dropped out of the course. It is uncertain if this reply was truthful or an act of immaturity. One of the investigation's goals is to help make study

time more effective, therefore the blogs would help to reinforce the writing aspect in a natural manner. Students can answer questions based on their personal opinion of current events rather than simple fill in the blank or multiple-choice workbook exercises.

Figure 12 Post Survey 1

Post Investigation Survey Question 1: With the addition of the platform, how much time do you practice writing outside of class per week?

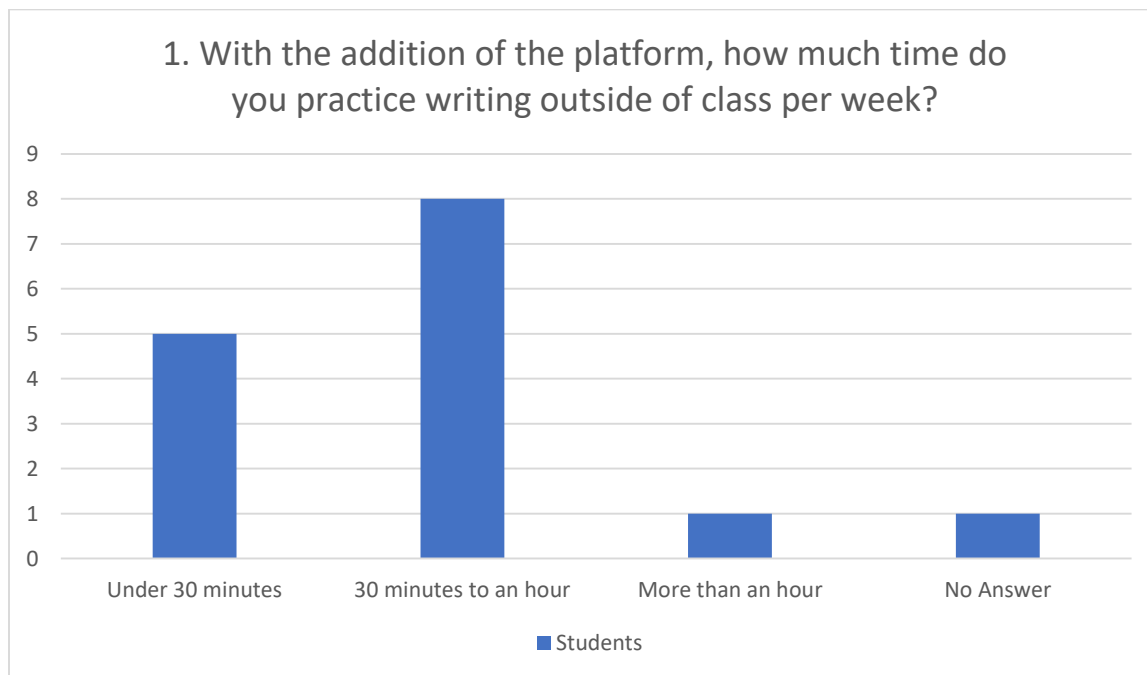


Figure 12. Sum of close-ended survey answers provided by student population to question 1. Source: Researcher's own creation

The results seen on the post survey regarding the same question seemed much more realistic than those obtained from the pre-investigation survey. Over half of the student population studied 30 minutes to an hour which is fantastic news. The fact that students needed to watch the video, possibly multiple times, and apply what was learned in the blog forced students to dedicate more time in out of classroom studies. Even though one student did not answer this question, it was quite apparent that all students had at least studied under 30 minutes

considering the blog completion and discussions at the beginning of class. Due to this increased study time outside of class, each lesson ran much more smoothly with less interruptions and doubts about the content studied and more activities where students got to engage in meaningful conversations as well as competitive and interactive games.

Figure 13 Post Survey 2

Post Investigation Survey Question 2: Of the time you dedicated to writing on the platform, how relevant do you think it is to use in real life?

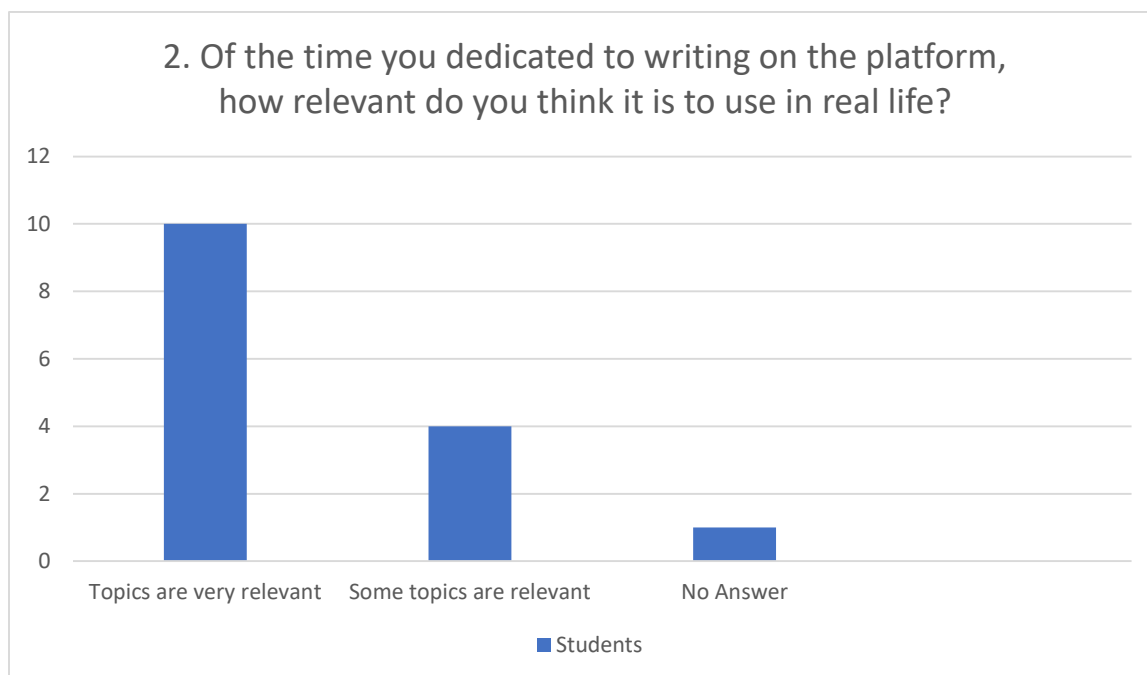


Figure 13. Sum of close-ended survey answers provided by student population to question 2.

Source: Researcher's own creation

Three-quarters of the student population seemed to agree that the topics were very relevant to use in real life. Nevertheless, it is completely understanding how nearly one-quarter of the students felt only some topics were relevant. Although for the most part, blog assignments focused on current events and aspirations of travel and culture, some assignments focused on reviewing grammar structure and providing examples. These were usually given before class

exams to reinforce easily forgotten concepts that would appear as a question, such as explaining when to use the past perfect tense. The same student mentioned above also did not fill out this question, so it is unfortunate to not have complete results.

Figure 14 Post Survey 3

Post Investigation Survey Question 3: Do you feel the platform helped you to review grammar topics?

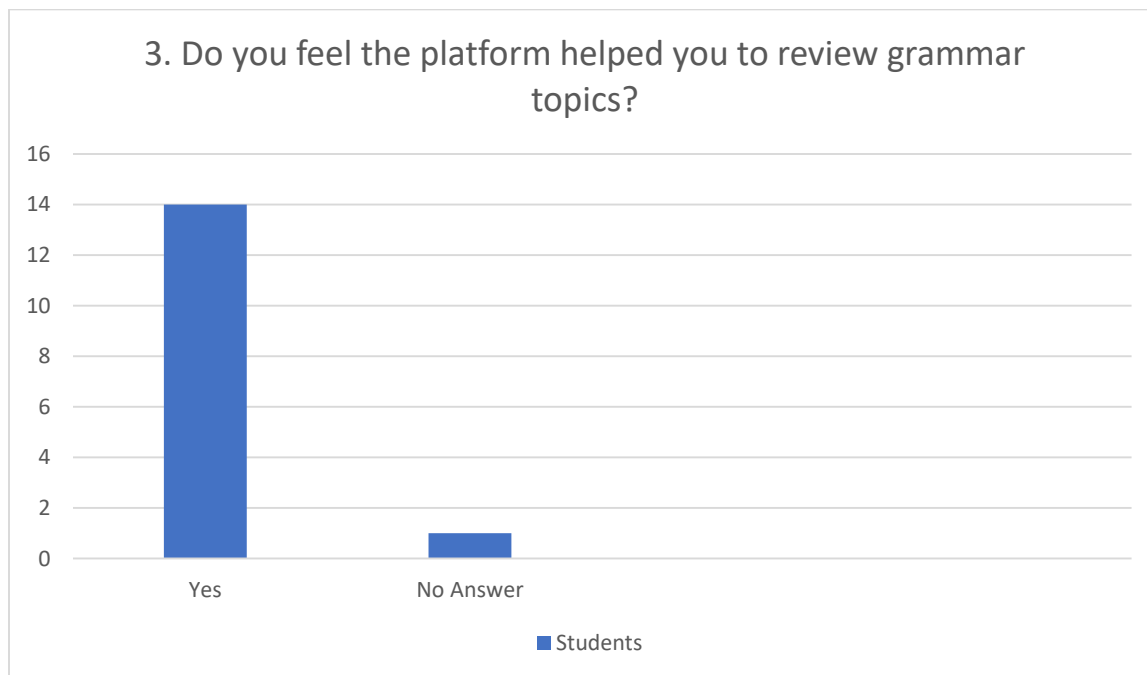


Figure 14. Sum of close-ended survey answers provided by student population to question 3. Source: Researcher's own creation

All but one student responded stating they felt the platform helped them to review the grammar topics. Considering the class was made up of a mix between teenagers attending high school and adults working full time jobs, it can be acknowledged that with having busy schedules outside of class, being able to watch and review lessons at any time allows for more flexibility to study. Short videos and assignments were purposefully implemented to ensure that although studying takes time, each lesson is short enough to minimize lapses in attention. The

fact that the lesson can be accessed from the website and is published on YouTube, also makes it easier for students to save videos to their favorites, rewind, pause, and even download the content, should they desire. Once again, the same student previously mentioned in questions 1 and 2 did not provide an answer.

4.1.4 Test Results

The fourth specific objective is to evaluate student improvement of grammar skills focused primarily on test performance. Perhaps the most objective instrument of the four, the assessments given were strictly coordinated to not interfere with the class content but to enhance it. From the perspective of the student, this was a chance for students to make mistakes and not be penalized for it. Both the pre-and post-investigation tests consisted of the same format. Each test would be composed of 2 sections with a total point distribution of ten. An easier fill in the blank section made up the first four questions while the later six questions were entirely open ended, leaving the student to write down their complete answer on their own. (See **Appendix F** for the pre investigation test and results and **Appendix G** for the post investigation test and results)

In contrast to the questionnaire and survey, the test was given in class to ensure there was no cheating, yet the tests were kept brief to minimize interference with class time. Students were also told to write their answers on a sheet of paper and to take a picture in order to ensure authenticity of the test results. The pre-test reviewed chapter four of the “Side by Side” textbook which was the present perfect tense. The teacher had previously given the lesson as normal on July the 6th, 2020 and the test was given on July the 8th, 2020. The post-test reviewed chapter six which covered the present perfect continuous tense. Students were informed about the video content being uploaded to the website on July the 20th, 2020 and the post investigation test was

given on August the 3rd, 2020. The reasoning for the extended time between video upload and the test was due to the fact that students also needed to work on a dialogue relating to present perfect and present perfect continuous as well. The upload was to ensure they had the tools to get a head start on their projects. Although, there was a relatively short time span of five classes between the pre-test and the post-test, this decision was to ensure the topics were similar in difficulty and structure. Should the investigator had waited, the class would have moved on to a lesser related topic such as gerunds or connectors.

Table 1 Pre- and Post-Test Results

Pre-and Post-Investigation Test Results

Heading Level	Pre-Test: Present Perfect	Post Test: Present Perfect Continuous
N (Number of participants)	15	15
Mean (Average)	7.53	9.07
Standard Deviation (Variation from Average)	2.53	1.16
Min (Minimum Score)	3	6
Max (Maximum Score)	10	10
Range (Difference between Min and Max)	7	4
Median (Number separating higher half from lower half)	8	9
Mode (Most common value)	10	10

*Table 1 shows the results of the Pre-and Post-Investigation. Data values can be referenced in **Appendix F** and **Appendix G**. Source: Researcher's own creation*

Overall, test results showed a positive trend. There was an increase in the class average grade from 7.53 to 9.03. Even the standard deviation lessened showing the class was not too far off from the average. Although, the most common score on both tests were a 10 out of 10, the minimum score attained on the pre-investigation test was 3 out of 10 while the post-test had a minimal score of 6, showing a much better improvement in overall knowledge. Self-study and the ability to apply more of the theory inside class, is what is perceived to have made the difference in these results. Even so, some typical errors on the post-test were most commonly attributed to a lack of attention to detail, as some answers would be correct while on the following answer, a key word such as “been” had been omitted. While topics were not the same, the situation in which they were placed was similar, where students had been given 1 class about the topic before participating in the assessment. The assessments were given in the same formats with the same grade percentage. Ultimately, the results are as accurate as possible considering the circumstances and the fact that there was an improvement overall supports the continued use of Blended Learning and more specifically, Flipped Classroom.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The conclusion is the summary of the investigation clearly stating the answer to both, the general objective and the specific objectives. With the conclusion, the reader can get an idea of not only the answers to questions, but also how the theories and practices contributed to these answers. Here, the researcher can also state how this investigation contributes to the field of study. Another function of the conclusion is to bring to light any unexpected results primarily drawn from Chapter IV: Data Analysis. Lastly, the entire investigation is reviewed with a critical eye in order to provide recommendations to the audience, in case they want to continue researching into the topic.

5.2 Conclusions

The results of the analysis portray Blended Learning in a mostly favorable light when concentrating on the research question of whether Blended Learning would enhance participation and grammar test results in the level 3 classroom of the New Learning Academy. Students themselves felt they participated more and although, not everyone's grade had improved from the pre-test to the post test, the class average as a whole, increased. One of the reasons for such results was the extensive research undertaken by the investigator. Blended Learning and Flipped Classroom were implanted in accordance with their definitions and researched methodologies. Video lessons were 3-5 minutes in length, in accordance with professors Salaberri-Ramiro and Martinez's recommendations. Following Jeremy Bachelor's advice of integrating blogs into the homework grade, helped to achieve an increase in student participation rates. As teacher Ghanni had advised, blogs and the accompanying discussions at the beginning of class allowed for

students to express themselves freely in a safe and nonjudgmental environment. In effect, similar results were obtained, such as where students would naturally want to speak up in class to give their opinions, demonstrating a newfound enthusiasm for using English, just as the case in Professor Romero's investigation. The work to create each individual video and to update each blog with interesting and current content was in itself a huge time investment, even without considering the added time to lesson planning. However, with their creation, these resources can be reused for the future. More importantly, students will be able to use the resource to brush up on their grammar whenever needed.

5.2.1 To identify student reactions towards Blended Learning in terms of participation and sense of achievement

The first specific objective was, quite possibly, the most subjective of the three. For this reason, the investigator thought it most appropriate to have a subjective response from both, students and the observer. This is why the observation and the questionnaire were the chosen instruments for this objective. The observation contributed with a detailed description of student performance tendencies and behaviors from the perception of the investigator. From before the implementation of the investigation to the end of the post assessment and beyond, the observation covered multiple hours of class time over a relatively short period of about one month. Through detailed summaries, the observation instrument shed light on the answer to the first specific objective. The first part of this objective is the easier to identify segment, participation. Students indeed began to participate more depending on the blog assignment and most definitely participated more on the time used for interactive and competitive games.

Now, the second part of this specific objective might normally be quite elusive in nature. However, during the observation period, one aspect stood out proving students had felt a positive sense of achievement. Students thanked the investigator, asking if they would be able to continue using the platform. They truly enjoyed being able to review the grammar at any point in time and wanted to use this to practice even when not involved with of any structured education program. This observation is what helped the investigator to answer this question. However, before the observation had begun, it was unsure just how much data could be obtained and, more importantly, how reliable it would be. It is only one perspective, that of the investigator. This is where the questionnaire would come in to play to help round out the other half of this subjective objective: the perception of the students.

The questionnaire was a strategic instrument used to enhance the reliability of data and ensure as complete of an answer as possible. The pre investigation questionnaire provided the investigator with not only a description of participation tendencies, but also their comfort level with their knowledge at that point and even their motivation for studying English. Based on students' responses, they mostly wanted to study English for their career. They also felt they did not practice enough based on the in-class hours alone. Responses showed technology use was limited regarding accessibility to lesson material. Most of the students stated they did participate frequently in class. These aspects were all key to understanding how to mold the practice of Blended Learning and Flipped Classroom. Blogs became an important aspect to applying their language in ways the investigator felt best related to their motivation and could also enhance participation in class.

The post investigation questionnaire helped to answer if the integration of Blended Learning had a positive impact on the mentioned, in the first specific objective. Students for the most part kept the same motivation to learning English and also felt they had gained confidence to participate more in class. Above all else, students stated the platform had helped them to improve in their grammar, thereby answering the second part of this objective. Still, as with the observation, this questionnaire is still highly subjective in nature. Were students answering truthfully or simply typing what they thought was socially acceptable? With this in mind, the fact that students were able to answer the questions on their own time and in an unsupervised environment does help to minimize the impact of succumbing to social pressures. The responses were sent to the weebly.com server, so there was no fear of responses being visible to other students or staff members. These measures were all taken to maximize the integrity of responses.

Thanks to the results attained from both, the observation and the questionnaire, the answer to the first specific objective is a positive one. Students increased their participation in class and felt Blended Learning helped them feel more comfortable in their English writing abilities. The fact that perspectives were obtained from not only the investigator, but also from the students themselves, helps to validate these results. These answers can hopefully be used to spark a change in not only the participation rate of English classrooms, but also of other school subjects, as well.

5.2.2 To develop interactive technology-based activities outside of the classroom

The second specific objective had no subjective elements due to the nature of what was being asked. Consequently, a close ended survey could be used to easily gather data on the participants. Once again, to have some type of comparison, the instruments for the second objective involved a pre investigation survey and a post investigation survey. The pre investigation survey helped to establish the baseline for the investigation in relation to what could be improved with respect to the aspects of technology, note taking, and language use. Nearly all students agreed that they depended only on the notes taken in class and felt they needed more practice writing. As a teacher and student, the investigator could assume that if a student missed a key point in a lesson and did not ask the teacher during class, the student goes home with an incomplete understanding of the information learned in class. A notable question with inconsistent responses was regarding the hours dedicated to writing practice outside of class, where a relatively even distribution of students chose 2 out of the 3 answers. It was also alarming to see that four students had stated they never practice writing. This was one of the main reasons for the implantation of a mandatory blog assignment. This decision coupled with the anytime access to videos would help to address the possibility of having incomplete notes and the lack of writing practice.

As done with the survey, students were to complete the post investigation survey on their own time and in an unsupervised environment. The post investigation survey also measured the amount of time dedicated to writing practice outside of class, but now focused on whether students thought content was relevant to use in real life scenarios and whether they felt Blended Learning had helped them to review grammar topics. Most students did feel the topics were at least somewhat relevant. More importantly, students felt the platform helped them to review

grammar topics. It must be noted the question used the word “review” and not the word “learn.” By answering “yes,” students are essentially stating that the platform helped them to either practice writing or review the complete information presented in the videos. Gaps analyzed in the pre investigation survey are directly addressed with this one question.

Not all results, however, were positive as there seems to have been a decrease in the number of students who practiced writing more than an hour a week. While the pre investigation survey showed three students, that number had dropped to only one student. This gives rise to many possible assumptions as to why. Was it due to having greater efficiency with the platform? or Were the videos and blogs completed for the sake of attaining the homework grade and no more? This can also be contrasted to those students who never practiced writing outside of class. Overall, the post survey reflects a mostly positive outcome regarding the time dedicated to writing practice, perceived relevance, and understanding of content through review.

5.2.3 To encourage frequency of language use

As with the second objective, the third objective’s survey helped to measure the increase in quality of study time spent outside of class with the integration of Blended Learning. Students no longer had to worry about missing information or for asking a “dumb” question in class. Everything was covered through the video series and the WhatsApp chat helped students to ask questions to the investigator either publicly in the group chat or as a private message, again preventing potential ridicule. The answers obtained from the survey can hopefully be used to contribute to a more studious and confident student body.

5.2.4 To evaluate student improvement of grammar skills focused primarily on test performance

The final specific objective and the most impartial by nature, was measured through the assessment. Quite possibly the most important of all instruments employed throughout the investigation, these assessments would determine if Blended Learning would be beneficial to learning. To ensure the quality and accuracy of the results, the tests needed to be somewhat related to ensure a similar situation and aspect to each other. Therefore, the students had one class of theory and the assessment was given at the beginning of class. By doing this, students had the opportunity to be introduced to the topic. However, what helped to ensure a more accurate perception of study habits, was the fact that the students were not made aware of the test prior to class. This spontaneity helped to see if students truly knew the material seen during the previous class. Regarding content, tests were made as similar as possible without covering the same topics. The first assessment was present perfect tense, while the post assessment covered present perfect continuous tense. Although, the environment and test formats were as similar as possible, results were quite surprising.

Throughout the process it was uncertain what the results would look like. Investigations, such as those of professor Simonova, showed there was a positive trend of grades on the testing results after the application of Blended Learning. On the other hand, the investigation from coordinator Bachelor stated Blended Learning and Flipped Classroom had been the least effective methodology. Coincidentally, although there was an overall improvement in grade averages from the pre-test to the post test, some students performed worse. Errors could be mostly attributed, however, to a lack of attention to detail.

Everything considered, students in general performed better on grammar test performance with the implantation of Blended Learning. The ability to study material as much as they wished outside of class seemed to have a big impact. Furthermore, the ability for students to be evaluated on a daily basis by the teacher through precipitative activities helped keeping students on the right path. With the information obtained from the test results, Blended Learning could help our schools to offer better pacing when it comes to learning content. This would help form a better versed student body and in effect a higher average grade.

5.3 To analyze how the implementation of Blended Learning in the 3rd level English class of the New Learning Academy affects participation and student grammar test performance

With all of the instruments applied, the conclusion to the general objective is apparent. Blended Learning, according to this study, has a positive impact on both, participation and performance for the most part. Assessment scores increased, students participated more, and they were ever grateful for the tool at the end of the investigation. Best of all, the website will always be there, as long as the Weebly.com server stays active, ensuring students the option to review English, even outside of a formal education program, whenever they wish.

Although there were certain limitations including budget and time, this research is a good introduction to the optimization of language learning in the field of language education. The hours or research done can be used by other researchers in the field to help push this methodology to the forefront of education. The entire process of creating a website, multiple grammar videos and blogs, as well as coming up with the many activities for students to engage in was an incredibly difficult task. Even so, these resources can be reviewed by students, helping them to study at their own pace, and can also be repeatedly used by teachers, helping them to have a better work-life balance.

5.4 Unexpected Results

With the investigation giving rise to a mostly positive outcome, there were some results that were unexpected. One example is how a student wanted to use the workbook more when most had stated they wanted something more tied to real life. It was also surprising to see some students complete blog assignments right before class or others not do them at all, even though this was a homework grade. Another unexpected result was related to the amount of absences from some students. Thankfully, an additional benefit of Blended Learning is the ability to learn the content anywhere and at any time. With EZZEnglish.weebly.com, the overall impact to content cognizance due to student absences, was minimized.

5.5 Recommendations

Ultimately, this investigation is limited in scope and if Blended Learning is to see an increase across educational institutions, more research is needed. One recommendation is to begin diversifying the environments in which Blended Learning is applied. This study, limited to one classroom and one semester, hardly reflects the education system as a whole from public elementary schools to private universities and institutions. Research needs to be expanded to all educational institutions to determine the effects of Blended Learning in each environment, as well as to discover which institution would be impacted most dramatically. Investigations should last at least a year and must involve more than one course to compare a complete class between a traditional approach to teaching and the Blended Learning approach. This is due to the fact that it is not possible to accurately determine the effects of a methodology when comparing to the learning of different subjects. With a full year and at least two classes teaching the same material and meeting at the same frequency per week, a truly accurate analysis can be made between

traditional teaching methods and Blended Learning. However, the environment can be analyzed even further than the schedule and programming.

From the institution to the individual classrooms, students that participated in this investigation had no identifiable disabilities. It would be interesting to see how Blended Learning would impact students with a variety of learning disabilities. To conduct such research, however, the investigator must be well versed in these disabilities and may even need to work in conjunction with a professional psychologist. Ultimately, research regarding educational environment has almost an infinite number of situations. While testing every scenario is impossible, the more that is known about Blended Learning and its impact on each environment, the better decisions teachers and school administrators can take to maximize educational efficiency for all parties involved.

Another recommendation would be to conduct research using multiple learning platforms. This investigation depended on a very limited budget and time constraint where existing free and paid for learning platforms were not ideal. With platforms mentioned in Chapter II, so much more could be achieved. Students could have interactive exercises, videos, and self-assessments all customized to the course or even the individual student's progress. Students can be more motivated if they can see their grades constantly and their progress through the multiple topics. These platforms could cost anywhere from thousands of dollars to millions of dollars depending on the technology and labor, as well as the breadth of coverage. However, the differences could yield significantly better results due to the expanded possibilities.

A final recommendation would be to have an experienced teacher conduct the investigation on their own class with both a parental permission to interact outside of class and a minimization or absence of any extracurricular activities. By conducting the investigation in such a manner, more information regarding the effectiveness of Blended Learning can be obtained. With parental permissions acquired, teachers would be able to have phone conversations with students in English throughout the week. Although, there are many other activities that could be done, phone conversations alone could help students practice speaking and in effect their writing. Regarding minimization of extracurricular activities, teachers will have a better understanding of what is required of the Blended Learning methodology and can ensure content and lesson activities are the highest quality possible. Teachers will also be able to maintain top performance, while teaching as they will more than likely be well-rested. In the end, students, teachers, and the research community could all benefit from the additional activities and data retrieved by following these courses of action.

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Appendix A

Observation Notes

6-29-2020

Student 9 seemed to be very shy and didn't talk at all really. When she did talk, it was a whisper. (someone go outside the country vs someone is going outside of the country.) Student 5 had some trouble reading. She also sometimes forgot the tenses. (I call him right away vs I'll go right away). The teacher tried to involve the whole class in exercises however when she asked students for their opinions or to volunteer information, no one really volunteered. The students were reviewing chapter 3 which is regarding Future Will and Going to, Future Continuous Tense, Time Expressions, and Possessive Pronouns.

7-1-2020

The teacher asked if there were any questions before conducting a brief review of the tenses. Then the test was given to the students. No further observations were made.

7-6-2020

I had just recorded the videos for the present perfect tense when I decided to delay the announcement of Blended Learning by one class. The reasoning was to apply the quiz in the beginning of next class to test retention of information. During the lesson I came to the realization that my videos did not explain the content well enough. Obviously, there will always be questions that need to be asked, but in order to ensure a better understanding, the students should be provided with an extremely structured format with 3 pieces of information at a time. During this class, students were given the lesson as normal. The only real interaction was during homework check it seems. Afterwards, students quietly had their heads down as they wrote what the teacher had been explaining during the grammar portion of the class. Afterwards, the teacher

did some textbook exercises and the students answered those questions using the example as a guide.

7-8-2020

After going over the homework assigned, I had the students take out a sheet of paper and introduced them to the pretest. Following the completion of the pretest, the students were shown the website portal EZZenglish.weebly.com, where they could access the video content for the Blended Learning portion of the investigation. After being explained how they could review the content at any time, the one student spoke up stating she liked the idea. The others remained quiet. The students were then shown the blog and to ensure they knew what to do, I had the students log into the website to complete the blog. Getting students into the website took about five minutes due to students trying to work with the browser windows especially with student 5. After watching a short three-minute video about the top ten countries to visit in 2020, I explained how to put in and submit a comment in order to answer the blog questions. After demonstrating step by step how to answer the blog, I asked if anyone was confused. One student replied they were ok, however the older student then asked where she needed to go. She first went to the survey section and then accidentally clicked on a video. After reexplaining, she was able to answer the blog however students did not answer in the format explained. One student had internet issues and was not able to connect for a few minutes. Aside from answering the questions, the students needed to also reply to every comment made by other students. This failed as students only answered the questions and there was much confusion as to sending a reply to another student's comments. I stopped and asked what they felt about the blog. The older student stated it would be nice to practice writing and it helps her to think more in English. After demonstrating the blog, I explained the survey and questionnaire to the students.

Beginning with the survey, I showed the class how to access the page. One student let out a chuckle which to the I interpreted as a reaction to a particularly challenging activity.

7-13-2020

The teacher asked if there were any questions before sending the students to break out rooms to review for their presentation that day. After the break and presentations, students were shown a second blog assignment relating to the present perfect tense and COVID preventative measures. I guided them in class to make sure they had the hang of it. Student 5 had some issues distinguishing have “was” and “have.” Overall, the session was much better than the previous class. After another break, we read chapter 3 from Miami Police and before leaving I told them to watch the video for chapter 5 regarding present perfect “for” and “since” as well as to complete the blog relating to superheroes for their homework.

7-15-2020

At the beginning of class, we reviewed the blog assignment. Although there were some mistakes on the assignment with following the structure, students were much more comfortable with feedback. Students responded quickly when asked where the mistake was. Mistakes were simply forgetting to use the present perfect tense when responding to certain questions. Afterwards, the teacher went over vocabulary and then they did some textbook exercises. Lastly, completed a for and since matching activity where the students were put into pairs, completed the assignment in breakout rooms, and presented. Errors were much less common than on the blog. Homework was to complete a blog that focused on reviewing chapters 4, 4.2, 5 and 5.2.

7-20-2020

It was quite disappointing to see that not many students had participated in the blog. After checking for any doubts, we moved on to an interview activity. Students were able to really express themselves freely and be creative with their scripts. Afterwards, students engaged in a speed dating exercise where students got the chance to use the grammar content and learn about each other's favorite activities and foods. Student 5 had some trouble remembering the rules for "for" and "since." Homework was to review the video for chapter 6: present perfect continuous and complete a blog relating to activities they have been doing during COVID-19.

7-22-2020

It was nice to see that most of the class had completed the blog assignment. The blog discussion was very interactive where students freely explained their answers and elaborated with stories. It was also surprising to see there were no mistakes on their submissions. After the blog assignment, textbook vocabulary was reviewed as well as some exercises. Following break, students engaged in a game of find the right person, where students needed to guess what facts corresponded with each student. Students seemed to have been enjoying themselves and most importantly, speaking in English. After the game, the teacher explained the debate structure and grammar points and finished the lesson by reading chapter 4 of Miami Police. Homework was to complete the present perfect continuous blog assignment related to COVID-19 and to work on the debates.

7-29-2020

A majority of the students also completed this blog and the discussion flowed very smoothly and naturally. Student 9 had some issues with have and has however was able to correct himself when asked if he was sure of his answer.

Next, students had the chance to be creative and make up a story based on a picture. Students in this one read their script although they were quite funny. Student 10 had microphone issues so the activity had to be done through a WhatsApp group call. After the story activity, the teacher introduced the class to King's Cup, a grammar review activity where fun challenges and punishments helped to create a fun environment. Finally, the students read Miami Police chapter 5 and were not assigned a blog in order for students to work on their debate assignments.

8-03-2020

During the beginning of class, students reviewed for their debates. Student 9 was able to log in to the class but then had connection issues, inhibiting his participation in the review session.

Students reviewed for about 30 minutes with the teacher. Student 9 was finally able to connect right before beginning the debates. Student 3 and 10 both did really well, accurately using the perfect tenses required; however, both made some minor past simple and pronunciation mistakes.

Student 9 did not participate much, only speaking for about 30 seconds during the entire 6-minute debate. The other students did their debates quite well with only a couple of simple past hiccups. After the debate, students were given the post test for chapter 6. Students needed to take out a sheet of paper. Instructions were explained for both the fill in the blank and the writing portions. Students took on average about 10 minutes to complete the quiz. Student 5 took about 13 minutes to complete the post test. After the post test, students went on break and the class

finalized with a reading of chapter 6 of Miami Police. Homework was to watch the chapter 7 gerunds and infinitives video and to complete the blog assignment.

8-05-2020

A majority of students completed the blog assignment. The assignment discussed a news broadcast in the US mentioning the loss of jobs due to COVID right now. Student 9 had a slight issue hearing me due to a connection issue. He did speak a little more due to the nature of the topics so that was nice. Student 5 only answered the questions surprisingly. Student 3 answered the blog but was not able to attend due to work. Student 10 did not do the assignment and could not attend class due to work. The class then briefly reviewed the chapter 7 vocabulary and then the structure since there was a new student to the class. The review took about 15 minutes.

Afterwards, students participated in some textbook exercises and then took their break. After break, students took turns reading and filling in the blanks of a story using gerunds or infinitives. As a final activity, students engaged in a competition to see who could write a sentence based on instructions given in the chat first. Students seemed to be quite engaged. Some mistakes were made mixing up gerunds with infinitive only words. Homework was to do some workbook exercises and to complete the blog assignment.

8-10-2020

Students started off with the blog discussion, speaking about a US news broadcast shown. The blog was about how businesses can help people during the COVID-19 crisis. Students got to speak openly about their business ideas vs simply reading what they wrote on the website.

Moving on to the textbook, students participated in exercises, learning vocabulary and what words go with gerunds or infinitives. A new student who was not part of the investigation began having issues with her computer during the exercises, started freezing and disconnected. After

the exercises, the students played “What do you decide,” where students must decide between two activities to give up forever. At first student 5 had some trouble using the structure, but after getting some guidance from the teacher, they got the hang of it. The students laughed and really got into the activity. Upon their return from break, students summarized the chapters seen so far in Miami Police in breakout rooms. After 15 minutes, students came back and shared their findings. Homework was to watch the video for chapter 8 past perfect tense and a blog for practicing the grammar.

8-12-2020

Overall students had done quite well although there was much confusion with the past perfect and using before or after in the sentence. Also, sometimes past participles were forgotten. Following the blog, the teacher went over the vocabulary and exercises and then the students were told to make a story using PowerPoint and the past perfect. I showed them my example and we gave them about 20 minutes to complete their story. Again, there were some mistakes with before and after. The activity was fun and varied ranging from stories about soccer, Mother’s Day, and superman among other topics. Students had begun to correct themselves which was nice. The teacher then engaged the class in some more textbook exercises and then assigned homework in the workbook as well as a blog where students needed to write when each perfect tense is used as well as an example of each.





8-19-2020

It was nice to know that most of the students had completed the blog and in an accurate and complete manner too. Student 9 got forgot to add verb have to the present perfect. Unfortunately, one of the newer students did complete the blog after class had started, but at least she did it. After reviewing the blog assignment and workbook exercises, we briefly went over the past

perfect continuous. With the exercises completed, students participated in a “Guess what I had been doing” activity where one student got to say something they had been doing and students guessed what happened after using the past simple. Upon student’s return from break, they were assigned to write sentences over all infinitive and gerund words in the textbook. For homework, students needed to review for the test on the following Monday. Students were instructed to also finish their gerund/infinitive assignment and begin work on their second presentation. It was at this point, I also mentioned I would no longer be uploading more videos due to the fact that the final chapters were more about memorizing vocabulary than explaining structures. Regardless I let the students know they could continue to use the platform at any time to review any grammar structures they wished.

Appendix B

Pre-Investigation Questionnaire Responses

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
 07/09/2020 01:12pm	165.225.223.2	0	Porque quiero domina...	Si, porque es...
 07/09/2020 01:11pm	165.225.222.249	0	por las oportunidad...	para reforzar
 07/09/2020 01:11pm	165.225.223.6	0	Para tener un mayor ...	Si
 07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...





¿Por qué quieres estudiar inglés?	Para tener un mayor acceso a la informacion y ampliar la red de personas con las que puedo cominucarme.
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si
¿Qué tan frecuentemente participas de manera activa en la clase?	2 veces por clase
¿Por qué te gusta o no te gusta participar en clase?	Para aclarar dudas y entender mejor con ejemplos.
Nombre	Alonso Aragon Hdez.
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.223.6

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	si, porque solo dedi...
delete 07/12/2020 04:27pm	181.194.72.94	0	para mejores opcione...	no estoy bien
delete 07/10/2020 02:18pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
delete 07/09/2020 01:40pm	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
delete 07/09/2020 01:42pm	165.225.222.238	0	Después de haber des...	Si, porque me gusta...






¿Por qué quieres estudiar inglés?	para mejores opciones laborles
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	no estoy bien
¿Qué tan frecuentemente participas de manera activa en la clase?	casi nunca
¿Por qué te gusta o no te gusta participar en clase?	no me gusta por que me da temor no hacerlo bien
Nombre	Andres
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	181.194.72.94

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete 07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete 07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...
delete 07/09/2020 01:10pm	165.225.222.250	0	Para mejorar mis opo...	si, no es suficiente...
delete 07/08/2020 06:34pm	201.191.255.23	0	Por qué me po...	Si, por qué n...
delete 07/08/2020 06:31pm	190.171.106.79	0	Para mejorar acad&ea...	Si, para mejorar lo ...

¿Por qué quieres estudiar inglés?	Para mejorar académicamente
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, para mejorar lo visto y repasarlo
¿Qué tan frecuentemente participas de manera activa en la clase?	Intervengo la mayor parte del tiempo para sacar provecho y poder practicar bastante
¿Por qué te gusta o no te gusta participar en clase?	Me gusta participar en clase
Nombre	Bryan
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	190.171.106.79

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
	07/09/2020 01:12pm	165.225.223.2	0	Porque quiero domina...	Sí, porque es...
	07/09/2020 01:11pm	165.225.222.249	0	por las oportuniade...	para reforzar
	07/09/2020 01:11pm	165.225.223.6	0	Para tener un mayor ...	Si
	07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...

¿Por qué quieres estudiar inglés?	por las oportunidades que hay
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	para reforzar
¿Qué tan frecuentemente participas de manera activa en la clase?	frecuentemente
¿Por qué te gusta o no te gusta participar en clase?	.
Nombre	Christian Reyes
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.249

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
	07/08/2020 06:31pm	190.171.106.79	0	Para mejorar acad&ea...	Si, para mejorar lo ...
	07/08/2020 06:31pm	201.202.14.250	0	Hablar con colegas d...	si para pensar mas e...
	06/28/2020 06:19pm	190.10.94.153	0	Para aprender otro i...	Si, porque a veces c...
	06/27/2020 05:29pm	190.10.94.153	0	Por que en un futuro...	No
	06/14/2020 06:57am	201.207.242.174	0		

¿Por qué quieres estudiar inglés?	Hablar con colegas de otros paises
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	si para pensar mas en ingles
¿Qué tan frecuentemente participas de manera activa en la clase?	lo que puedo
¿Por qué te gusta o no te gusta participar en clase?	Me gusta para que el profesor me corrija la pronunciación
Nombre	Isabel Roman
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	201.202.14.250

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete	07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete	07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...
delete	07/09/2020 01:10pm	165.225.222.250	0	Para mejorar mis opo...	si, no es suficiente...
delete	07/08/2020 06:34pm	201.191.255.23	0	Por qué me po...	Si, por qué n...
delete	07/08/2020 06:31pm	190.171.106.79	0	Para mejorar acad&ea...	Si, para mejorar lo ...

¿Por qué quieres estudiar inglés?	Para mejorar mis oportunidades laborales.
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	si, no es suficiente practica.
¿Qué tan frecuentemente participas de manera activa en la clase?	muy poca.
¿Por qué te gusta o no te gusta participar en clase?	me de nervios.
Nombre	Jason Ruiz Salas
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.250

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete	07/09/2020 01:12pm	165.225.223.2	0	Porque quiero domina...	Sí, porque es...
delete	07/09/2020 01:11pm	165.225.222.249	0	por las oportuniade...	para reforzar
delete	07/09/2020 01:11pm	165.225.223.6	0	Para tener un mayor ...	Si
delete	07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...

¿Por qué quieres estudiar inglés?	Porque quiero dominar el idioma líder en el mundo laboral y negociaciones.
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Sí, porque es un recurso que refuerza muchísimo el aprendizaje.
¿Qué tan frecuentemente participas de manera activa en la clase?	Casi siempre
¿Por qué te gusta o no te gusta participar en clase?	Porque es una excelente manera de obtener feedback del profesor y entrenarme bajo presión.
Nombre	Jean Paul Araya Meléndez
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.223.2

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete				
delete 07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...
delete 07/09/2020 01:11pm	165.225.222.238	0	Para tener un mejor ...	Si, para perfecciona...
delete 07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete 07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...

¿Por qué quieres estudiar inglés?	Para poder tener mas oportunidades de trabajo.
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, por el tiempo de clase si se necesita practicar mas.
¿Qué tan frecuentemente participas de manera activa en la clase?	Siempre
¿Por qué te gusta o no te gusta participar en clase?	Me gusta mucho la interaccion
Nombre	Jonathan Fonseca Mora
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.221

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete 07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete 07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...
delete 07/09/2020 01:10pm	165.225.222.250	0	Para mejorar mis opo...	si, no es suficiente...
delete 07/08/2020 06:34pm	201.191.255.23	0	Por qué me po...	Si, por qué n...
delete 07/08/2020 06:31pm	190.171.106.79	0	Para mejorar acad&ea...	Si, para mejorar lo ...






¿Por qué quieres estudiar inglés?	Por qué me podría servir de mucho en un futuro.
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, por qué no suelo practicar mucho sin obligación, entonces me parece que tener más ejercicios ayuda.
¿Qué tan frecuentemente participas de manera activa en la clase?	Realmente no mucho, repasó pero no tanto
¿Por qué te gusta o no te gusta participar en clase?	Realmente me incomoda un poco participar en clase porqué soy muy muy tímido, pero por otra parte me gusta porque eso me obliga a practicar el relacionarme y conversar con otras personas
Nombre	Justin
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	201.191.255.23

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	si, porque solo dedi...
delete 07/12/2020 04:27pm	181.194.72.94	0	para mejores opcione...	no estoy bien
delete 07/10/2020 02:18pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
delete 07/09/2020 01:40pm	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
delete 07/09/2020 01:42pm	165.225.222.238	0	Para poder aclarar du...	Si, porque es...

¿Por qué quieres estudiar inglés?	Para obtener un mejor puesto en mi trabajo
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	si, porque solo dedico 6 horas a la semana para estudiar
¿Qué tan frecuentemente participas de manera activa en la clase?	bastante
¿Por qué te gusta o no te gusta participar en clase?	Si me gusta. Siempre he sido así. Me gusta hablar y asimismo practicar
Nombre	katherine
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	190.113.110.89

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	si, porque solo dedi...
delete 07/12/2020 04:27pm	181.194.72.94	0	para mejores opcione...	no estoy bien
delete 07/10/2020 02:18pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
delete 07/09/2020 01:40pm	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
delete 07/09/2020 01:42pm	165.225.222.238	0	Para poder aclarar du...	Si, porque es...

¿Por qué quieres estudiar inglés?	Para conseguir mejor trabajo y mejorar mi ingles
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si porque es siempre bueno practicar para mejor en el ingles
¿Qué tan frecuentemente participas de manera activa en la clase?	Manera activa
¿Por qué te gusta o no te gusta participar en clase?	para poder aclarar dudas y dar mi punto de vista
Nombre	Kelvin Craddock
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.235

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
 delete	07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	si, porque solo dedi...
 delete	07/12/2020 04:27pm	181.194.72.94	0	para mejores opcione...	no estoy bien
 delete	07/10/2020 02:18pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
 delete	07/09/2020 01:40pm	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
 delete	07/09/2020 01:40pm	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...





¿Por qué quieres estudiar inglés?	Herramienta necesaria para desenvolverme en mi trabajo
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, la gramatica siempre ha sido de mis puntos bajos en el ingles
¿Qué tan frecuentemente participas de manera activa en la clase?	Siempre
¿Por qué te gusta o no te gusta participar en clase?	Me gusta por que me mantiene atento y activo, ademas se me hace mas facil digerir la materia de esa forma
Nombre	Maro Quiros Camacho
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.238

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete	07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...
delete	07/09/2020 01:11pm	165.225.222.238	0	Para tener un mejor ...	Si, para perfecciona...
delete	07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete	07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...

¿Por qué quieres estudiar inglés?	Para tener un mejor trabajo
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, para perfeccionarlo
¿Qué tan frecuentemente participas de manera activa en la clase?	Bastante
¿Por qué te gusta o no te gusta participar en clase?	Para practicar y perfeccionar mi ingles
Nombre	Mitchelle Rowe
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.238

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
delete	07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...
delete	07/09/2020 01:11pm	165.225.222.238	0	Para tener un mejor ...	Si, para perfecciona...
delete	07/09/2020 01:11pm	165.225.222.221	0	Para poder tener mas...	Si, por el tiempo de...
delete	07/09/2020 01:11pm	165.225.222.237	0	Trabajar	si, porque solo con ...

¿Por qué quieres estudiar inglés?	Trabajar
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	si, porque solo con practica constante se aprende
¿Qué tan frecuentemente participas de manera activa en la clase?	siempre lo que podamos
¿Por qué te gusta o no te gusta participar en clase?	me gusta participar para aprender
Nombre	Pedro Mora
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.237

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que ocupas más...
 delete	07/09/2020 01:12pm	165.225.223.2	0	Porque quiero domina...	Sí, porque es...
 delete	07/09/2020 01:11pm	165.225.222.249	0	por las oportuniade...	para reforzar
 delete	07/09/2020 01:11pm	165.225.223.6	0	Para tener un mayor ...	Si
 delete	07/09/2020 01:11pm	165.225.222.220	0	Para vender technolo...	Si, porque esto mejo...

¿Por qué quieres estudiar inglés?	Para vender tecnologia
¿Sientes que ocupas más practica escribiendo fuera de clase? ¿Por qué?	Si, porque esto mejor mi nivel de ingles
¿Qué tan frecuentemente participas de manera activa en la clase?	Como un 50% participo
¿Por qué te gusta o no te gusta participar en clase?	Casi no porque so timido
Nombre	Renan
¿Porque quieres estudiar inglés?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.222.220

Appendix C

Post-Investigation Questionnaire Responses

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
* 08/07/2020 02:59pm	165.225.222.220	0	Para vender technolo...	Si, porque los video...
* 08/07/2020 08:50am	165.225.222.230	0	Para tener un mayor ...	Si. Puedo rev...
* 08/07/2020 08:45am	165.225.222.230	0	Para tener un mayor ...	Puedo revisar las le...
* 08/06/2020 11:25am	165.225.223.2	0	Porque quiero domina...	Si, porque es...
* 08/05/2020 04:58pm	201.202.14.113	0	Trabajo	Si mucho, me permite...
* 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
* 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...

¿Por qué quieres estudiar inglés?	Para tener un mayor acceso a la informaSpcion y ampliar la red de personas con las que puedo cominucarme.
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si. Puedo revisar las lecciones y practicar en cualquier momento.
¿Por qué te gusto o no te gusto participar en los blogs?	Si. Por la interacción existente y la facilidad para revisar ejemplos de la actualidad y vida cotidiana.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si, al tener herramientas disponibles a todo hora.
Nombre	Alonso Aragon Hdez.
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
* 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...
* 08/04/2020 12:30pm	165.225.222.255	0	Para mejorar mis opo...	Si, practicando nos ...
* 08/03/2020 07:33pm	181.194.85.213	0	es una ayuda en el f...	si, porque los temas...
* 08/03/2020 07:31pm	170.150.57.191	0	Para buscar un mejor...	Si, ayuda a repasar ...
* 08/03/2020 07:29pm	190.113.111.10	0	Necesito un segundo ...	Si ayuda porque teng...
* 08/03/2020 07:29pm	190.113.110.99	0	Para obtener un mejo...	Si, sin embargo podr...
* 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	

¿Por qué quieres estudiar inglés?	Para buscar un mejor trabajo
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, ayuda a repasar temas vistos en clase, aunque no profundiza el habla
¿Por qué te gusto o no te gusto participar en los blogs?	Es didáctico
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Permite prácticar pero no es muy interactiva
Nombre	Bryan
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página ...
✖ 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖ 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...
✖ 08/04/2020 02:20pm	165.225.222.238	0	Mejor oportunidad de...	Si
✖ 08/04/2020 02:20pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
✖ 08/04/2020 01:50pm	165.225.222.223	0	Para poder tener mas...	El video es muy faci...
✖ 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...
✖ 08/04/2020 12:30pm	165.225.222.255	0	Para mejorar mis opo...	Si, practicando nos ...

¿Por qué quieres estudiar inglés?

¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?

¿Por qué te gusto o no te gusto participar en los blogs?

¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?

Nombre

¿Por qué te gusta o no te gusta participar en clase?

por las oportunidades que hay

si, conversaciones diarias

me gusta para asegurarme que estoy entendiendo

por supuesto que si

Christian Reyes

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página ...
✖ 08/07/2020 02:59pm	165.225.222.220	0	Para vender technolo...	Si, porque los video...
✖ 08/07/2020 08:50am	165.225.222.230	0	Para tener un mayor ...	Si. Puedo rev...
✖ 08/07/2020 08:45am	165.225.222.230	0	Para tener un mayor ...	Puedo revisar las le...
✖ 08/06/2020 11:25am	165.225.223.2	0	Porque quiero domina...	Si, porque es...
✖ 08/05/2020 04:58pm	201.202.14.113	0	Trabajo	Si mucho, me permite...
✖ 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖ 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...

¿Por qué quieres estudiar inglés?

¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?

¿Por qué te gusto o no te gusto participar en los blogs?

¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?

Nombre

¿Por qué te gusta o no te gusta participar en clase?

Trabajo

Si mucho, me permite repasar

Porque me obliga a escribir y repasar

si mucha mas

Isabel Roman

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
08/04/2020 12:33pm	165.225.222.249	0	Para poder tener más...	¿Cómo se me puede...
✖ 08/04/2020 12:30pm	165.225.222.255	0	por las oportuniade...	si, conversaciones d...
✖ 08/03/2020 07:33pm	181.194.85.213	0	Para mejorar mis opo...	Si, practicando nos ...
✖ 08/03/2020 07:31pm	170.150.57.191	0	es una ayuda en el f...	si, porque los temas...
✖ 08/03/2020 07:29pm	190.113.111.10	0	Para buscar un mejor...	Si, ayuda a repasar ...
✖ 08/03/2020 07:29pm	190.113.110.99	0	Necesito un segundo ...	Si ayuda porque teng...
✖ 08/03/2020 07:29pm	190.113.110.99	0	Para obtener un mejo...	Si, sin embargo podr...
✖ 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	

¿Por qué quieres estudiar inglés?	Para mejorar mis oportunidades laborales.
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, practicando nos demos cuentas que las areas que podemos mejorar.
¿Por qué te gusto o no te gusto participar en los blogs?	Porque tiene temas actuales.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	si, un poco mas, me siento mejor preparado.
Nombre	Jason Ruiz Salas
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
✖ 08/07/2020 02:59pm	165.225.222.220	0	Para vender technolo...	Si, porque los video...
✖ 08/07/2020 08:50am	165.225.222.230	0	Para tener un mayor ...	Sí. Puedo rev...
✖ 08/07/2020 08:45am	165.225.222.230	0	Para tener un mayor ...	Puedo revisar las le...
✖ 08/06/2020 11:25am	165.225.223.2	0	Porque quiero domina...	Sí, porque es...
✖ 08/05/2020 04:58pm	201.202.14.113	0	Trabajo	Si mucho, me permite...
✖ 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖ 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...

¿Por qué quieres estudiar inglés?	Porque quiero dominar el idioma líder en el mundo laboral y negociaciones.
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Sí, porque es un recurso que refuerza muchísimo el aprendizaje.
¿Por qué te gusto o no te gusto participar en los blogs?	Me gustó porque hay mucho material como noticias, videos y demás artículos relevantes con el que puedo continuar con mi aprendizaje.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Sí, porque es una excelente manera de obtener feedback del profesor y entrenarme bajo presión.
Nombre	Jean Paul Araya Meléndez
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
✖ 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖ 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...
✖ 08/04/2020 02:20pm	165.225.222.238	0	Mejor oportunidad de...	Si
✖ 08/04/2020 02:20pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
✖ 08/04/2020 01:50pm	165.225.222.223	0	Para poder tener mas...	El video es muy faci...
✖ 08/04/2020 01:47pm	165.225.222.223	0	Para poder tener mas...	Si, por el tiempo de...
✖ 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...

¿Por qué quieres estudiar inglés?	Para poder tener mas oportunidades de trabajo.
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	El video es muy facil de entender y lo puedo ver tantas veces omo lo necesite..
¿Por qué te gusto o no te gusto participar en los blogs?	Si me gusto porque es muy actualizado con los temas.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Me gusta mucho la interaccion y el material .
Nombre	Jonathan Fonseca Mora
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
✖ 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...
✖ 08/04/2020 12:30pm	165.225.222.255	0	Para mejorar mis opo...	Si, practicando nos ...
✖ 08/03/2020 07:33pm	181.194.85.213	0	es una ayuda en el f...	si, porque los temas...
✖ 08/03/2020 07:31pm	170.150.57.191	0	Para buscar un mejor...	Si, ayuda a repasar ...
✖ 08/03/2020 07:29pm	190.113.111.10	0	Necesito un segundo ...	Si ayuda porque teng...
✖ 08/03/2020 07:29pm	190.113.110.99	0	Para obtener un mejo...	Si, sin embargo podr...
✖ 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	

¿Por qué quieres estudiar inglés?	es una ayuda en el futuro
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	si, porque los temas son de acuerdo a la materia, pero con mas libertada de redactar
¿Por qué te gusto o no te gusto participar en los blogs?	si me gusta, porque me da un poco mas de responsabilidad
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	si un poco
Nombre	justin
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
08/04/2020 12:33pm	165.225.222.249	0	Para poder tener más...	El video es muy faci...
* 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...
* 08/04/2020 12:30pm	165.225.222.255	0	Para mejorar mis opo...	Si, practicando nos ...
* 08/03/2020 07:33pm	181.194.85.213	0	es una ayuda en el f...	si, porque los temas...
* 08/03/2020 07:31pm	170.150.57.191	0	Para buscar un mejor...	Si, ayuda a repasar ...
* 08/03/2020 07:29pm	190.113.111.10	0	Necesito un segundo ...	Si ayuda porque teng...
* 08/03/2020 07:29pm	190.113.110.99	0	Para obtener un mejo...	Si, sin embargo podr...
* 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	

¿Por qué quieres estudiar inglés?	Para obtener un mejor puesto en mi trabajo
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, sin embargo podría servir una practica extra obligatoria como el libro de practica
¿Por qué te gusto o no te gusto participar en los blogs?	Sii me gusta por que son breves, pero como mencione antes seria bueno practicar extra y darle uso al libro que pagamos.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	si
Nombre	katherine
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
* 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
* 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...
* 08/04/2020 02:20pm	165.225.222.238	0	Mejor oportunidad de...	Si
* 08/04/2020 02:20pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
* 08/04/2020 01:50pm	165.225.222.223	0	Para poder tener mas...	El video es muy faci...
* 08/04/2020 01:47pm	165.225.222.223	0	Para poder tener mas...	Si, por el tiempo de...
* 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...

¿Por qué quieres estudiar inglés?	Para conseguir mejor trabajo y mejorar mi ingles
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si porque es siempre bueno practicar para mejor en el ingles
¿Por qué te gusto o no te gusto participar en los blogs?	Manera activa
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	para poder aclarar dudas y dar mi punto de vista
Nombre	Kelvin Craddock
¿Por qué te gusta o no te gusta participar en clase?	

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
✖	08/07/2020 02:59pm	165.225.222.220	0	Para vender technolo...	Si, porque los video...
✖	08/07/2020 08:50am	165.225.222.230	0	Para tener un mayor ...	Si. Puedo rev...
✖	08/07/2020 08:45am	165.225.222.230	0	Para tener un mayor ...	Puedo revisar las le...
✖	08/06/2020 11:25am	165.225.223.2	0	Porque quiero domina...	Si, porque es...
✖	08/05/2020 04:58pm	201.202.14.113	0	Trabajo	Si mucho, me permite...
✖	08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖	08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...

¿Por qué quieres estudiar inglés?	Herramienta necesaria para desenvolverme en mi trabajo
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, la gramatica siempre ha sido de mis puntos bajos en el ingles y las practicas y los videos me han ayudado a repasar despues de la clase
¿Por qué te gusto o no te gusto participar en los blogs?	La informacion fue muy centrada y relevante con respecto al tema que esta afectando a nivel mundial, me gusto mucho la forma en la que la informacion y la participacion era activa
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si, ya que en algunas situaciones donde me sentia inseguro recuerdo la practica y me ayuda a dar una respuesta
Nombre	Maro Quiros Camacho
¿Por qué te gusta o no te gusta participar en clase?	

	Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
✖	08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
✖	08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...
✖	08/04/2020 02:20pm	165.225.222.238	0	Mejor oportunidad de...	Si
✖	08/04/2020 02:20pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
✖	08/04/2020 01:50pm	165.225.222.223	0	Para poder tener mas...	El video es muy faci...
✖	08/04/2020 01:47pm	165.225.222.223	0	Para poder tener mas...	Si, por el tiempo de...
✖	08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...

¿Por qué quieres estudiar inglés?	Mejor oportunidad de trabajo
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si
¿Por qué te gusto o no te gusto participar en los blogs?	Porque se pudo hablar de cosas revelantes
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si
Nombre	Mitchelle Rowe
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
* 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...
* 08/04/2020 12:30pm	165.225.222.255	0	Para mejorar mis opo...	Si, practicando nos ...
* 08/03/2020 07:33pm	181.194.85.213	0	es una ayuda en el f...	si, porque los temas...
* 08/03/2020 07:31pm	170.150.57.191	0	Para buscar un mejor...	Si, ayuda a repasar ...
* 08/03/2020 07:29pm	190.113.111.10	0	Necesito un segundo ...	Si ayuda porque teng...
* 08/03/2020 07:29pm	190.113.110.99	0	Para obtener un mejo...	Si, sin embargo podr...
* 07/13/2020 05:30pm	190.113.110.89	0	Para obtener un mejo...	

¿Por qué quieres estudiar inglés?	Necesito un segundo idioma y el Ingles es uno de los mas importantes.Siempre he querido hablarlo bien.
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si ayuda porque tengo acceso a la estructura de la oración en el momento que la necesite.Asi puedo practicar.
¿Por qué te gusto o no te gusto participar en los blogs?	Siento que es bueno porque se pone en practica lo visto en los videos.
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si, sin embargo me gustaría que se hagan mas ejercicios donde se hable con el profesor y muy importante se corrija cuando se habla o se comete un error gramatical.
Nombre	Orlando
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página...
* 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
* 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...
* 08/04/2020 02:20pm	165.225.222.238	0	Mejor oportunidad de...	Si
* 08/04/2020 02:20pm	165.225.222.235	0	Para conseguir mejor...	Si porque es siempre...
* 08/04/2020 01:50pm	165.225.222.223	0	Para poder tener mas...	El video es muy faci...
* 08/04/2020 01:47pm	165.225.222.223	0	Para poder tener mas...	Si, por el tiempo de...
* 08/04/2020 12:33pm	165.225.222.249	0	por las oportunidad...	si, conversaciones d...

¿Por qué quieres estudiar inglés?	Trabajo
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, por las practicas y con los videos repaso mucho
¿Por qué te gusto o no te gusto participar en los blogs?	me gusta la relevancia
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si
Nombre	Pedro Mora
¿Por qué te gusta o no te gusta participar en clase?	

Date submitted	Ip address	Opted in	¿por qué quieres estudi...	¿sientes que la página_...
* 08/07/2020 02:59pm	165.225.222.220	0	Para vender technolo...	Si, porque los video...
* 08/07/2020 08:50am	165.225.222.230	0	Para tener un mayor ...	Sí. Puedo rev...
* 08/07/2020 08:45am	165.225.222.230	0	Para tener un mayor ...	Puedo revisar las le...
* 08/06/2020 11:25am	165.225.223.2	0	Porque quiero domina...	Sí, porque es...
* 08/05/2020 04:58pm	201.202.14.113	0	Trabajo	Si mucho, me permite...
* 08/05/2020 08:51am	165.225.222.238	0	Herramienta necesari...	Si, la gramatica sie...
* 08/05/2020 08:50am	201.203.6.221	0	Trabajo	Si, por las practica...

¿Por qué quieres estudiar inglés?	Para vender tecnologia
¿Sientes que la página web le ayudo a practicar su gramática fuera de la clase? ¿Cómo?	Si, porque los videos lo puedo ver a cualquier hora
¿Por qué te gusto o no te gusto participar en los blogs?	Muy revelante a la vida real
¿Sientes que con la plataforma has adquirido más confianza para participar más en clase?	Si, porque conozco un poco mejor la gramatica
Nombre	Renan
¿Por qué te gusta o no te gusta participar en clase?	

Appendix D

Pre-Investigation Survey Responses

	Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete	07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
delete	07/09/2020 01:08pm	165.225.223.6	0	menos de 30 minutos	Dependo solo de las ...
delete	07/09/2020 01:08pm	165.225.222.249	0	Mas de una hora	Dependo solo de las ...
delete	07/09/2020 01:08pm	165.225.222.250	0	Nunca	Dependo solo de las ...
delete	07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	menos de 30 minutos
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Alonso Aragon Hdez.
IP Address	165.225.223.6

	Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete	07/13/2020 05:28pm	190.113.110.89	0	menos de 30 minutos	Dependo solo de las ...
delete	07/12/2020 04:25pm	181.194.72.94	0	Nunca	Dependo solo de las ...
delete	07/10/2020 02:15pm	165.225.222.235	0	Mas de una hora	Dependo solo de las ...
delete	07/09/2020 01:38pm	165.225.222.238	0	Mas de una hora	Dependo solo de las ...
delete	07/09/2020 01:00pm	165.225.222.238	0	30 minutos a una hor...	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Nunca
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	No
Nombre	Andres
IP Address	181.194.72.94

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete 07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...
delete 07/08/2020 06:29pm	201.202.14.250	0	Nunca	Dependo solo de las ...
delete 07/08/2020 06:29pm	190.171.106.79	0	30 minutos a una hor...	Se manda un video qu...
delete 06/28/2020 06:18pm	190.10.94.153	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?

30 minutos a una hora

¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?

Se manda un video que repasa todo lo que se explico en clase

¿Sientes que ocupas más practica escribiendo fuera de clase?

Si

Nombre

Bryan

IP Address

[190.171.106.79](#)

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete 07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
delete 07/09/2020 01:08pm	165.225.223.6	0	menos de 30 minutos	Dependo solo de las ...
delete 07/09/2020 01:08pm	165.225.222.249	0	Mas de una hora	Dependo solo de las ...
delete 07/09/2020 01:08pm	165.225.222.250	0	Nunca	Dependo solo de las ...
delete 07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?

Mas de una hora

¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?

Dependo solo de las notas que escribi en clase

¿Sientes que ocupas más practica escribiendo fuera de clase?





Si

Nombre





Christian Reyes

IP Address






[165.225.222.249](#)

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/08/2020 06:29pm	201.202.14.250	0	Nunca	Dependo solo de las ...
 delete 07/08/2020 06:29pm	190.171.106.79	0	30 minutos a una hor...	Se manda un vídeo qu...
 delete 06/28/2020 06:18pm	190.10.94.153	0	menos de 30 minutos	Dependo solo de las ...






¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Nunca
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Isabel Roman
IP Address	201.202.14.250

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.223.6	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.249	0	Mas de una hora	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.250	0	Nunca	Dependo solo de las ...
 delete 07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Nunca
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Jason Ruiz Salas
IP Address	165.225.222.250

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/09/2020 01:09pm	165.225.222.220	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.223.2	0	30 minutos a una hor...	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.221	0	Nunca	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.223.2	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	30 minutos a una hora
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Jean Paul Araya Meléndez
IP Address	165.225.223.2

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/09/2020 01:09pm	165.225.222.220	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.223.2	0	30 minutos a una hor...	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.221	0	Nunca	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
 delete 07/09/2020 01:08pm	165.225.223.2	0	menos de 30 minutos	Dependo solo de las ...






¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Nunca
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Jonathan Fonseca Mora
IP Address	165.225.222.221

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete 07/08/2020 06:30pm	201.191.255.23	0	menos de 30 minutos	Dependo solo de las ...
delete 07/08/2020 06:29pm	201.202.14.250	0	Nunca	Dependo solo de las ...
delete 07/08/2020 06:29pm	190.171.106.79	0	30 minutos a una hor...	Se manda un video qu...
delete 06/28/2020 06:18pm	190.10.94.153	0	menos de 30 minutos	Dependo solo de las ...






¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	menos de 30 minutos
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Justin
IP Address	201.191.255.23

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
delete 07/13/2020 05:28pm	190.113.110.89	0	menos de 30 minutos	Dependo solo de las ...
delete 07/12/2020 04:25pm	181.194.72.94	0	Nunca	Dependo solo de las ...
delete 07/10/2020 02:15pm	165.225.222.235	0	Mas de una hora	Dependo solo de las ...
delete 07/09/2020 01:38pm	165.225.222.238	0	Mas de una hora	Dependo solo de las ...
delete 07/08/2020 01:00pm	165.225.222.238	0	30 minutos a una hor...	Dependo solo de las ...





¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	menos de 30 minutos
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Katherine
IP Address	190.113.110.89

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/13/2020 05:28pm	190.113.110.89	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/12/2020 04:25pm	181.194.72.94	0	Nunca	Dependo solo de las ...
 delete 07/10/2020 02:15pm	165.225.222.235	0	Mas de una hora	Dependo solo de las ...
 delete 07/09/2020 01:38pm	165.225.222.238	0	Mas de una hora	Dependo solo de las ...
 delete 07/08/2020 01:00pm	165.225.222.238	0	30 minutos o una hora	Dependo solo de las ...






¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Mas de una hora
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Kelvin Craddock
IP Address	165.225.222.235

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete 07/13/2020 05:28pm	190.113.110.89	0	menos de 30 minutos	Dependo solo de las ...
 delete 07/12/2020 04:25pm	181.194.72.94	0	Nunca	Dependo solo de las ...
 delete 07/10/2020 02:15pm	165.225.222.235	0	Mas de una hora	Dependo solo de las ...
 delete 07/09/2020 01:38pm	165.225.222.238	0	Mas de una hora	Dependo solo de las ...
 delete 07/08/2020 01:00pm	165.225.222.238	0	30 minutos o una hora	Dependo solo de las ...






¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	Mas de una hora
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Maro Quiros Camacho
IP Address	165.225.222.238

	Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete	07/09/2020 01:38pm	165.225.222.238	0	Mas de una hora	Dependo solo de las ...
 delete	07/09/2020 01:09pm	165.225.222.238	0	30 minutos a una hor...	Dependo solo de las ...
 delete	07/09/2020 01:09pm	165.225.222.220	0	menos de 30 minutos	Dependo solo de las ...
 delete	07/09/2020 01:08pm	165.225.223.2	0	30 minutos a una hor...	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	30 minutos a una hora
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Mitchelle Rowe
IP Address	165.225.222.238

	Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 delete	07/09/2020 01:09pm	165.225.222.220	0	menos de 30 minutos	Dependo solo de las ...
 delete	07/09/2020 01:08pm	165.225.223.2	0	30 minutos a una hor...	Dependo solo de las ...
 delete	07/09/2020 01:08pm	165.225.222.221	0	Nunca	Dependo solo de las ...
 delete	07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
 delete	07/09/2020 01:08pm	165.225.223.2	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	30 minutos a una hora
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Pedro Mora
IP Address	165.225.222.237

Date submitted	Ip address	Opted in	¿cuántos minutos_practi...	¿del tiempo_que_dedican...
 07/09/2020 01:09pm	165.225.222.220	0	menos de 30 minutos	Dependo solo de las ...
 07/09/2020 01:08pm	165.225.223.2	0	30 minutos a una hor...	Dependo solo de las ...
 07/09/2020 01:08pm	165.225.222.221	0	Nunca	Dependo solo de las ...
 07/09/2020 01:08pm	165.225.222.237	0	30 minutos a una hor...	Dependo solo de las ...
 07/09/2020 01:08pm	165.225.222.2	0	menos de 30 minutos	Dependo solo de las ...

¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	menos de 30 minutos
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	Dependo solo de las notas que escribí en clase
¿Sientes que ocupas más practica escribiendo fuera de clase?	Si
Nombre	Renan Solano
IP Address	165.225.222.220

Appendix E

Post-Investigation Survey Responses

Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✖ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✖ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✖ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✖ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✖ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✖ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✖ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>menos de 30 minutos</p> <p>Hay relevancia en algunos temas.</p> <p>Si</p> <p>Alonso Aragon Hdez.</p> <p>165.225.222.230</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo que dedicas...
08/04/2020 12:31pm	165.225.222.245	0	mas de una hora	Es muy relevante
08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...
08/03/2020 07:28pm	170.150.57.191	0	30 minutos a una hor...	Hay relevancia en al...
08/03/2020 07:26pm	190.113.111.10	0	30 minutos a una hor...	Es muy relevante
08/03/2020 07:26pm	190.113.110.99	0	menos de 30 minutos	Es muy relevante
07/20/2020 05:33pm	190.113.115.91	0		

<p>Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Hay relevancia en algunos temas.</p> <p>Si</p> <p>Bryan</p> <p>170.150.57.191</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 01:47pm	165.225.222.223	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/04/2020 12:31pm	165.225.222.249	0	Mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>Mas de una hora</p> <p>Es muy relevante</p> <p>Si</p> <p>Christian Reyes</p> <p>165.225.222.249</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 01:47pm	165.225.222.223	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/04/2020 12:31pm	165.225.222.249	0	Mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>menos de 30 minutos</p> <p>Hay relevancia en algunos temas.</p> <p>Si</p> <p>Jason Ruiz Salas</p> <p>165.225.222.255</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✘ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	30 minutos a una hora
¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?	Es muy relevante
¿Sientes que la plataforma le ayudo a repasar temas?	Si
Nombre	Jean Paul Araya Meléndez
¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	165.225.223.2

Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 01:47pm	165.225.222.223	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/04/2020 12:31pm	165.225.222.249	0	Mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Hay relevancia en algunos temas.</p> <p>Si</p> <p>Jonathan Fonseca Mora</p> <p>165.225.222.223</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 01:47pm	165.225.222.223	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/04/2020 12:31pm	165.225.222.249	0	Mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>menos de 30 minutos</p> <p>Hay relevancia en algunos temas.</p> <p>Si</p> <p>justin</p> <p>181.194.85.213</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 12:31pm	165.225.222.249	0	mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	170.150.57.191	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/03/2020 07:26pm	190.113.111.10	0	30 minutos a una hor...	Es muy relevante
✘ 08/03/2020 07:26pm	190.113.110.99	0	menos de 30 minutos	Es muy relevante
✘ 07/20/2020 05:33pm	190.113.115.91	0		

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>menos de 30 minutos</p> <p>Es muy relevante</p> <p>Si</p> <p>Katherine</p> <p>190.113.110.99</p>
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Date submitted	Ip address	Opted in	_con la adición de la ...	¿del tiempo que dedicas...
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 01:47pm	165.225.222.223	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/04/2020 12:31pm	165.225.222.249	0	Mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Es muy relevante</p> <p>Si</p> <p>Kelvin Craddock</p> <p>165.225.222.235</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✘ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Es muy relevante</p> <p>Si</p> <p>Maro Quiros Camacho</p> <p>165.225.222.238</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✘ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>menos de 30 minutos</p> <p>Es muy relevante</p> <p>Si</p> <p>Mitchelle Rowe</p> <p>165.225.222.238</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/04/2020 12:31pm	165.225.222.249	0	mas de una hora	Es muy relevante
✘ 08/04/2020 12:26pm	165.225.222.255	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:30pm	181.194.85.213	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	201.191.198.251	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/03/2020 07:28pm	170.150.57.191	0	30 minutos a una hor...	Hay relevancia en al...
✘ 08/03/2020 07:26pm	190.113.111.10	0	30 minutos a una hor...	Es muy relevante
✘ 08/03/2020 07:26pm	190.113.110.99	0	menos de 30 minutos	Es muy relevante
✘ 07/20/2020 05:33pm	190.113.115.91	0		

<p>. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Es muy relevante</p> <p>Si</p> <p>Orlando</p> <p>190.113.111.10</p>
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Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✘ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

. Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	30 minutos a una hora
¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?	Es muy relevante
¿Sientes que la plataforma le ayudo a repasar temas?	Si
Nombre	Pedro Mora
¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?	
¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?	
¿Sientes que ocupas más practica escribiendo fuera de clase?	
IP Address	201.203.6.221

Date submitted	Ip address	Opted in	_con_la_adición_de_la_...	¿del tiempo_que_dedicas...
✘ 08/07/2020 02:54pm	165.225.222.220	0	30 minutos a una hor...	Es muy relevante
✘ 08/07/2020 08:44am	165.225.222.230	0	menos de 30 minutos	Hay relevancia en al...
✘ 08/06/2020 11:21am	165.225.223.2	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	201.203.6.221	0	30 minutos a una hor...	Es muy relevante
✘ 08/05/2020 08:47am	165.225.222.238	0	30 minutos a una hor...	Es muy relevante
✘ 08/04/2020 02:19pm	165.225.222.238	0	menos de 30 minutos	Es muy relevante
✘ 08/04/2020 02:17pm	165.225.222.235	0	30 minutos a una hor...	Es muy relevante

<p>Con la adición de la plataforma, ¿cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedicas escribiendo en la plataforma, que tan relevante sientes que es para usar en la vida real?</p> <p>¿Sientes que la plataforma le ayudo a repasar temas?</p> <p>Nombre</p> <p>¿Cuántos minutos practicas escribiendo en inglés fuera de la clase por semana?</p> <p>¿Del tiempo que dedican escribiendo fuera de la clase, tienes la oportunidad de repasar temas usando la tecnología?</p> <p>¿Sientes que ocupas más practica escribiendo fuera de clase?</p> <p>IP Address</p>	<p>30 minutos a una hora</p> <p>Es muy relevante</p> <p>Si</p> <p>Renan</p> <p>165.225.222.220</p>
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Appendix F**Pre-Investigation Test and Results****Name:****Date:****Level:****Class:****Quiz Review Chapter 4****Fill in the blank 4 points**

Complete the sentence using the verb in parenthesis in Present Perfect tense.

1. _____ you _____ breakfast? (eat)
2. I have never _____ on an airplane. (fly)
3. Have you and your friend _____ your homework? (do)
4. Have you ever _____ fishing? (Go)

Writing 6 points

Write 2 sentences using present perfect tense.

1. Use pronoun he:

2. Use pronoun I:

Write 2 sentences in negative using present perfect tense.

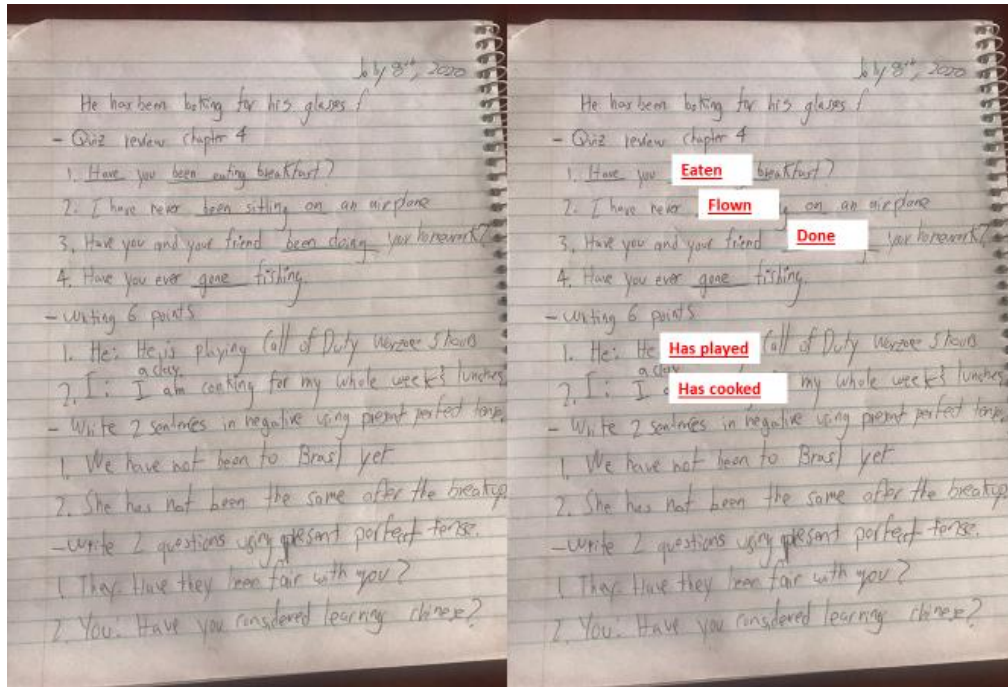
3. Use pronoun we:

4. Use pronoun she:

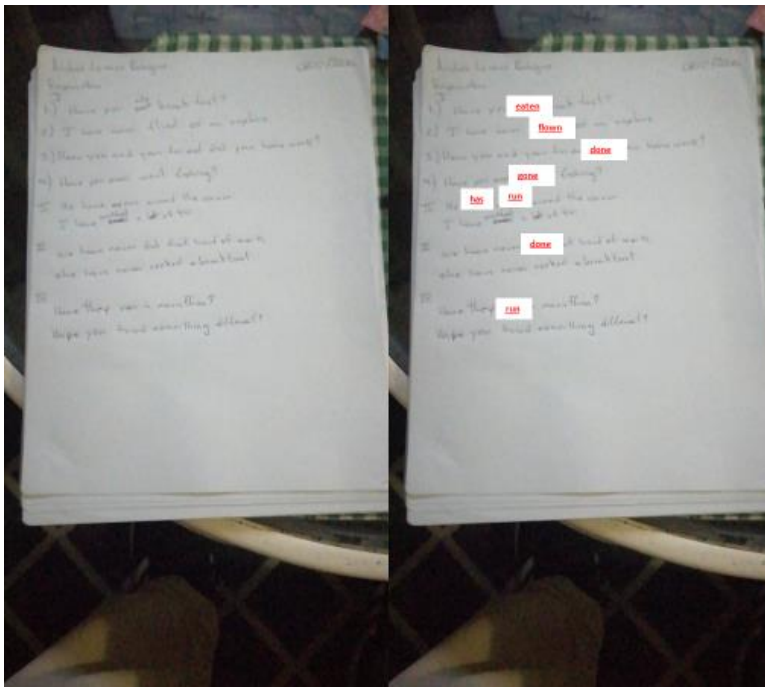
Write 2 questions using present perfect tense.

5. Use pronoun they:

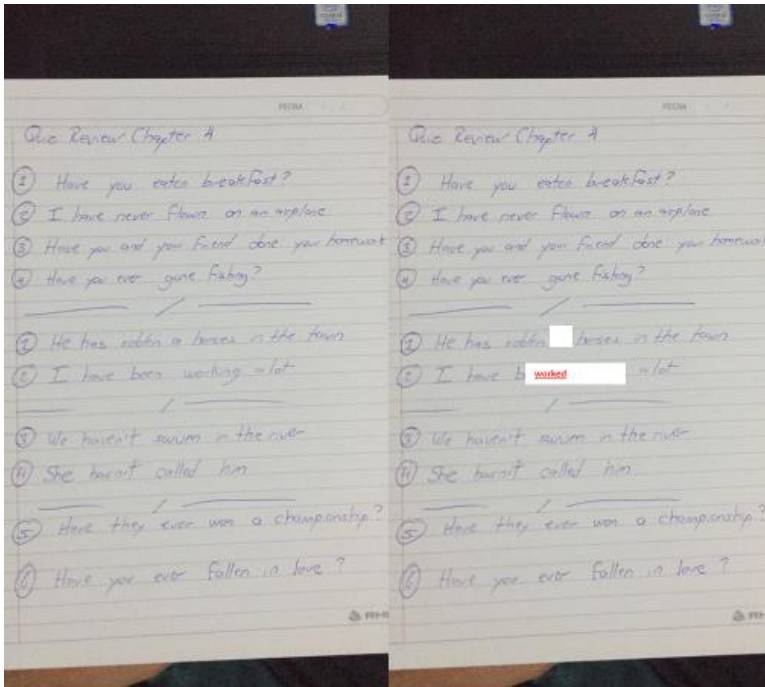
6. Use pronoun you:



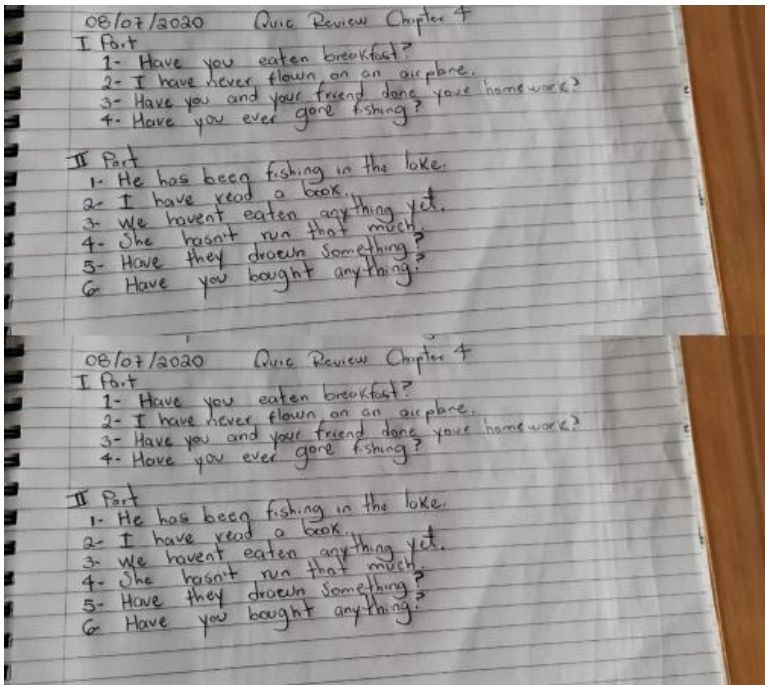
5/10
Alonzo



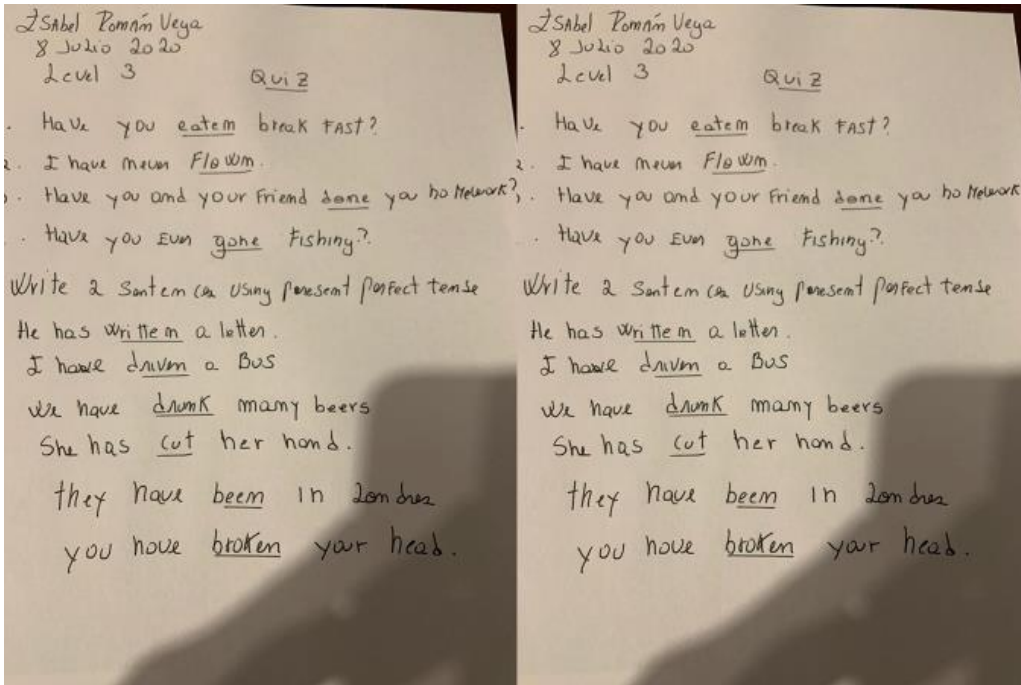
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Andres



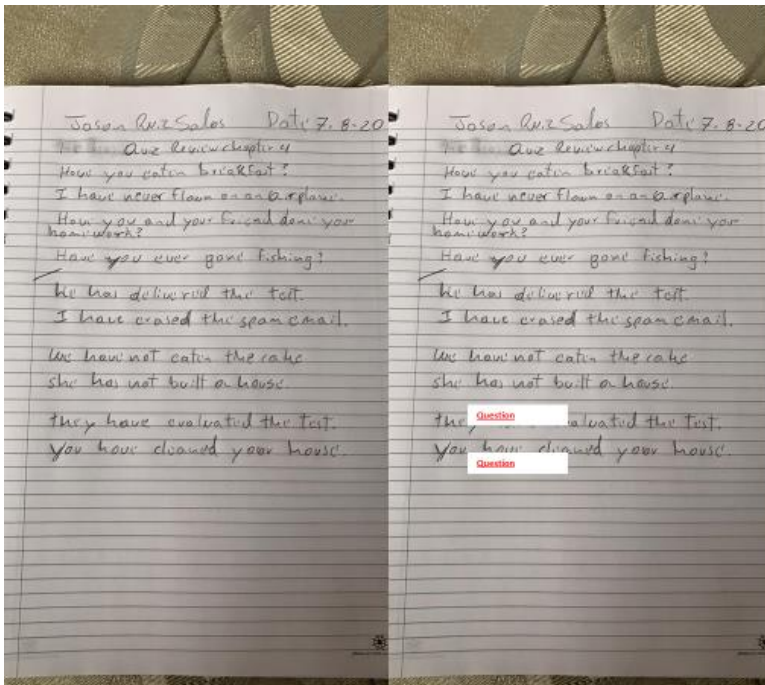
9/10
Bryan



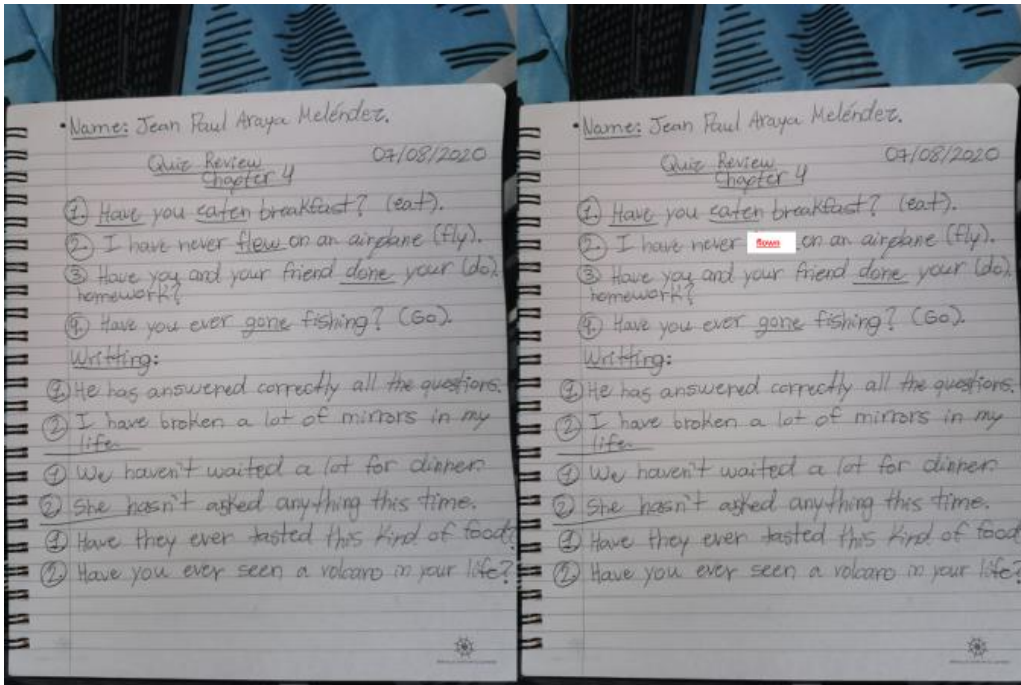
10/10
Christian



10/10
Isabel



8/10
Jason



9/10
Jean

Date: 07/08/20
Name: Jonathun Fonseca

Quiz Chapter 4

Complete the sentence

1. Have you eaten breakfast?
2. I have never flown on an airplane.
3. Have you and your friend done your homework?
4. Have you ever gone fishing?

Write 2 sentences in present perfect.

1. He has gone mad.
2. I have given you a gift.

Write 2 sentences in negative.

1. We have not eaten yet.
2. She has not done it yet.

Write 2 questions in present perfect.

1. Have they come back from work?
2. Have you been at the Zoo?

Date: 07/08/20
Name: Jonathun Fonseca

Quiz Chapter 4

Complete the sentence

1. Have you eaten breakfast?
2. I have never flown on an airplane.
3. Have you and your friend done your homework?
4. Have you ever gone fishing?

Write 2 sentences in present perfect.

1. He has gone mad.
2. I have given you a gift.

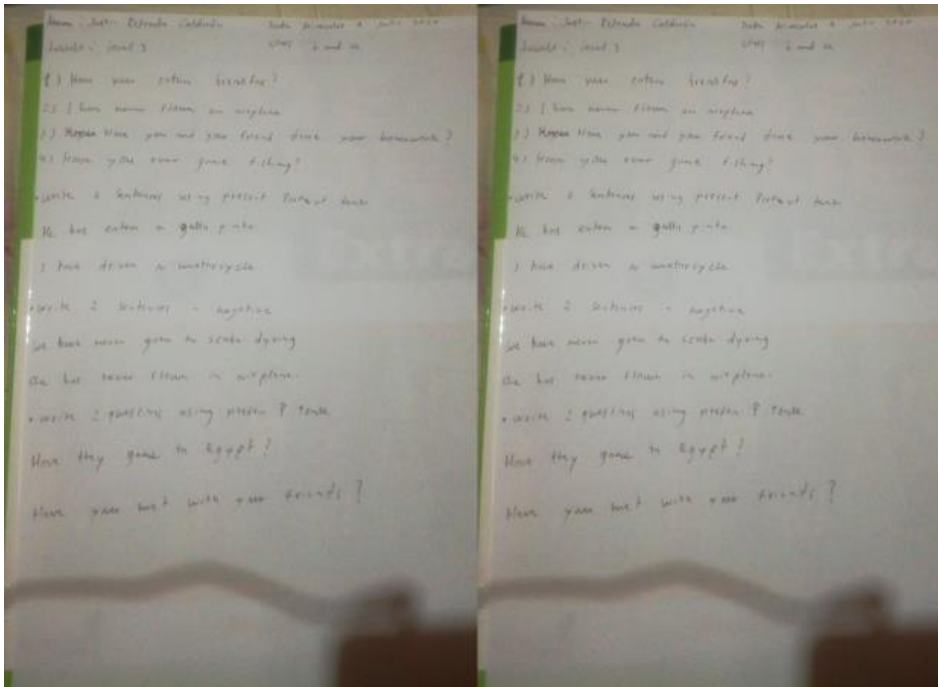
Write 2 sentences in negative.

1. We have not eaten yet.
2. She has not done it yet.

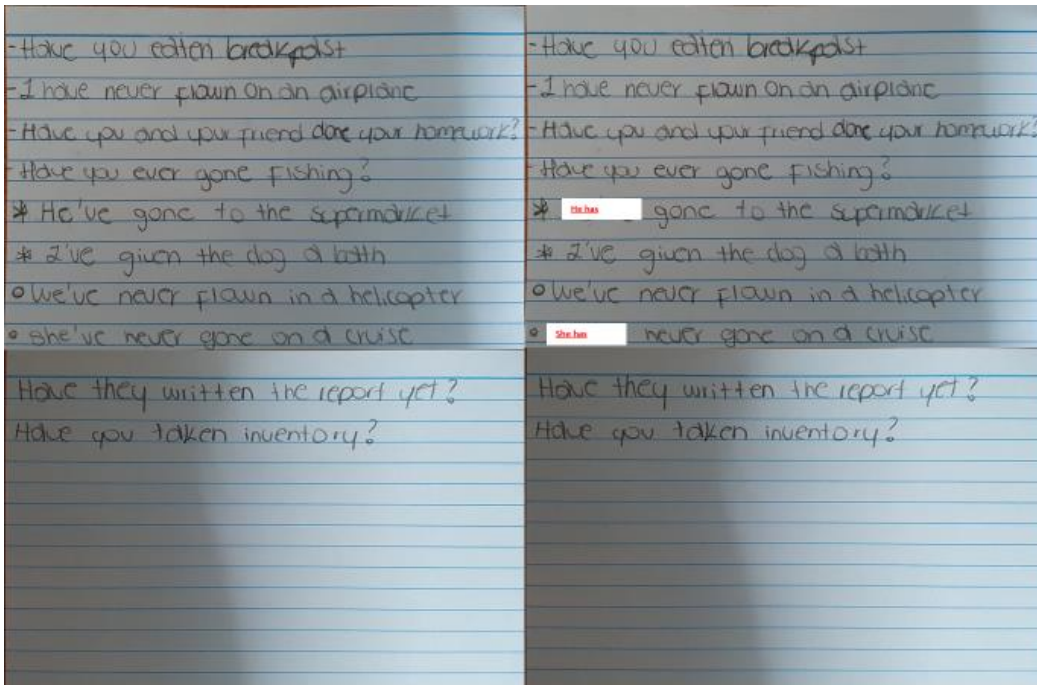
Write 2 questions in present perfect.

1. Have they come back from work?
2. Have you been at the Zoo?

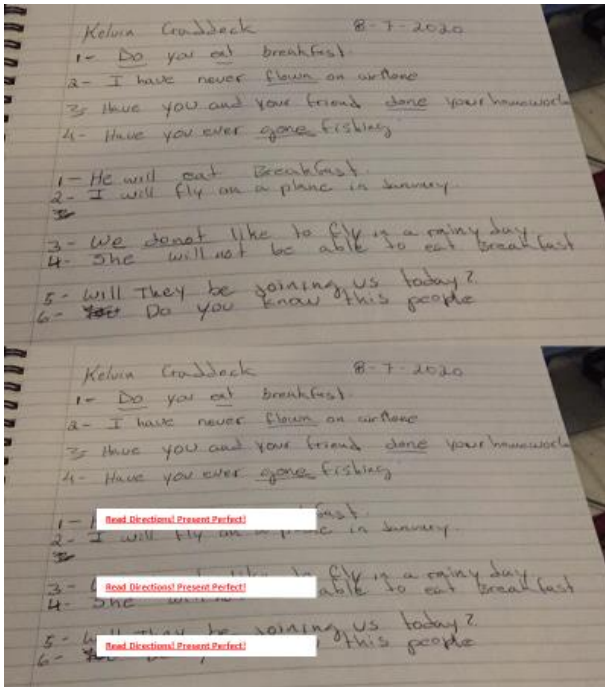
10/10
Jonathan



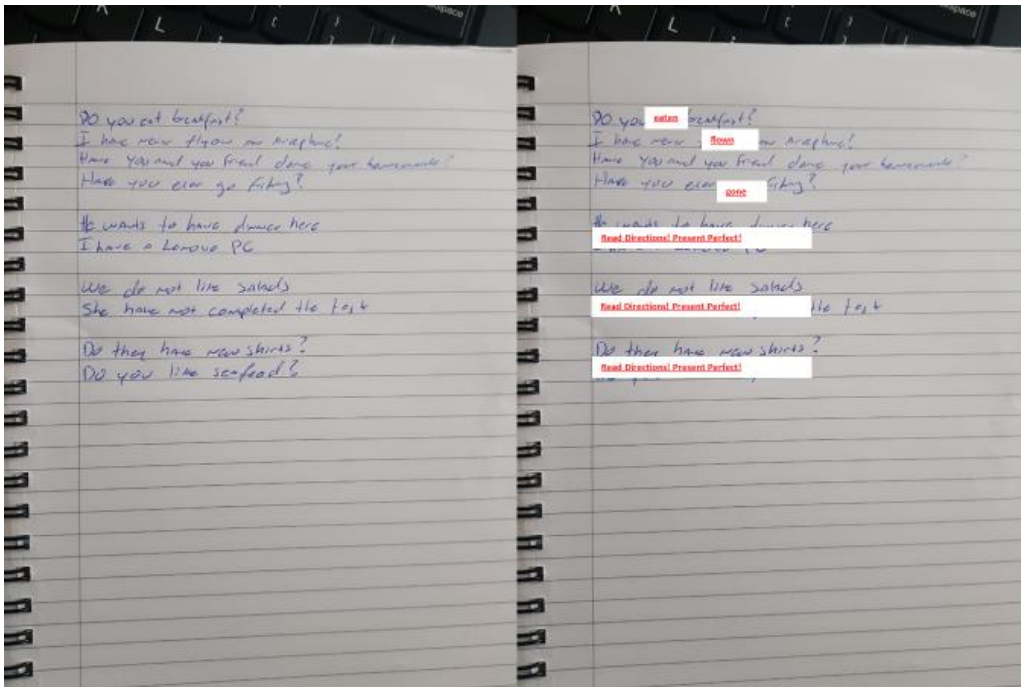
10/10
Justin



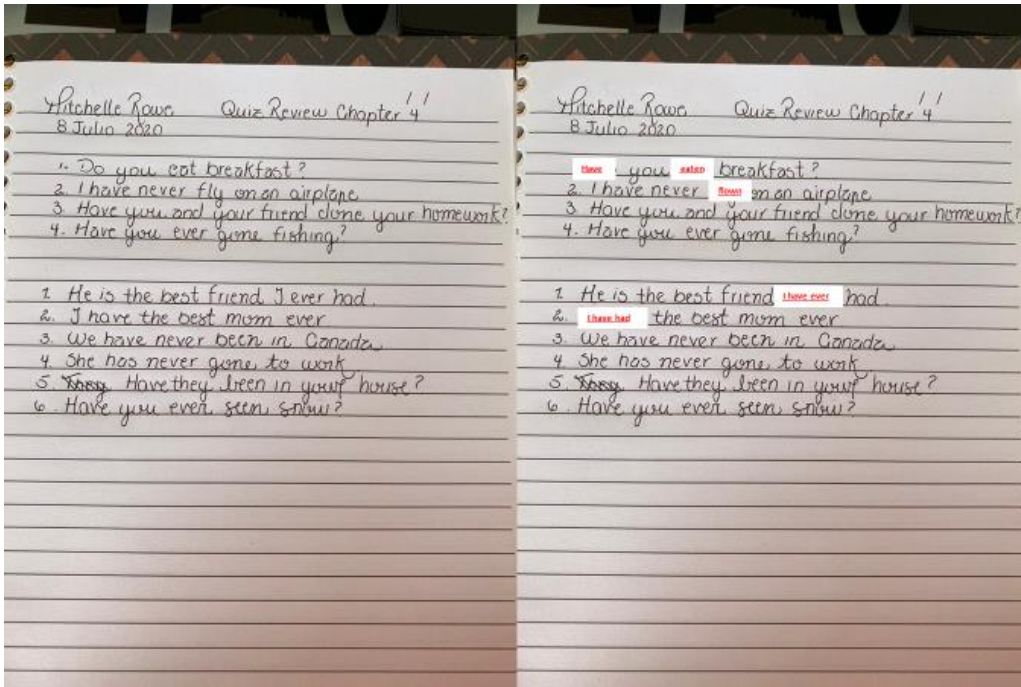
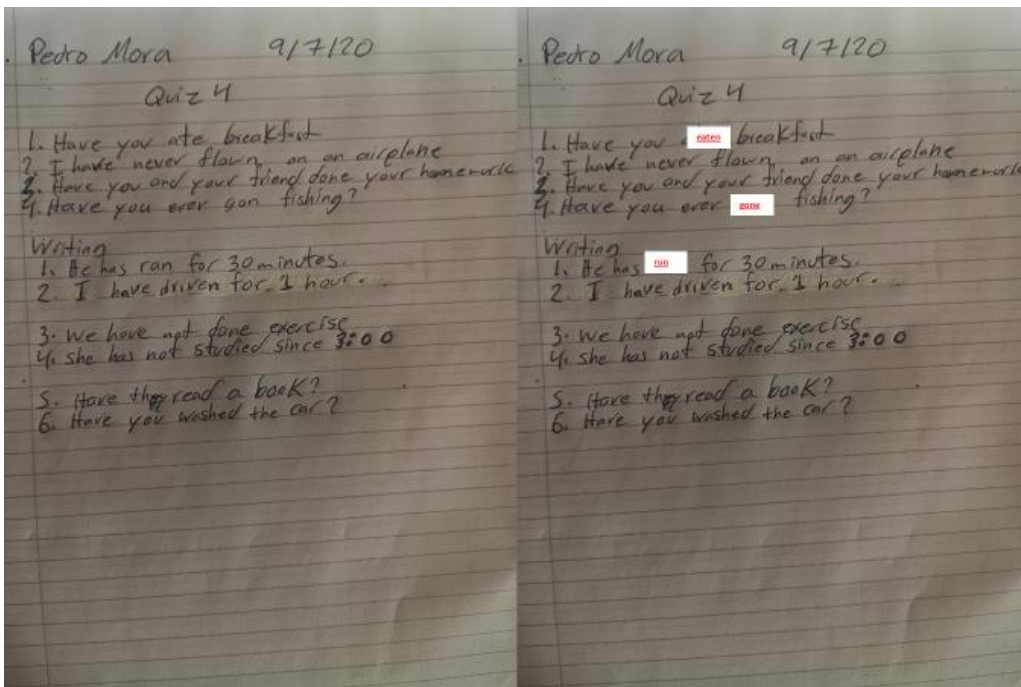
8/10
Katherine

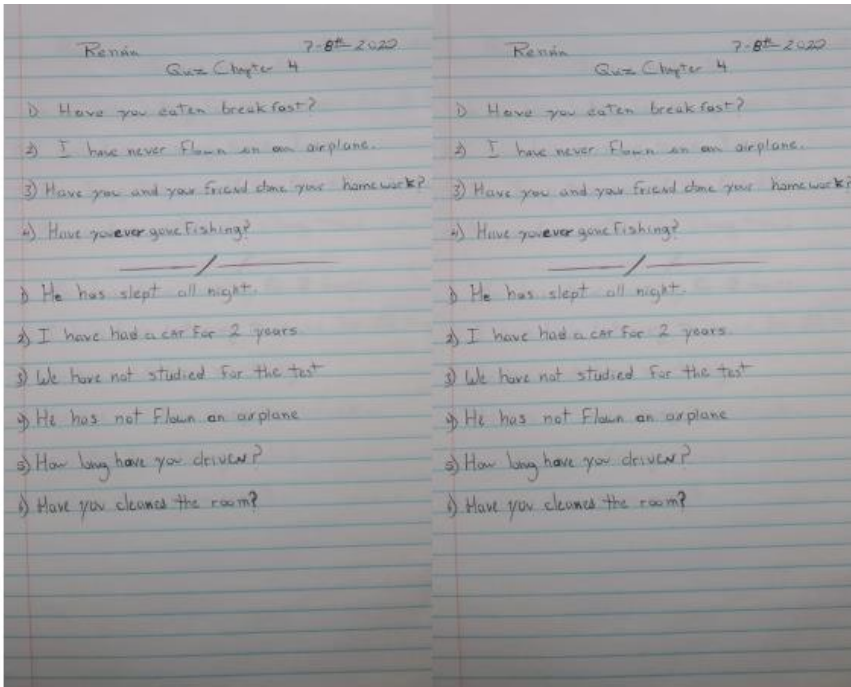


4/10
Kelvin



4/10
Maro

6/10
Mitchelle7/10
Pedro



10/10
Renan

Appendix G**Post-Investigation Test and Results****Name:****Date:****Quiz Review Chapter 6****Fill in the blank 4 points**

Complete the sentence using the verb in parenthesis in Present Perfect Continuous tense.

1. He has been _____ for his glasses for 30 minutes. (look)
2. I have been _____ since 3 am. (drive)
3. How long have you and your friend been _____ each other? (see)
4. Have you been _____ for a long time? (wait)

Writing 6 points

Write 2 sentences using present perfect continuous tense.

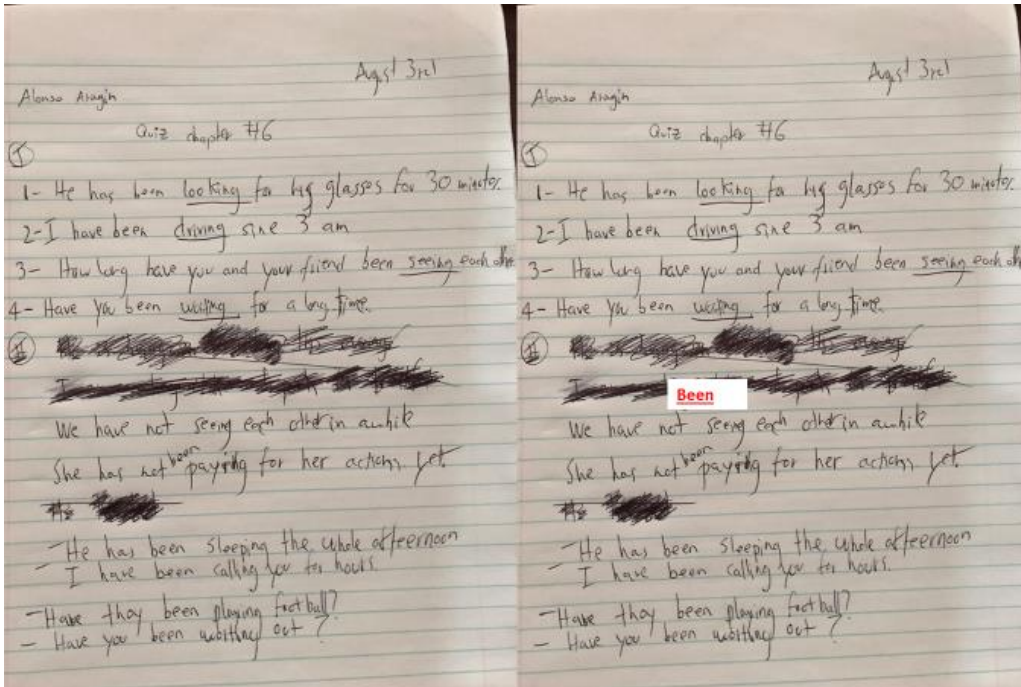
1. Use pronoun he:
2. Use pronoun I:

Write 2 sentences in negative using present perfect continuous tense.

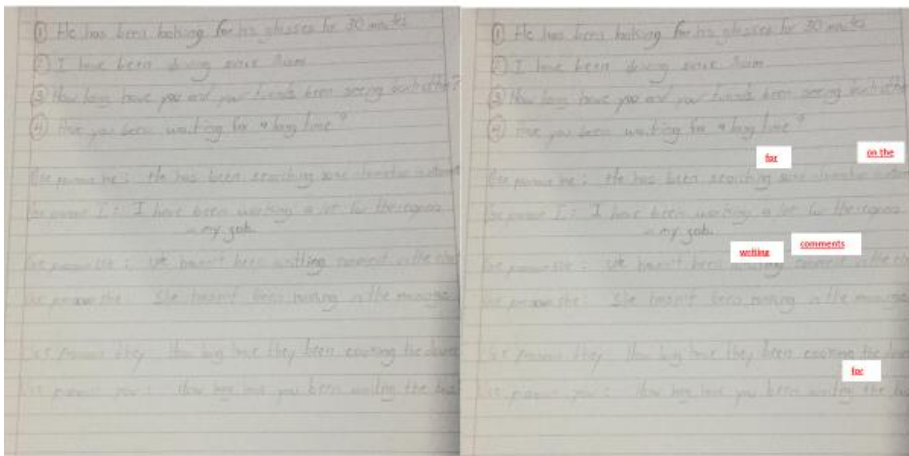
3. Use pronoun we:
4. Use pronoun she:

Write 2 questions using present perfect continuous tense.

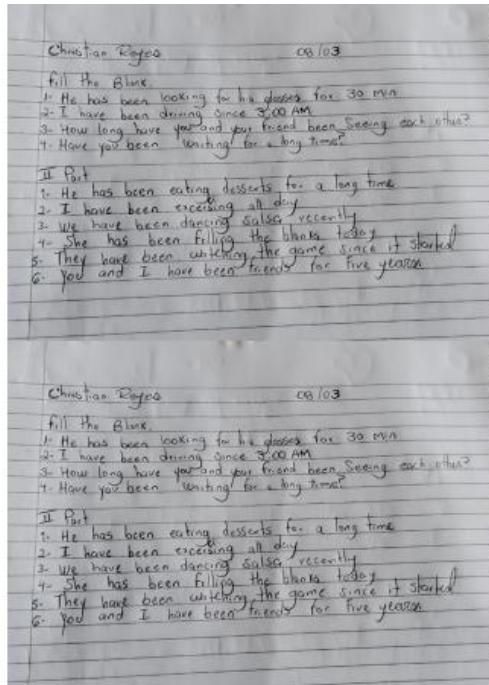
5. Use pronoun they:
6. Use pronoun you:



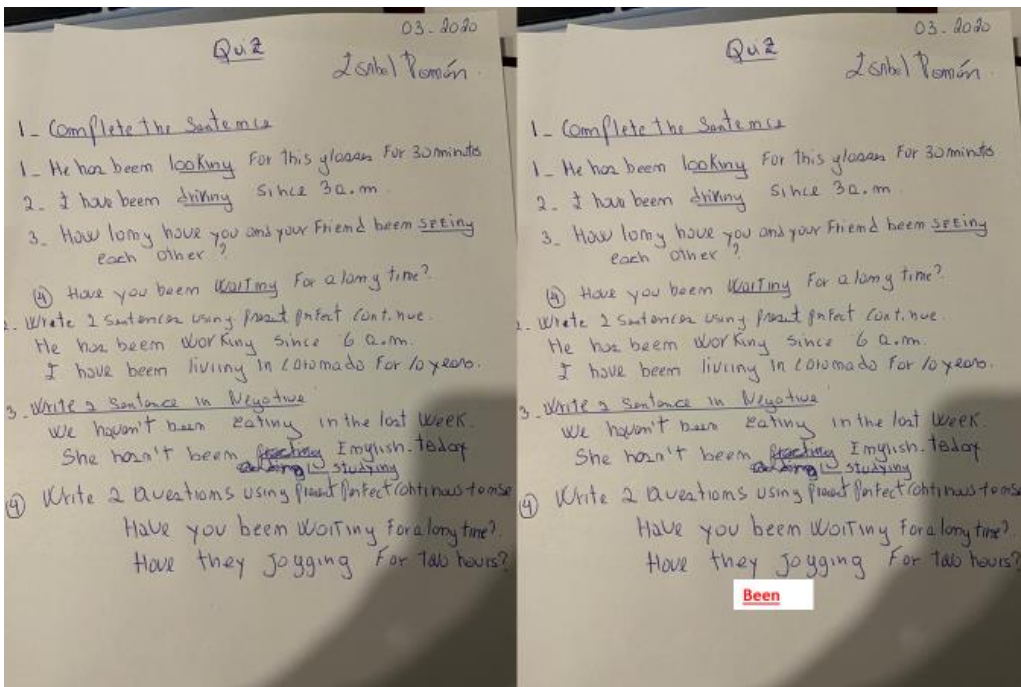
9/10
Alonzo



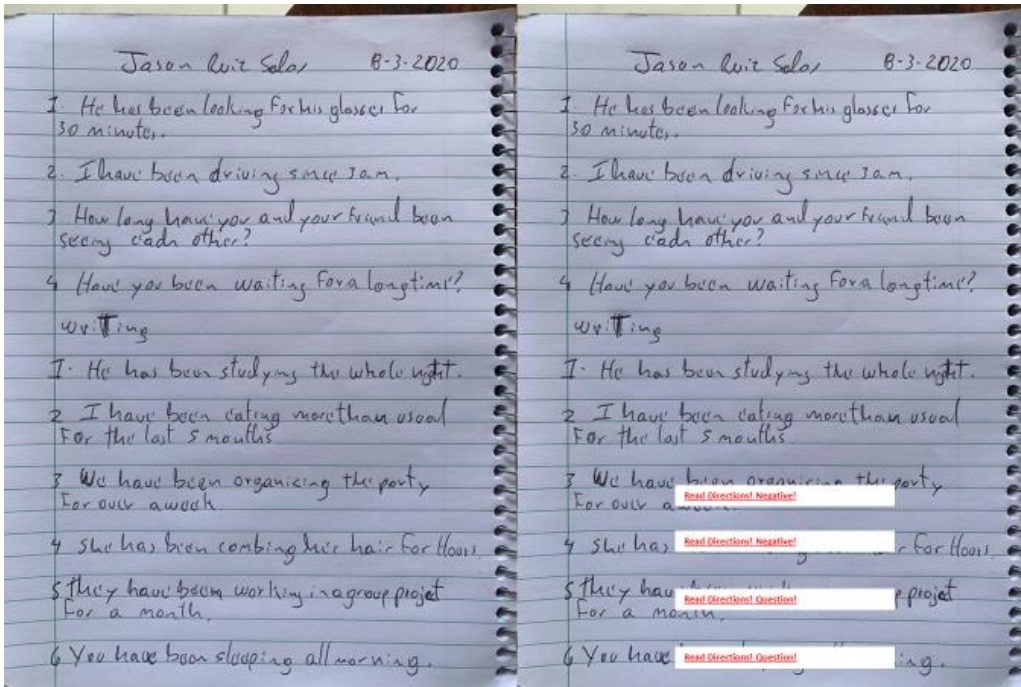
8/10
Bryan



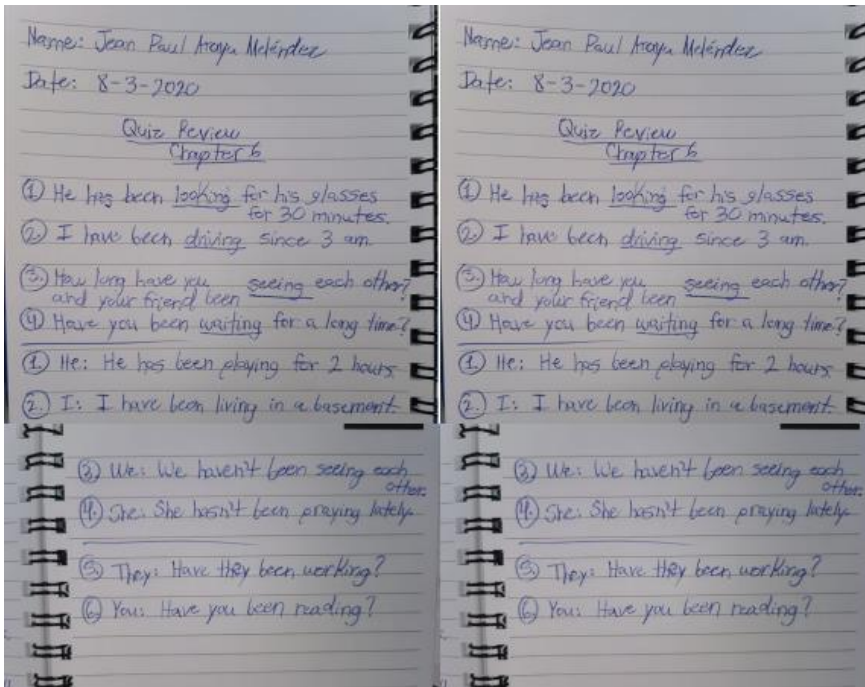
10/10
Christian



9/10
Isabel



6/10
Jason



10/10
Jean

Date: 08/03/20
 Name: Jonathan Fonseca
 Quiz Chapter 6
 Complete the sentence using the verb.

1. He has been looking for his glasses for 30 min.
2. I have been driving since 3 am.
3. How long have you and your friend been seeing each other?
4. Have you been waiting for a long time?

Write 2 sentences in present perfect

1. He has been eating junk food.
2. I have been calling you for an hour.

Write 2 sentences in negative

1. We have not been sleeping well.
2. She has not been working much.

Write 2 questions using perfect present

1. Have they been playing soccer?
2. Have you been fixing the roof?

Date: 08/03/20
 Name: Jonathan Fonseca
 Quiz Chapter 6
 Complete the sentence using the verb.

1. He has been looking for his glasses for 30 min.
2. I have been driving since 3 am.
3. How long have you and your friend been seeing each other?
4. Have you been waiting for a long time?

Write 2 sentences in present perfect

1. He has been eating junk food.
2. I have been calling you for an hour.

Write 2 sentences in negative

1. We have not been sleeping well.
2. She has not been working much.

Write 2 questions using perfect present

1. Have they been playing soccer?
2. Have you been fixing the roof?

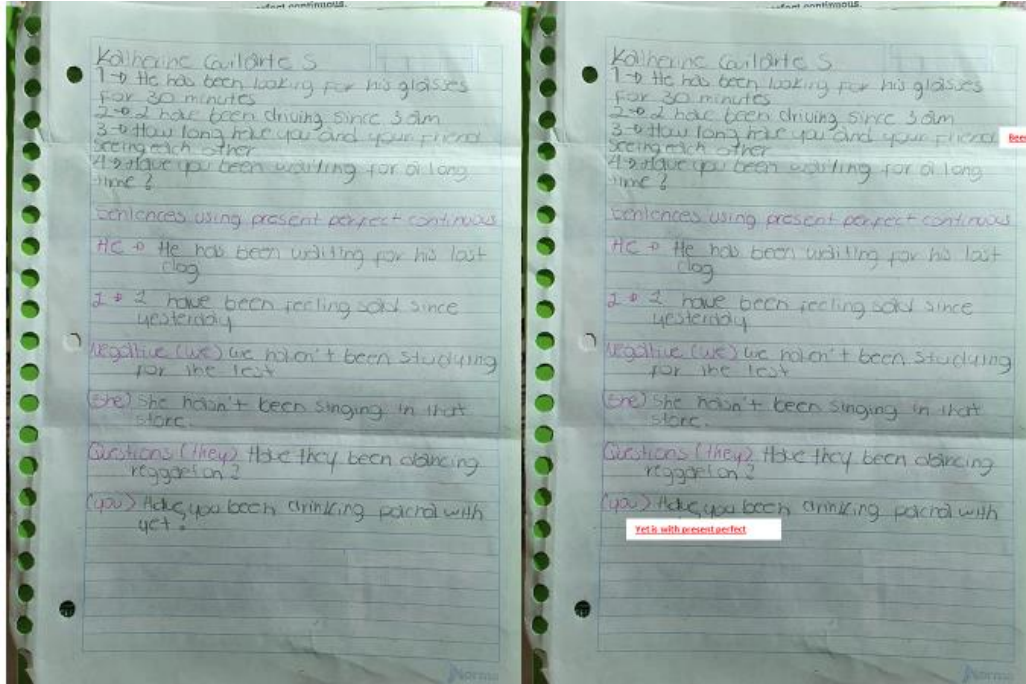
10/10
Jonathan

He has been looking for his glasses for 30 minutes.
 I have been driving since 3 am.
 How long have you and your friend been seeing each other?
 Have you been waiting for a long time?
 Writing 2 sentences
 He has been looking for his glasses.
 I have been playing basketball.
 We have been building the house - one month.
 She has been planting in flowers.
 Write 2 questions
 Have you been walking this week?
 What have they been eating this quarantine?

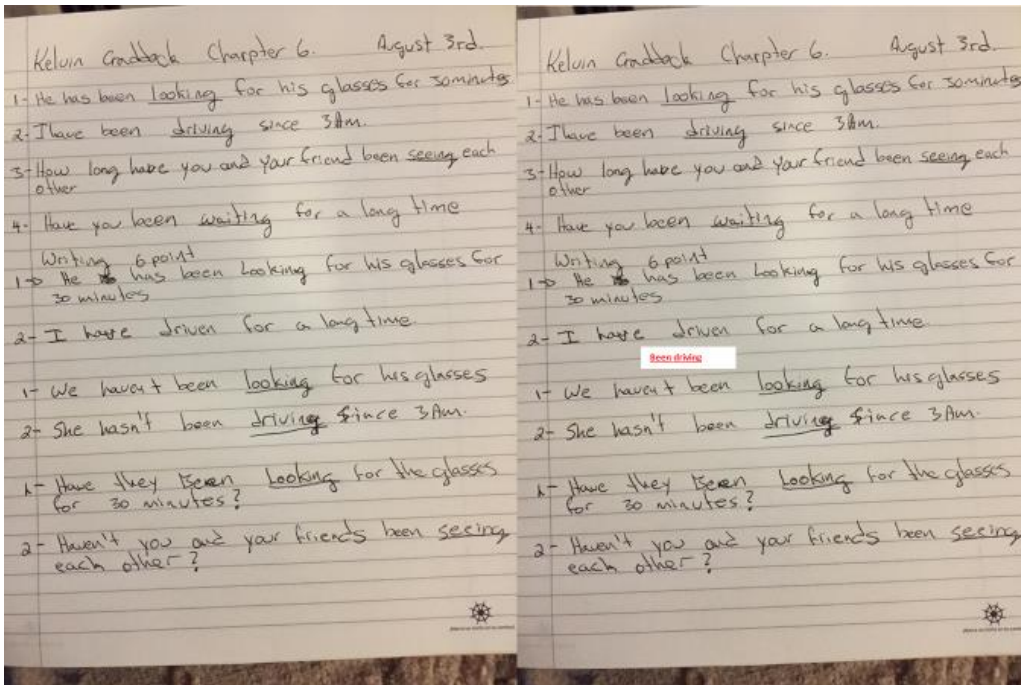
Seeing

been

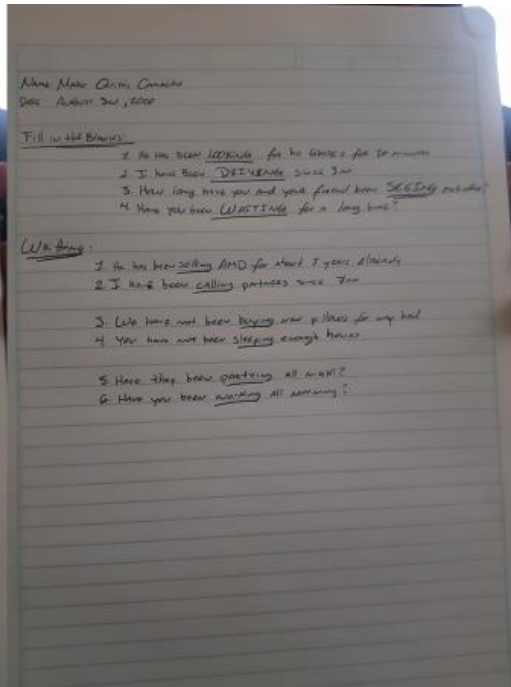
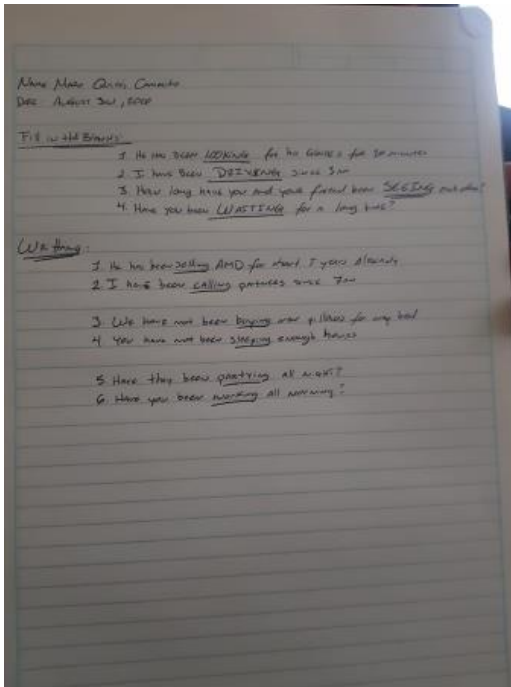
8/10
Justin



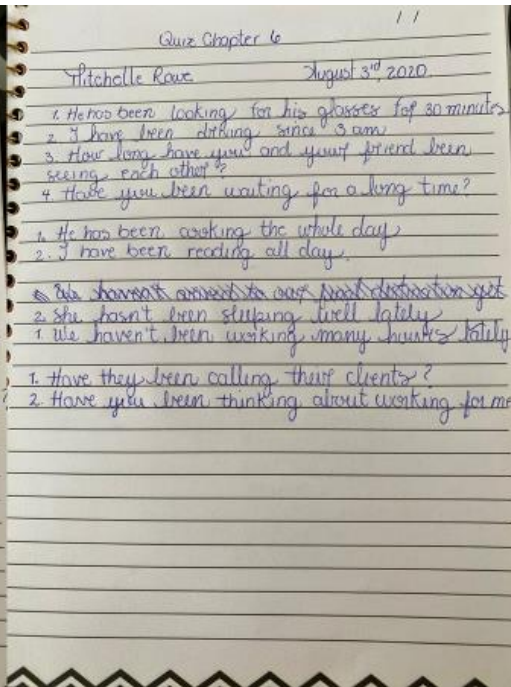
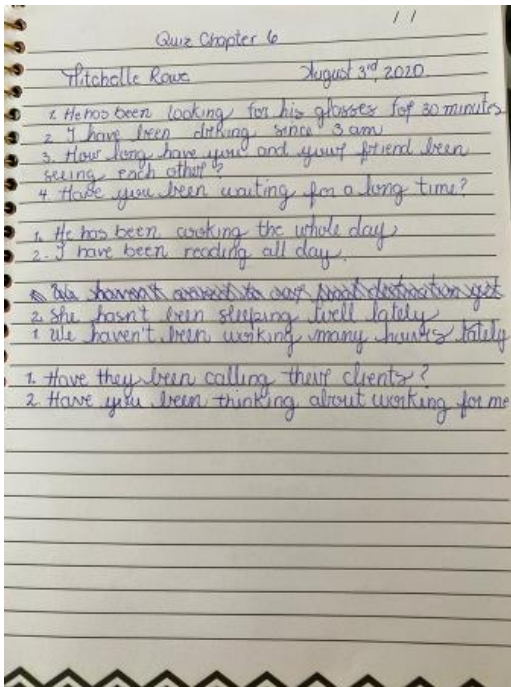
8/10
Katherine



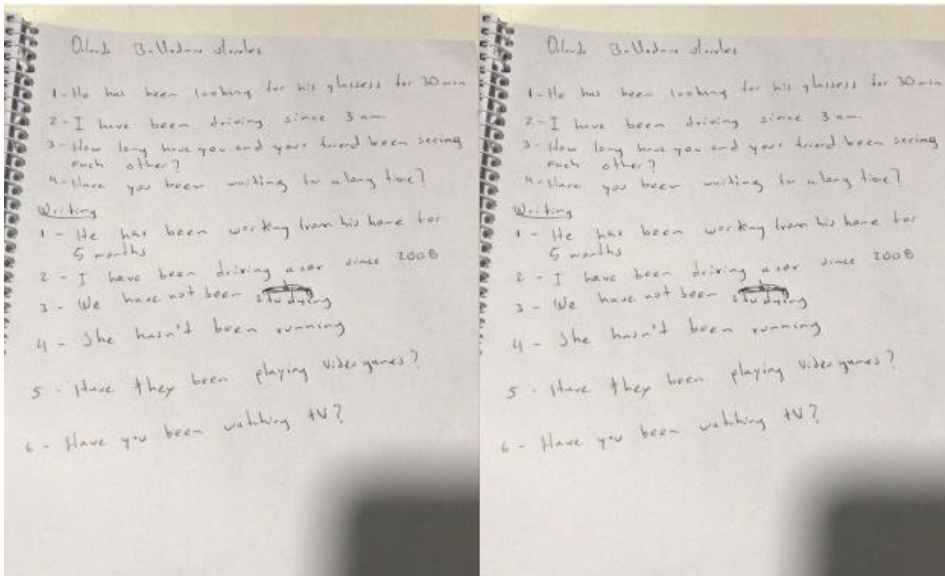
9/10
Kelvin



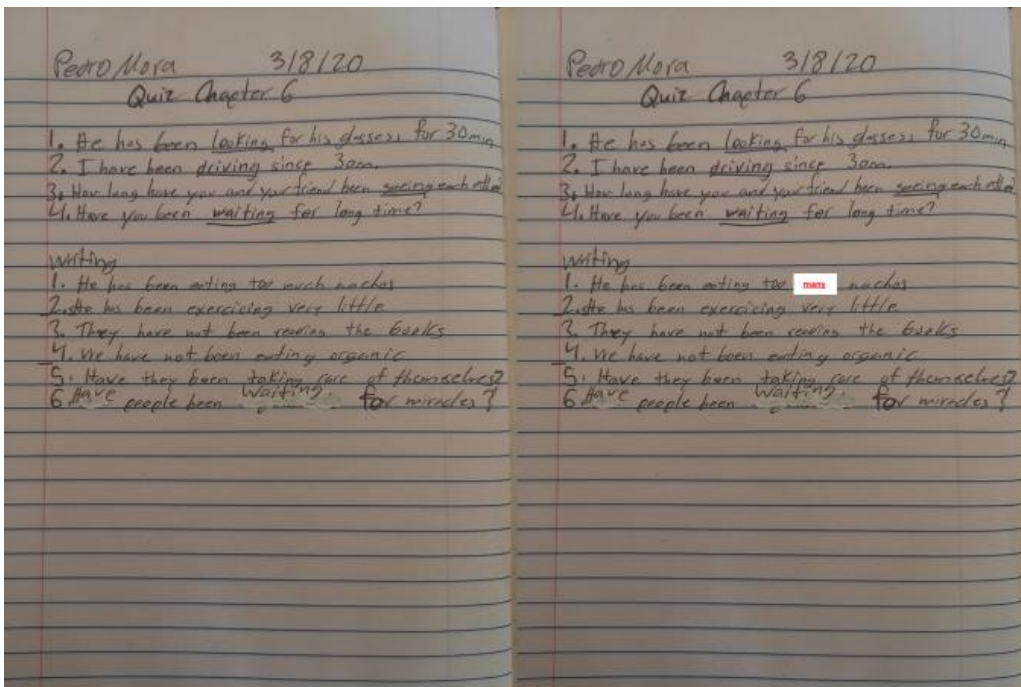
10/10
Maro



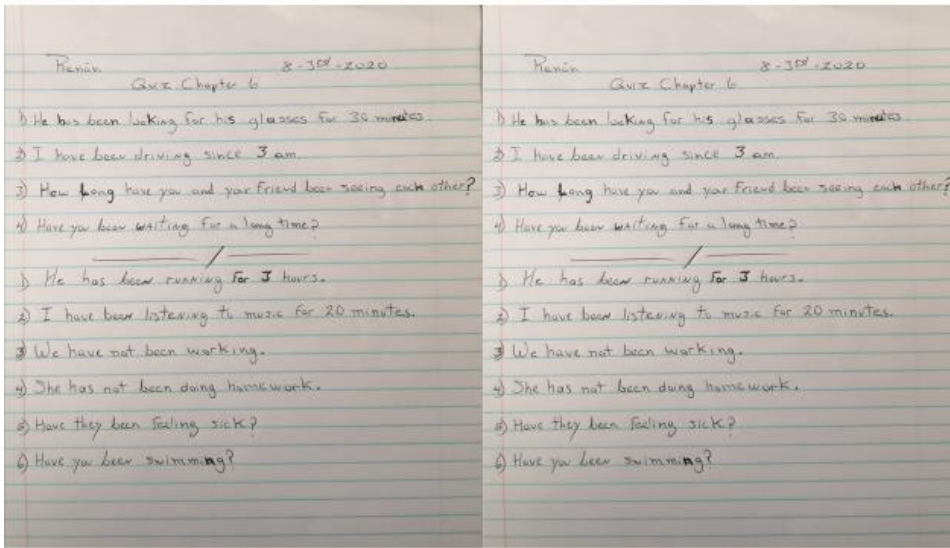
10/10
Mitchelle



10/10
Orlando



9/10
Pedro



10/10
Renan

Appendix H

Level/Unit: 3-4.1	Objective: Present Perfect Tense	Class: MW 615-915	Date: 7/6
Materials:			
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • 20 min Review Exams. <ul style="list-style-type: none"> ○ Have 1 exam and have each student answer the questions around you. • 20 min. Textbook (Page 37) <ul style="list-style-type: none"> ○ New Vocabulary ○ Repeat vocabulary with class. • 20 min. Present Perfect Tense: <ul style="list-style-type: none"> ○ Have/ has + Past Participle ○ Exercises (Page 38) • 20 min Act- Tic Tac Grammar <ul style="list-style-type: none"> ○ Have students draw a tic tac grid on their papers and fill it with any of the nine verbs below. ○ Drive, fly, speak, give, write, take, eat, draw, ride ○ Call out a past participle and have them cross out the pres tense word. ○ First to get 3 words in a line wins. • 20 min I have never/ Have you ever?: <ul style="list-style-type: none"> ○ Exercises (39 and 40) • 20 min Act- Truth or Lie Class Survey <ul style="list-style-type: none"> ○ Give the students a survey and have them fill theirs out. ○ Have one student read a question and give answer to the group. ○ Have the peers guess if it is a truth or lie. ○ Keep going around until all students have completed their surveys. ○ Have students create their own 5 question surveys. 		

	<ul style="list-style-type: none"> • 20 min. Review Presentations <ul style="list-style-type: none"> ○ Go over all grammar topics needed.
Cool Down	
Homework	WB 37-C, 38-D

Level/Unit: 3-4.2	Objective: Present Perfect Tense	Class: MW 6-9	Date: 7/8
Materials:			
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Review Homework • Chapter 4 Quiz for my research! <ul style="list-style-type: none"> ○ Explain you are in university and are working on an investigation and would like their help. • Introduce EZZenglish.com <ul style="list-style-type: none"> ○ Show them the platform and how they can use it. ○ Tell them this will help them to practice more in class and outside of class. ○ Have them fill out the survey and questionnaire. • Present Perfect Blog <ul style="list-style-type: none"> ○ Have students complete the blog together. ○ Discuss blog • Have you...yet?: Expresses the expectation that something has happened before now. Always at the end of a question. <ul style="list-style-type: none"> ○ Exercises (Page 41) 		

	<ul style="list-style-type: none"> • He's already gone... Positive Expresses emphasis that something happened before now <ul style="list-style-type: none"> ○ Exercises (Page 42 and 43) • Act- Have you yet? <ul style="list-style-type: none"> ○ Have each student write 2 questions using have you? ○ Give them a question also so they have 2 from them and 1 from me. ○ Have them ask each other questions. • They haven't had time (Negative answer for Present Perfect questions.) <ul style="list-style-type: none"> ○ Exercises (Page 45) • He hasn't <ul style="list-style-type: none"> ○ Exercises (Page 46) • Game: Act- Team Perfect Matching <ul style="list-style-type: none"> ○ Ask Questions using have? ○ If you miss, you have to ask a question and the other team can answer for points. ○ If you hit a match, the other team has to ask a question and you can answer for points. ○ Game here! • Have you...recently? <ul style="list-style-type: none"> ○ Exercises (Page 48) • Act-Category Dictation <ul style="list-style-type: none"> ○ Have a column of things I've done this week vs things I haven't done ○ Dictate to the students and have them write down their responses. ○ Have each student present their responses. • Work and check presentations to give advice / correct if needed.
Cool Down	
Homework	Complete the blog on website.

Level/Unit: 3-5	Objective: Presentation and Blog Discussion	Class: Sat-8-11	Date: 7/13
Materials:			
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Presentation Paz y Salvo Units 1-4 <p>Breakout Rooms Review all presentations and fix any details.</p> <p>Katherine-Quiz, Survey, Questionnaire.</p> <p>Bryan</p> <p>Justin</p> <p>Isabela</p> <p>Present to class.</p> <p>Break</p> <p>Complete Blog Yet and Already</p> <ul style="list-style-type: none"> • Have each student read their questions. • Then have each student read their answers <p>Read Chapter 3 Miami Police</p> <p>Break</p> <p>Introduce the next video For and Since</p> <ul style="list-style-type: none"> • Show them how to access the video. 		
Cool Down			
Homework	<p>Study the next video Present Perfect For and Since</p> <p>Participate in the Blog Ch. 5</p>		

Level/Unit: 3-5	Objective: Present Perfect vs Present Tense / Present Perfect vs Past Tense / Since and For	Class: MW 6:15- 9:15	Date: 7/15
Materials:			
Homework Marking:	Blog completion		
Warm-up/Review:			
Activities:	<p>Review and Questions over video Ch 5 For/Since</p> <p>Act-Review Blog For and Since</p> <ul style="list-style-type: none"> • Have each student read their questions. • Then have each student read their answers <p>Ch 5 vocabulary Pg 51 How long?</p> <ul style="list-style-type: none"> • Exercise page 52 and 53 <p>Act- Job Interview</p> <ul style="list-style-type: none"> • Have students ask interview questions for a call center job position. • Have each student write the answers down. Also ask how long when applicable. • Then have each interviewer will present their interviewee. • I will write the results on the board. • The students then will switch places and repeat. • After everyone has gone, we will see who the best fit for the job is. <p>Ch 5 Exercises</p> <ul style="list-style-type: none"> • Exercises Page 56 and 57 <p>Act: Matching Nonsense For or Since</p> <ul style="list-style-type: none"> • Paste all sentences on the board. • Have students create teams • The first to complete all of the sentence wins. 		

	<p>Part 2.</p> <ul style="list-style-type: none"> • Both teams must then create 5 sentences and challenge the other to see who wins first. • Each team creates the sentences. • I check for grammar. • I set up the timer on zoom. <ul style="list-style-type: none"> • Past Simple and Present Perfect <ul style="list-style-type: none"> ○ Exercise Page 58 and 59 <p>Miami Police Ch. 4</p> <ul style="list-style-type: none"> • Read in class. <p>Introduce Dialogues</p> <ul style="list-style-type: none"> • See who wants to work with who. • Communicate through WhatsApp.
Cool Down	
Homework	<p>Dialogues- Due July 27th.</p> <p>Respond to another Blog for Ch. 5</p>

Level/Unit: 3-5	Objective: Present Perfect vs Present Tense / Present Perfect vs Past Tense / Since and For	Class: Sat 2-5	Date: 7/20
Materials:			
Homework Marking:	Blog completion		
Warm-up/Review:			
Activities:	Review and Questions over video Ch 5 For/Since		

	<p>Act-Review Blog For and Since</p> <ul style="list-style-type: none"> • Have each student read their questions. • Then have each student read their answers <p>Act- Job Interview Conversation Club Role Play</p> <ul style="list-style-type: none"> • Give each student a role. If only 3 students then you can participate too. • WB Present Perfect. <ul style="list-style-type: none"> ○ WB Exercises Page 57, 59, and 61c H questions 1-12. <p>Act: Speed Dating-Questions and How long have you?</p> <ul style="list-style-type: none"> • Create 5 questions you want to ask your peers. • Follow up with a “How long have you question?” • Rotate after 5 minutes. <p>Act- Pair Review Breakout</p> <ul style="list-style-type: none"> • Write 2 sentences in Present Perfect for <ul style="list-style-type: none"> ○ Affirmative ○ Negative ○ Yes/No Question ○ WH Question • Read Ch 4. MP.
Cool Down	
Homework	<p>Dialogues- Due July 27th.</p> <p>Review the video Ch 6 and blog.</p>

Level/Unit: 3-6	Objective: L3-Ch 6 Present Perfect Continuous Tense	Class: Sat-2-5	Date: 7/22
Materials:	Act: Find the Right Person- White board markers questions		

	<p>Act: Hot Potato Perfect Continuous Hot Potato- Song and ball</p> <p>Act: Charade Race-Review Present Perfect Continuous- Sentences</p>
Homework Marking:	
Warm-up/Review:	
Activities:	<ul style="list-style-type: none"> • Review of Video questions • Blog Discussion • Textbook (Page 69) <ul style="list-style-type: none"> ○ New Vocabulary ○ Repeat vocabulary with class. • Act: Find the Right Person <ul style="list-style-type: none"> ○ Write the below questions on the board and have the students write down their answers using present perfect continuous tense. ○ Then write the answers on the board but with no name. ○ See if we can figure out who is the owner. • What has he been doing? (Page 74-75): When you don't know the action. <ul style="list-style-type: none"> ○ You look tired. What have you been doing? • Act: Charade Race-Review Present Perfect Continuous <ul style="list-style-type: none"> ○ Divide class into 2 teams boys vs girls. 1 member of each team sits on chairs in front facing their team. ○ Team looks at sentence behind player and imitate without speaking. ○ First player to guess wins a point. ○ Team with most points wins. • Read Ch 4 MP.
Cool Down	
Homework	Blog for Ch 6.

	Work on dialogues
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Level/Unit: 3-6	Objective: L3-Ch 6 Present Perfect Continuous Tense	Class: Sat-2-5	Date: 7/29
Materials:	Act: Kings Cup- Deck of cards, List of Actions for each rank. Cup and ball. Challenge Cards.		
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Review Blog Ch 6 and discuss • Dialogue: Act- Guess what happened. Discuss what you think happened in the before and after image with a partner. • Review Ch 4-6 Structures • Act: Kings Cup Review Game <ul style="list-style-type: none"> ○ Write down the rank of a card on the board and the associated action. ○ Put on some fun instrumental music and have each student take turns picking a card. • Ch 4-6 Quiz • Practice Dialogues and double check grammar structures and vocabulary points • Read MP Ch 5. 		
Cool Down			
Homework	Finish Dialogues.		

Level/Unit: 3-5	Objective: Debates and Blog Discussion	Class: Sat-8-11	Date: 8/3
Materials:	About Me: Poster and Markers		
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Debate Paz y Salvo Units 5-6 <p>6:15-7 Breakout Rooms Review all debates and fix any details.</p> <p>7:10-8 Present debate to class.</p> <p>Break</p> <p>8: 30-9 Ch 4-6 Quiz</p> <p>Summarize MP Ch 1-5 on board</p> <p>9-915 Read Chapter 6 Miami Police</p>		
Cool Down			
Homework	<p>Study the next video Gerunds and Infinitives</p> <p>Participate in the Blog Ch. 7</p>		

Level/Unit: 3-6	Objective: L3-Ch 7 Gerunds and Infinitives	Class: Sat-2-5	Date: 8/5
Materials:			
Homework Marking:	Blog for Ch 7		
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Review of Video questions • Act Blog Discussion • Textbook (Page 81) <ul style="list-style-type: none"> ○ New Vocabulary ○ Repeat vocabulary with class. • Gerund and Infinitive Practice (Page 82, 84, 86/87, 88/89) <ul style="list-style-type: none"> ○ You look tired. What have you been doing? • Act: Interactive Story: Gerund or Infinitive? <ul style="list-style-type: none"> ○ Assign a Gerund/Infinitive to each student from the story. ○ Read the story out loud. ○ Then read sentence by sentence. ○ The first to give me a sentence with a gerund or infinitive gets the chance to answer. ○ If answered correctly, they don't participate any more. • Act: Board Races <ul style="list-style-type: none"> ○ Share screen and have cover instructions. ○ Tell them to open a private chat with me. ○ The first to send me the correct answer will get the most points. ○ SHOW the first instruction. ○ Repeat tracking points of students. 		
Cool Down			
Homework	Blog for Ch 7		

	WB: 78, 80-C
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Level/Unit: 3-6	Objective: L3-Ch 7 Gerunds and Infinitives	Class: Sat-2-5	Date: 8/10
Materials:			
Homework Marking:			
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Review of Video questions • Blog Discussion • Book Pg 90-91 • Pair Workbook Exercises (Page 83-H, 85-L and 87-O) <ul style="list-style-type: none"> ○ New Vocabulary ○ Repeat vocabulary with class. <p>Act: Game- Thinking and Deciding.</p> <ul style="list-style-type: none"> • Look at a card of a person thinking and deciding to do something. • The first to raise their hand and answer using a full sentence similar to the example wins a point. • Show example on board first and then begin the game. <p>Act- What do you decide?</p> <ul style="list-style-type: none"> • Have some scenarios where you must make a decision. • Have the students write down what they decided. • Have the students read to the class what they decided. <p>Act- Make a list of 3 big decisions you will take in your life.</p> <ul style="list-style-type: none"> • Show an example of your list and the grammar used. 		

	<ul style="list-style-type: none"> • Have students write their lists and draw a picture. • Pass a ball around so each student can talk about their decision. <p>Test Prep- Summarize Ch 1-6 MP.</p>
Cool Down	
Homework	<p>Watch CH 8 video</p> <p>Blog for Ch 8</p>

Level/Unit: 3-8	Objective: Ch 8- Past Perfect Tense	Class: Sat-2-5	Date: 8/12
Materials:	<p>Act-Memorize the events. – List of tasks.</p> <p>Match the Past to the Past Perfect Race and tic tac toe. - Slips of matching papers, tape, and cups.</p> <p>Act: Correct the Mistake Game Show- Power Point and Music</p> <p>Act- Random Pong- Cups, balls.</p>		
Homework Marking:	WB Pg: 83-H, 85, 87-O.		
Warm-up/Review:			
Activities:	<ul style="list-style-type: none"> • Review homework and clarify doubts • Blog discussion • Textbook (Page 95) <ul style="list-style-type: none"> ○ New Vocabulary ○ Repeat vocabulary with class. • Past Perfect Tense: Expresses events that occurred before a particular point in the past. <ul style="list-style-type: none"> ○ Exercises (Page 96 and 97) 		

	<ul style="list-style-type: none"> • Act-Create a story. <ul style="list-style-type: none"> ○ Have each student create a story. ○ Use Past Perfect and PowerPoint to create your story. ○ Show example. • By the time: Helps to identify the past phrase. <ul style="list-style-type: none"> ○ Exercises (Page 100 and 101) • Past Perfect Negative <ul style="list-style-type: none"> ○ WB: Pg. 92 and 93 • Match the Past to the Past Perfect Race and tic tac toe. <ul style="list-style-type: none"> ○ Match your set of past and past perfect phrases before the other team! ○ Teams of 2. ○ Once list is complete, send it to me via private chat. • Act: Correct the Mistake Game Show <ul style="list-style-type: none"> ○ Set up a power point and play music. ○ The team with the most points wins.
Cool Down	
Homework	Ch. 8.2 video and Blog WB Pg: 88, 91.

Level/Unit: 3-8	Objective: Ch 8.2 Past Perfect Continuous Tense	Class: Sat-2-5	Date: 8/17
Materials:	Act- Long Sentence – Paper slips Past Perf/Past Simple Act- Guess what I had been doing.- Consequence cards Act- Extra Hangman- Markers and Sentences		
Homework Marking:	WB Pg: 88, 91.		

Warm-up/Review:	
Activities:	<ul style="list-style-type: none"> • Act- Blog Review. • Past Perfect Continuous <ul style="list-style-type: none"> ○ Exercises (Page 106 and 107) • Act- Extra Hangman <ul style="list-style-type: none"> ○ She had invited her friends to the wedding. ○ They had been working on a project when Jim came. ○ I've decided to eat less candy. ○ She hates driving at night. ○ We will think about starting a business. • Act- Guess what I had been doing. <ul style="list-style-type: none"> ○ Have each student write an activity they had been doing related to a past event. <ul style="list-style-type: none"> ▪ Ex: I had been running. My legs started hurting. ○ The student then gives the past simple sentence. ○ The other students have to take turns guessing what the student had been doing. • Review Ch 7 and 8. <ul style="list-style-type: none"> ○ Do the WB test for classwork. ○ WB 98 and 99. • Act-Interview Practice / Waiting Assignment <ul style="list-style-type: none"> ○ While waiting for interview, write a sentence with each of the gerunds and infinitives on Textbook page 94. Email to me. <ul style="list-style-type: none"> ▪ Pres Perfect/Cont. and /Past Perfect/Cont. ○ Tell me about something you have accomplished? How had you been preparing? ○ Tell me about something you had wanted to do but didn't. • Popcorn Review Summary of Ch 3, 4, 5, and 6.
Cool Down	

Homework	Review for Test. Finish writing gerund/infinitive assignment. Work on Presentation #2 My Proudest Accomplishment
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