UNIVERSIDAD NACIONAL DE TRUJILLO

ESCUELA DE POSGRADO

PROGRAMA DE DOCTORADO EN CIENCIAS DE LA EDUCACIÓN

PROGRAMA “B-ENGLISH”, BASADO EN CLASES SEMIPRESENCIALES,
PARA EL DOMINIO DE LAS HABILIDADES COMUNICATIVAS DEL
IDIOMA INGLÉS

TESIS PARA OBTENER EL GRADO ACADÉMICO DE
DOCTOR EN CIENCIAS DE LA EDUCACIÓN

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Trujillo – Perú

2018
“B-ENGLISH” PROGRAMME, BASED ON BLENDED LESSONS, FOR THE
MASTERY OF THE COMMUNICATIVE SKILLS OF THE ENGLISH
LANGUAGE

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2018
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DEDICATION

This work is dedicated to God, my best friend; and to my parents. The wisdom I acquire every single day comes from them all. They are so humble and very inspiring at any time of my life. My father and mother are the loveliest parents and my constant support to face life. I must mention the importance that my wife, Giovanna; and my daughter, Gabriela have taken, too. Thanks to their patience and comprehension now we are blessed with joy and happiness.

To all of them, my deepest gratitude.
ACKNOWLEDGMENT

I would like to express all my gratitude to my thesis supervisor, Dr. Gilberto Roldán Paredes, who has shared his knowledge and vast experience with all my partners and me. His support has been very important as well as challenging at times for the achievement of this project.

I would also like to thank Dr. Alberto Moya and Dr. Elmer Robles, for all their important comments and positive critics along the research.

I am also grateful to my classmates and colleagues, who appreciated the following work and added their wise opinions in every meeting of work, allowing me to overcome numerous obstacles I have faced throughout my research.

Ms. Roberto Jesús Roldán Céspedes
# TABLE OF CONTENTS

- DEDICATION iv
- ACKNOWLEDGMENT v
- TABLE OF CONTENTS vi
- TABLE OF FIGURES viii
- ABSTRACT x
- RESUMEN xi
- INTRODUCCIÓN 12
  - Problematic Reality 12
  - Research Justification 13
  - Problem Statement 14
  - Objectives 15
  - Hypothesis 15
  - Conceptual Framework 16
    - Blended learning 16
    - Virtual Platform 16
    - Communication skills 18
    - Receptive skills 18
    - Productive skills 26
    - CEFR Scale 33
- Theoretical Framework 33
  - What is Blended learning? 33
  - Blended learning models 35
  - What are the advantages of Blended learning? 36
What are the disadvantages of Blended learning? 40
Learning Theory 41
Behaviorism 42
Cognitivism 43
Social Constructivism 46
Derivatives of the Major Learning Theories 47
Multiple Intelligences 49
Learning Theories for Online Education 51
Community of Inquiry (Col) 51
Online Collaborative Learning 52
What is the CEFRL? 53
MATERIALS AND METHODS 58
Issue of study 58
Population 58
Sample 58
Data gathering techniques and Instruments 59
RESULTS AND DISCUSSION 61
DISCUSSION 75
CONCLUSIONS 78
RECOMMENDATIONS 80
REFERENCES 81
APPENDICES 87
APPENDIX N° 1. Movers international Exam 87
APPENDIX N° 2. Syllabus of English 119
APPENDIX N° 3. Lesson Plan n° 1 129
RELATION OF TABLES AND FIGURES

Table 1. Listening test. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Figure 1. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Table 2. Reading and writing test. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Figure 2. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Table 3. Speaking test. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”.

Figure 3. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Table 4. Punctuation Scale and Equivalences based on the CEFRL and the Ministry of Education of Peru.

Table 5. Mastery of the communicative skills in the Pretest. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”
Table 6. Mastery of the communicative skills in the Postest. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Table 7. Comparative Table of the mastery of the communicative skills in the pretest and posttest. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Figure 4. Comparative Table of the mastery of the communicative skills in the pretest and posttest. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”.

Table 8. Mastery of the Language. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Figure 5. Mastery of the Language. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”.

Figure 6. Paired Sample T-Test
ABSTRACT

The present research work was based on the application of a programme called "B-English", based on blended lessons, to determine the level of influence that this programme had on the mastery of the communicative skills of the English language. The meaning "B-English" resides in the English term blended learning, (or hybrid). The "Edmodo" virtual platform was used for the development of blended learning lessons. The main objective was to determine the level of influence that this programme had on the third-year secondary students of the National High School "José Carlos Mariátegui" 2016, on the mastery of the communicative skills of the English language. For this, the methodology used was the pre-experimental design of a single group with pretest and postest. The results obtained in the pretest differ greatly from the results obtained in the postest, being the last ones better in the four communicative skills analyzed (written comprehension, written production, oral comprehension and oral production). According to the results, it is concluded that the "B-English" programme, based on blended lessons, is a good alternative to achieve the proficiency in the communicative skills of the English language.

**Keywords:** "B-English" programme; communicative skills; virtual platform; blended learning
RESUMEN

El presente trabajo de investigación se basó en la aplicación de un programa denominado “B-English”, basado en clases semipresenciales, para determinar el nivel de influencia que tuvo este programa en el dominio de las habilidades comunicativas del idioma inglés. El significado “B-English” reside en el término inglés blended learning, que significa aprendizaje semipresencial (o híbrido). Para el desarrollo de las clases semipresenciales se utilizó la plataforma virtual “Edmodo”. El objetivo principal fue determinar el nivel de influencia que tuvo este programa sobre los alumnos del tercer año de secundaria de la Institución Educativa Estatal "José Carlos Mariátegui" 2016, en el dominio de las habilidades comunicativas del idioma inglés. Para ello, la metodología empleada fue el diseño pre-experimental de un solo grupo con pretest y postest. Los resultados obtenidos en el pretest difieren mucho de los resultados obtenidos en el postest, siendo éstos últimos mejores en las cuatro habilidades comunicativas analizadas (comprensión escrita, producción escrita, comprensión oral y producción oral). De acuerdo a los resultados obtenidos, se concluye que el programa “B-English”, basado en clases semipresenciales, es una buena alternativa para lograr el dominio de las capacidades comunicativas del idioma inglés.

**Palabras clave:** Programa “B-English”; capacidades comunicativas; plataforma virtual; aprendizaje semipresencial
INTRODUCTION

The present work was based on the application of a blended learning programme called "B-English" to determine the level of influence that this program had on the third-year high school students of “José Carlos Mariátegui” school, 2016 in the district of El Porvenir on the mastery of the communicative skills of the English language.

Over the years, the process of learning of a new language has evolved, so that nowadays it is more frequent to access to technology to develop an English class. Computer courses appeared in public schools in the nineties. With it, technology started to influence in education. Later on, some updated technological equipment were brought, such as multimedia projectors, computers, and lately, internet.

But it was until 2004, when the Web 2.0 was developed. Since then, virtual platforms, blogs and others appeared on the internet, allowing people could interact in a real time from different places.

Padilla, Laura (2014) affirms that acquiring the knowledge of an additional language to her own and in particular of the English language, is to speak of an indispensable tool for the insertion in the productive society and its dynamics. It is also the possibility of access to better opportunities and the acquisition of new knowledge through this language.

PROBLEMATIC REALITY

At present, the advancement of science and technology has been of great help in the subject of education. Today we have virtual tools that are very useful for learning languages, in particular, the English language. Many research works show how the use of computers, the internet and various audiovisual media complement each other to generate new knowledge through a modern form of virtual learning.

Since the late 80's, we have witnessed major digital changes. For this reason, we
differentiate those people born before the mid-80's as digital migrants from those born from that time to the present, who become digital natives.

Why is this difference so important? It helps us to understand how today's teenagers handle virtual tools with ease and mastery, both in computers and on mobile phones, being a valuable advantage for virtual learning.

While it is true that our new generations have such a digital quality, much of our education system is still in a stage of change, not being able to provide 100% of new technological tools to our students in all corners of our country. This disadvantage is felt even more when schoolteachers are not sufficiently trained to use the new equipment acquired due to several causes: short income, lack of time, etc. The annual budget for education is not enough to cover all teachers’ needs (training, a better payment, educational infrastructure, furniture, etc.).

However, the Ministry of Education has been implementing educational programs, such as the High-Performance Schools (Colegios de Alto Rendimiento – COAR- into Spanish); and the Schools with Full School Day (Jornada Escolar Completa – JEC- into Spanish), where students have more hours of study as well as modern technological equipment – and where the English course has more hours.

Unfortunately, the number of students who take part in these programs are still very short. However, although MINEDU does not provide enough quality education in all national schools, it has started with these two projects that in a medium term, the first results will soon be seen.

**RESEARCH JUSTIFICATION**

Nowadays, it is necessary and imperative that technological means be used to improve the learning of the English language, being this program very useful for all students of
educational institutions in the whole country.

Currently, there is a variety of language teaching strategies that teachers can use in the classroom with their students, using virtual tools and multimedia, so that English classes become more attractive to students.

At present, national schools develop the English course by following a lesson planning provided by the Ministry of Education in an official way through the curriculum design. In addition, the number of hours of the English course has increased. However, every language professional could affirm that the given time to the learning of the English course is very little, being nearly impossible for students to achieve an international standard even in the elementary level. Moreover, there is now a diversity of language teaching strategies that teachers can use in classrooms with their students, with virtual and multimedia tools, so that English lessons become more attractive for students.

However, it is observed that in most public schools, language lessons are still in a traditional way due to the lack of implementation and / or the lack of teacher training. Therefore, in order to meet our targets, it is necessary to have more time for teaching and to improve the language learning with new strategies.

**PROBLEM STATEMENT**

To what extent does the "B-ENGLISH" programme, based on blended lessons, influence on the mastery of the communicative skills of the English language in the third-year students of “Jose Carlos Mariátegui” high school in 2016?
OBJECTIVES

General objective
To set the level of influence of the "B-ENGLISH" programme, based on blended classes, on the mastery of the communicative skills of the English language in the students of "José Carlos Mariátegui" high school in 2016.

Specific objectives
a. To set the level of influence of the "B-ENGLISH" programme, based on blended lessons, on the domain of the listening comprehension skill of the English language at the end of the application of the lessons.
b. To set the level of influence of the "B-ENGLISH" programme, based on blended lessons, on the domain of the reading comprehension and written production skills of the English language at the end of the application of the lessons.
c. To set the level of influence of the "B-ENGLISH" programme, based on blended lessons, on the domain of the oral production skill of the English language at the end of the application of the lessons.
d. To show the importance of the use of the B-English programme, based on blended lessons, on the mastery of the communicative skills of the English language.

HYPOTHESIS
The "B-ENGLISH" programme, based on blended lessons, would significantly influence on the mastery of the communicative skills of the English language in the third-year students of “Jose Carlos Mariátegui” high school in 2016.
CONCEPTUAL FRAMEWORK

Blended learning

According to Segovia, in his work ‘Propuesta de Aplicación del Blended Learning a la Enseñanza del Español de la Banca’, mentions “Por blended learning se entiende, básicamente, una modalidad educativa en la que se combinan la enseñanza a distancia con la presencial con el fin de optimizar el proceso de aprendizaje”.

He also supports “Aunque el término inglés es el que predomina en la bibliografía, este diseño docente recibe también otros nombres. Así, en el ámbito hispanohablante vemos que Bartolomé (2004) y Alemany (2007) lo denominan ‘semipresencial’ y ‘virtual-presencial’, respectivamente, mientras que en el mundo anglosajón se emplea más ‘híbrido’ (Hybrid model). Junto a ellos, existen también intentos de traducción de blended learning al español, tales como ‘aprendizaje mixto’, ‘combinado’ o ‘mezclado’, que, sin embargo, no han logrado desplazar al original”.

He concludes by saying “En cualquier caso, todas ellas reflejan la idea de fusión y de integración que se persigue. La definición que ofrece Brennan incorpora además el carácter integrador y racionalizador del blended learning: ‘any possible combination of a wide range of delivery media designed to solve specific business problems’ (Alemany 2007:1-2)”.

Virtual Platform

A virtual platform is a system that allows different applications to run under the same environment, allowing users to access them via the Internet.

This means that, when people use a virtual platform, they should not be in a particular physical space; they only need to have a connection to the Web that allows them to enter
the platform in question and make use of its services. (wiki didactic, 2013)

Virtual platforms are usually used for distance education and try to simulate the same conditions of learning in a classroom. Although each platform can present different characteristics, typically allow the interaction between students and between students and the teacher. For this, they have various ways of communication, such as chat, forums, etc.

Permit systems allow the efficient management of virtual platforms. The administrator, who is usually the teacher or the head of the education, can access to all the information available on the platform; students, on the other hand, do not. They need a permission from the teacher to be part of the virtual classroom, and it is usually given through a password.

**Virtual learning**

In order to understand the essence of “virtual learning”, it is necessary to clarify some related terms. It is often the case that the terms: e-learning, web-based learning, online learning and distance learning; appear as synonymous.

E-learning in its broadest sense refers to using electronic technologies for learning and teaching, while it is a kind of educational technology itself (e-Learning, online learning, and distance learning environments: Are they the same?). This category comprises both learning in which part of the activities take place online and learning which is entirely online.

The European Commission defines E-Learning as a learner-oriented approach of using: New multimedia technologies and Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchanges and collaboration. (Racheva, 2017)
Communicative Skills:

There are four basic communicative skills. They are classified into two groups: Receptive skills (Reading and Listening) and Productive skills (Writing and Speaking)

Receptive skills

- Reading skill

What does Reading involve?

Hornby (2005) states that a person reads when he/she looks at and understands “the meaning of written or printed words or symbols.”

According to Hadfield (2008), reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students’ background knowledge of certain topic could help to predict the content of a text and also to understand it easily because students already know how different texts are structured.

Harmer (2007) states that there are two types of reading: extensive and intensive reading. The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a programme which includes materials, guidance, tasks and libraries.

On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary. In this kind of reading, teachers have to motivate students to read intensively, engaging them with the topics and
tasks. There are further roles teachers need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between the desire of having students with a development of understanding a general message without considering every detail and the students’ natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be involved in both.

How to develop reading skills

To develop reading skills, teachers play a crucial role. They should help students to focus their reading, in that way they read for meaning instead of getting involved on individual words or unimportant details and losing the main meaning of a text. Also, teachers need to help them to read in diverse ways and use sub-skills that will help them to improve and understand what they are reading efficiently. (Hadfield, 2008)

According to Harmer (2007) to understand reading texts students need to do some activities or use some strategies, called Reading Skills. First, students need to be able to scan the text, which means reading quickly while looking for specific information. On the other hand, students also need to be able to skim, which is used to quickly identify the general idea of a text, readers are focused briefly on a few words per line, headings or the first and last sentence in a paragraph.

Hadfield (2008) says that reading for a gist is another strategy that implies reading with a purpose in mind. Also, reading for detail is considered as a strategy.

Sometimes, students need to read carefully, because it is necessary to pay attention to all the sentences to get the meaning of the whole text.
Hadfield (2008) also talks about sub skills. These are three: Activating Background knowledge, Predicting and Using Linkers:

Activating Background Knowledge helps learners to understand a text by discussing the topic before reading. Brainstorming and Mind-Mapping are useful techniques to do this. The first one means to think quickly of anything related to the topic and the second one tries to order the ideas, for example in separate categories. These two activities help to activate vocabulary learners already have.

Predicting can be done by looking at titles, pictures or words from the text. Students can make mini-predictions throughout the whole reading.

The last sub-skill is Using Linkers. Linkers are words that act as signals that show the structure of a text and help to understand when a new piece of information is coming. The use of these sub skills can be very helpful in the development of reading skills.

Selecting tasks

Hadfield (2008) mentions three important aspects to consider when teachers choose texts for classroom use:

One of them is that texts should be interesting and motivating. It is obvious that learners will learn better if the reading material engages their interest.

Being appropriate to learners” level is another aspect. In general, the intensive reading texts worked on in class should be slightly above learners” level.

If everything is easy for them, they will not be practising reading skills. On the other hand, extensive texts should be slightly below learners” level so that they can read fluently, for pleasure.
Finally, to have a variety of different text types is also an aspect to consider when selecting reading tasks. Some students need to have a range of different kinds of texts and it is a good idea that teachers include some authentic texts.

Learners’ problems

Ur (1996) identifies some problems that learners may face when they are working on reading activities:

Among these problems, she highlights Language, which may be difficult for students to understand, depending on the kind of text they are working. Another problem is the one concerning the Content of a text, which means that the text could be too difficult as long as the content is too far removed from the knowledge and experience of the learners.

A third problem is Speed, which means that the reading could be slow because the reader does not have a large “vocabulary” so it is difficult for him/her to understand the text.

Another problem to consider is Attention, which appears when the reader pays the same amount of attention to all parts of the text.

A fifth problem mentioned by Ur is Incomprehensible Vocabulary. In this case the reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.

Prediction is the sixth aspect and its inefficient lies on the fact that the reader does not think ahead but deals with the text as it comes. Background information is also important. The reader does not have or use background information.

Motivation is the seventh problem which affects readers’ particular interest in reading. Another problem is the one related to purpose, in which the student does not have a clear idea of what he is supposed to achieve through reading.
The last, but not the least, problem that Ur mentions is the one concerning Strategies, in which the reader could use the same strategy for all texts not considering the difference on the type of texts he might read.

Solutions for learner’s problems

Ur (1996) proposes solutions for learner’s problems. She advises teachers to make sure their students get a lot of successful reading experience: through encouraging them to choose their own simplified readers, for example, and giving them time to read what they choose. She also advises to make sure that most of the vocabulary in reading texts is familiar to students, and that words that are unknown can be either easily guessed or safely ignored.

Another recommendation is to give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge, or using texts that are interesting enough to provide their own motivation. Making sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just test understanding of trivial details is also important.

Teachers should also allow, and even encourage, students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited items of information.

Finally, providing as wide a variety of texts and tasks as possible in order to give learners practice in different kinds of reading is another important piece of advice so that teachers can avoid learners’ problem when they are working on reading activities.

- Listening skill

What does listening involve?
The act of listening means “to pay attention to sb/sth that you can hear” (Hornby, 2005). This implies the idea of understanding the message you hear so that you can respond to it and interact with the person you hear.

It is “perhaps the most challenging of the skills to master in a second language” because “(…) spoken language (…) is different from written text. (…) In English, speakers may miss a subject or verb, or may break off their sentence in the middle, (…) or hesitate to think about what he is going to say next, (…) or include words, phrases, or ideas that are not strictly necessary.” (Hadfield, 2008)

According to Penny Ur (1996), it is important to work on the development of listening comprehension, since “students should learn to function successfully in real-life listening situations.”

Harmer (2007) mentions two different kinds of listening. On one hand, Extensive Listening “refers to listening which the students often do (…) for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet–should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.” This kind of listening is very important from the motivational point of view, because it “increases dramatically when students make their own choices about what they are going to listen to”

On the other hand, Intensive Listening is the one in which “students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.”
How to develop listening skills

In order to develop listening skills, Hadfield (2008) mentions different kinds of activities and strategies:

One of them is “Listening with a purpose”, which is important because learners “can (...) adapt the way they listen to their aims” paying more attention to the information they need to extract from the listening text.

Another aspect that Hadfield mentions is “Listening for gist”. When the teacher uses this strategy, he/she sets “a question or task which” is given to the “learners before they listen so that they know what information they are listening for.”

The third aspect mentioned by Hadfield is ‘Listening for specific details’ which means that to “listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”

Selecting tasks

According to Nunan (2002, in Richards & Renandya, 2002), an important aspect that should be considered in the selection of listening tasks is that learners should be “involved in the [learning] processes.” In order to achieve this, Harmer (2007) mentions different listening sources for creating a dynamic and engaging learning environment.

For example, he mentions ‘Recorded Extracts’ taken from “CD, tape or via MP3 players of some kind”. Another option could be that in which the teacher records his/her own tapes considering the particular needs of their students.

Another source mentioned by Harmer is ‘Live listening’ which is “The name given to real-life face-to-face encounters in the classroom.” The third source mentioned by Harmer
is ‘Audio and Video’, which he encourages because students can “get to see ‘language in use’.”

Another important aspect to consider when selecting listening tasks is the one mentioned by Hadfield (2008). He proposes the selection of texts to be made according to students’ interests and level of proficiency. He also proposes to balance the listening text with the tasks, which means that the listening text should be “slightly above what can be easily understood by your learners that can be balanced with a relatively easy task or vice versa.”

Learner’s problems

Penny Ur (1996) mentions some of the most common problems that learners face when dealing with listening tasks. These problems include the fact that learners find it difficult to catch the actual sound of the foreign language, or they think they have to understand every word; otherwise they feel lost and get stressed. Another problem is that they are not used to natural or “native” speech, so they need to hear a recording several times in order to get an idea of the topic it is about. Besides, if the listening takes too long, they get tired.

Solutions for learners’ problems

Penny Ur (1996) proposes solutions for the most common problems that learners face when dealing with listening tasks, such help them to focus on the general context rather than the particular sounds or exposing learners to English from very early stages of their learning process, so that they can get easily used to listen to native and natural speeches.

She also proposes the use of ‘redundant’ texts in which the important information more than once in a very subtle way so that learners can make sure of their understanding without the need of listening many times. In order to help students from getting tired, she proposes to break recordings up into short passages, then pause the tape and give students the chance to answer.
Productive skills

- Writing skill

What does writing involve?

According to Hornby (2005), writing means “to make letters or numbers on a surface, especially using a pen or a pencil.” Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students.

Harmer (2007) mentions some important aspects that are considered in writing such as Handwriting, even though communication takes place electronically nowadays. However, there are instances in which students write by hand, for example in language exams.

Spelling is also a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds.

A third aspect is Layout and Punctuation which are essential in writing. They are different in writing communities and, frequently, non-transferable from one community or language to another. In fact, to success in writing, in teachers’ own language or another language, it is necessary for students to be aware of layout and punctuation rules, in order to produce the written message as clearly as they can.

How to develop writing skills

Many authors agree that there are some issues that help in the development of writing. One of those issues is Genre, which according to Harmer (2007), represents the norms of
different kinds of writing. It helps to recognize an advertisement, poetry format and formal letter. A good way to teach genre is when teachers show models of what they want learners to write and then, using these techniques, students try to do their own work. In relation to this, Hadfield (2008) says that if teachers are teaching how to write a particular type of text, they can give students activities to practice accuracy, give guidance in what to say or how to say it or allow students to write freely.

Another aspect of writing is Cooperative Work. Although many students write on their own, it is much better to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of a long or short process, is very motivating for students to develop this skill. (Harrer, 2007)

Continuing with the description of how to develop writing skill, Harmer (2007) mentions the Creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays. According to Ur (1996) “most people feel pride in their work and want it to be read”. But this situation is most common when people talk about creative writing instead of any other written products. Creative Writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments.

As writing is an important ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. To achieve the writing habit it is necessary to give the students interesting and enjoyable tasks to do. (Harrer, 2007)
According to Hadfield (2008), another way of helping students to organize and express their ideas Writing Process that consists of dividing the writing activity in many stages, each of which practices an important sub-skill in this process. Brainstorming is also a good technique to do for writing.

Selecting tasks

According to Hadfield (2008) the writing activities chosen should be interesting and motivating, because learners will obviously be more motivated and have more ideas if the task engages their interest. Also, the selection should be appropriate to the learners’ level. For instance, beginners and elementary learners will be able to write short texts while advanced learners can add a range of writing activities. To be appropriate for the kind of learners being taught is another characteristic for selecting tasks. Some groups of learners may need or prefer different kinds of writing that are more related to what they already know.

Learner’s problems

Penny Ur (1996) states that one of the problems that learners face when dealing with writing tasks is Feedback, which concerns different aspects. For example, when a student submits a piece of original writing, the most important thing about it is its content, this means to check if the ideas were significant and interesting. Then there is the organization and presentation: if the ideas were arranged in a way that was easy and pleasing to read. Finally, there is the question of language forms: taking into account if the grammar, vocabulary, spelling and punctuation were of an acceptable standard of accuracy.

Another problem can be the number of corrections that students receive as feedback because if a page is full of corrections, students can get unmotivated.
The fact that teachers receive written work, normally correct and comment on it and give it back to students takes students to ask themselves whether to insist on rewriting the compositions, incorporating teachers’ suggestions for improvements or not.

Solutions for learner’s problems

According to Ur (1996), teachers should correct language mistakes. To note corrections within the body of the text, and devote comments at the end to matters of content and organization, followed by the evaluation is a good way to correct mistakes. Also, teachers may correct mistakes and make suggestions as to content and organization.

She also says that correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing for students. Also, overemphasis on language mistakes can distract both learners’ and teachers’ attention from the equally important aspects and organization. Teachers should correct only mistakes that could affect meaning.

Rewriting is very important, because it reinforces learning and is an integral part of the writing process as a whole. However, if teachers demand rewriting on the part of the students, they have a right to demand from teachers that they reread – and value – what they have done. It is better to see the first version as provisional, and to regard the rewritten, final version as “the” assignment, that one that is submitted for formal assessment. This motivates learners to rewrite.

Peer-correction can be a time-saving and useful technique. Students can work together on their first drafts, giving each other feedback on content, language and organization; they then rewrite and give in the final version to the teacher. All of these techniques can help students – and teachers – to avoid problems when working on writing tasks.
Speaking skill

What does speaking involve?

Hornby (2005) defines Speak as the act of talking to or having a conversation with somebody. According to Hadfield (2008), this presents the necessity of interaction among people, which is not only “putting a message together” but also the response that the listener can give to the speaker. However, this interaction presents a difficulty for learner of English as a foreign language, since “they need to think of something to say (…) and feel confident enough to try to express it.” Then, they have to use what they have learned in terms of vocabulary and grammar to produce a message that other people can understand.

How to develop speaking skills

Hadfield (2008) proposes that that teacher can help students to develop their speaking skills by giving them ideas such as asking them to read a text concerning the topic that is being discussed so that students can manage some vocabulary about it. This is also helpful because it “and can get students thinking around the topic and stimulate ideas.”

He also proposes teacher to provide students with what to say by giving them some role cards with an outline of suggestions of what they can say.

Moreover, he proposes that tasks should be precise, with a clear goal for students to reach so that students have a clear idea of the outcome of their work.

In order to help student to develop their confidence for speaking, Hadfield (2008) proposes, for example, allow the students to practice in pairs what they want to say so that they will feel more confident to say it in front of the whole class.
To help learners developing fluency, the most useful tool is asking them to speak, presenting different – and interesting – topics or communicational situations for them to express themselves as many times as possible.

Another important aspect to consider in the development of speaking skills is the feedback that the teacher gives to students. He/she should avoid “interrupting learners to correct them while they are speaking” because this could mean “that they will not get the chance to develop fluency.” (Hadfield, 2008)

Selecting tasks

Hadfield (2008) states that the teacher should choose speaking tasks that are according to the level of his/her students. According to Harmer (2007), there are many classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum.

For example, teachers can ask their students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

Another suggestion is using Communication Games. There are many communicational games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

a) Information-gap Games, in which one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities between pictures.

b) Television and Radio Games, which, when imported into classroom, provide good fluency activities.
A third suggestion is to use Discussion, which range can vary from highly formal, whole group staged events to informal small-group interactions.

Learners’ problems

According to Penny Ur (1996), the problems related to speaking skill are:

a) Inhibition: Since speaking requires some degree of real-time exposure to an audience, learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b) Nothing to say: Even if they are not inhibited, students always complain that they cannot think of anything to say: they have no reason to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation: This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother-tongue use: In classes where learners share the same mother tongue, they may tend to use it because it is easier and they feel less “exposed”. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

Solutions for learner’s problems

As a mean to solve learner’s problems, Penny Ur (1996) proposes that the teacher can take advantage of Group Work to solve some of the problems. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.
Another suggestion is to base the activity on easy language. Language should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

It is also important to make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.

A final piece of advice Ur gives is that teachers should keep students speaking the target language, being there as much as possible, reminding students and modelling the language use.

**Common European Framework of Reference scale**

The Common European Framework of Reference for the Languages belongs to the European Commision. It is in charge of assessing these abilities through a six-level scale, which is divided into three parts: Basic User (level A1, A2), Independent User (B1, B2) and Proficient User (C1, C2).

**THEORETICAL FRAMEWORK**

**What is blended learning?**

The term blended learning is generally applied to the practice of using both online and in-person learning experiences when teaching students. In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of
the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same topics online as they do in class—i.e., the online and in-person learning experiences would parallel and complement one another. (The glossary of Education Reform, 2013)

Also called hybrid learning and mixed-mode learning, blended-learning experiences may vary widely in design and execution from school to school. For example, blended learning may be provided in an existing school by only a few teachers or it may be the dominant learning-delivery model around which a school’s academic program is designed. Online learning may be a minor component part of a classroom-based course, or video-recorded lectures, live video and text chats, and other digitally enabled learning activities may be a student’s primary instructional interactions with a teacher. In some cases, students may work independently on online lessons, projects, and assignments at home or elsewhere, only periodically meeting with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts. In other cases, students may spend their entire day in a traditional school building, but they will spend more time working online and independently than they do receiving instruction from a teacher. Again, the potential variations are numerous.

According to Friesen (2012) “Blended learning” designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students.

It is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. (Oxford Learner’s Dictionaries, 2018)

Dziuban, C. (2004), supports “Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment,
rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

1) A shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions);
2) Increases in interaction between student-instructor, student-student, student-content, and student-outside resources;
3) Integrated formative and summative assessment mechanisms for students and instructor.”

**Blended Learning Models:**

Blended learning can come in numerous shapes and sizes and be personalized to fit the individual. These types of models can include:

- **Online** – Instruction occurs via an online platform, with periodic face-to-face meetings.

- **Rotation:** Student rotates between self-paced online learning and face-to-face instruction. Schedules are fixed but flexible.

- **Flexible:** Most instruction is delivered online, with teachers providing as needed support in small-group settings.

- **Personalized blend:** Teacher designs face-to-face and anywhere, anytime learning options that straddle the physical classroom and virtual spaces. Learning is the constant and time is the variable.
Online lab: Instructions takes place in a brick and mortar lab. Delivered by an online teacher and supervised onsite by paraprofessionals.

Self-blend: Students take online courses to supplement their tradition schools face to face course catalogue.

Face-to-face: Teacher offers primarily face-to-face instruction, supplemented with technology in the classroom or computer lab.

Blended learning is important because it breaks down the traditional walls of teaching, ones that do not work for all students and now with access to present day technologies and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.

What are the advantages of blended learning?

For Teachers

Teaching is less expensive to deliver, more affordable and saves time.

- Blended learning offers flexibility in terms of availability – Anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time.
- Access to global resources and materials that meet the students’ level of knowledge and interest.
- Self-pacing for slow or quick learners reduces stress, increases satisfaction and information retention.
- E-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.
- Students have the ability to track their progress.
- Students can also learn through a variety of activities that apply to many different learning styles.
- E-learning could improve the quality of teaching and learning as it supports the face-to-face teaching approaches.

Blended learning also improves other factors for the teacher including:

- More engaged students
- Better information and feedback on work
- Team teaching
- Extended time with students
- More leadership roles
- Focus on deeper learning
- Motivate hard to reach kids
- New options to teach at home
- More earning power
- Individualized professional development plans

Improved Teaching Conditions

Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such as:

- Reduced Isolation
- More opportunities for collaboration
- Meaningful professional development
- Better student data
- Improved Time efficiency
- Role-differentiation

For students

- Increase student interest: when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science, while also increasing information retention.

- Keep students focused for longer: The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

- Provides student autonomy: The use of eLearning materials increases a student’s ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.

- Instill a disposition of self-advocacy: Students become self-driven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.
• Promote student ownership: Blended learning instills a sense of ‘student ownership over learning’ which can be a powerful force propelling the learning. It is this feeling of responsibility that helps the feeling of ownership.

• Allow instant diagnostic information and student feedback: The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his teaching methods and feedback for each student while improving time efficiency.

• Enables students to learn at their own pace: Due to the flexibility of blended learning and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

• Prepares students for the future: Blended learning offers a multitude of real-world skills, that directly translate into life skills, from:

- Research skills
- Self-learning
- Self-engagement
- Helps to develop a ‘self-driving force’
- Better decision making
- Offers a larger sense of responsibility
- Computer literacy
What are the disadvantages of blended learning?

Lack of motivation

There are also some cons to blended learning. The type of blended learning can worsen the motivation and willingness of your participants. Not every blended learning model is applicable to every age category. Just like you don’t give young children a book with long texts and few images. When children start reading, you give them books with many images and few words. After several years you can give them a book with more words and less images. If you expect young children to do all their homework and prepare lessons on their computer at home, you are wrong.

Basic technology knowledge

You expect participants to have a basic knowledge of technology. If children don’t know what to do, because of the lack of technology knowledge, they will get annoyed. Because participants have to focus on a new system and new knowledge, it might cause a cognitive overload. That’s not what you want to happen!

Plagiarism and credibility problem

‘There is no climate change’ (…well, according to Donald Trump). Children could easily write this down, because they don’t have the knowledge of the unverified online resources. Besides this, it’s hard to withstand the temptation of looking up things on the web. Participants have to think by themselves what the answer could be and search the answer on the internet.

Blended learning vs traditional classroom

‘Take your books and read the first chapter.’ This is a sentence you must have heard a lot
of times. Nowadays this sentence could be replaced by ‘click on the link and follow the instructions on your laptop’. The first situation described is a classical learning method. The second situation described, is a modern learning method. Blended learning is a mix between a traditional classroom and modern learning method. A traditional classroom is something which you will find less and less. New technologies are taking over. It’s not scientifically proven that blended learning is better. There should be more investigation about blended learning, before you can say it will enhance learning.

Learning Theory

Learning theory is meant to explain and help us understand how people learn; however, the literature is complex and extensive enough to fill entire sections of a library. It involves multiple disciplines, including psychology, sociology, neuroscience, and of course, education. Three of the more popular learning theories—behaviorism, cognitivism, and social constructivism—will be highlighted to form the foundation for further discussion. Mention will also be made of several other learning theories that are relevant to online education. Before reviewing these theories, it will be worthwhile to have a brief discussion of the term theory itself.

Theory is defined as a set of statements, principles or ideas that relate to a particular subject. A theory usually describes, explains, and/or predicts phenomena. The definition of theory also varies depending upon disciplines, especially when related to the term model. As noted by Graham, Henrie, and Gibbons (2014), the two terms are used interchangeably and generally refer to the same concept. However, a model is more frequently a visual representation of reality or a concept. In this discussion, the terms theory and model will be used interchangeably. The purpose of a theory or model is to propose the answers to basic questions associated with a phenomenon. Graham, Henrie
and Gibbons (2014) reviewed this issue as related to instructional technology and recommended a three-part taxonomy first proposed by Gibbon and Bunderson (2005) that includes theories that:

- Explore: “What exists?” and attempts to define [describe] and categorize;
- Explain: “Why does this happen?” and looks for causality and correlation, and work with variables and relationships.

This taxonomy will serve as an overall guiding principle for the discussion of learning theories and models in this article.

**Behaviorism**

As its name implies, behaviorism focuses on how people behave. It evolved from a positivist worldview related to cause and effect. In simple terms, action produces reaction. In education, behaviorism examines how students behave while learning. More specifically, behaviorism focuses on observing how students respond to certain stimuli that, when repeated, can be evaluated, quantified, and eventually controlled for each individual. The emphasis in behaviorism is on that which is observable and not on the mind or cognitive processes. In sum, if you cannot observe it, it cannot be studied.

The development of behaviorism is frequently associated with Ivan Pavlov, famous for his experiments with dogs, food, and audible stimuli, such as a bell. In his experiments, dogs learned to associate food or feeding time with the sound of the bell and began to salivate. Pavlov conducted his experiments in the early 1900s and they were replicated by many other researchers throughout the 20th century. John B. Watson, among the first
Americans to follow Pavlov’s work, saw it as a branch of natural science. Watson became a major proponent of Pavlov and is generally credited with coining the term behaviorism. He argued that mind and consciousness are unimportant in the learning process and that everything can be studied in terms of stimulus and response.

Other major figures associated with behaviorism are B.F. Skinner and Edward Thorndike. Skinner is particularly well known, primarily because he introduced what he referred to as operant conditioning which emphasized the use of both positive and negative reinforcement to help individuals learn new behaviors. This was quite different from Pavlov, who relied on simple reflexive responses to specific stimuli although both Pavlov and Skinner promoted repetitive behavior that leads to habit formation. Skinner had a significant influence on early computer-assisted instructional (CAI) models as developed by Pat Suppes and others. A common aspect of early CAI programs was the reliance on encouragement and repetition to promote positive learning activities.

**Cognitivism**

Cognitivism has been considered a reaction to the “rigid” emphasis by behaviorists on predictive stimulus and response (Harasim, 2012, p. 58). Cognitive theorists promoted the concept that the mind has an important role in learning and sought to focus on what happens in between the occurrence of environmental stimulus and student response. They saw the cognitive processes of the mind, such as motivation and imagination, as critical elements of learning that bridge environmental stimuli and student responses. For example, Noam Chomsky (1959) wrote a critical review of Skinner’s behaviorist work in which he raised the importance of creative mental processes that are not observable in the physical world. Although written mainly from the perspective of a linguist, Chomsky’s view gained popularity in other fields, including psychology. Interdisciplinary in nature,
cognitive science draws from psychology, biology, neuroscience, computer science, and philosophy to explain the workings of the brain as well as levels of cognitive development that form the foundation of learning and knowledge acquisition. As a result, cognitivism has evolved into one of the dominant learning theories. The future of cognitivism is particularly interesting as more advanced online software evolves into adaptive and personalized learning applications that seek to integrate artificial intelligence and learning analytics into instruction.

Behaviorism led to the development of taxonomies of learning because it emphasized the study and evaluation of multiple steps in the learning process. Behaviorists repeatedly studied learning activities to deconstruct and define the elements of learning. Benjamin Bloom (1956) was among the early psychologists to establish a taxonomy of learning that related to the development of intellectual skills and to stress the importance of problem solving as a higher order skill. Bloom’s (1956) Taxonomy of educational objectives handbook: Cognitive domains remains a foundational text and essential reading within the educational community. Bloom’s taxonomy is based on six key elements:

- Creating: Putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure through generating, planning, or producing.
- Evaluating: Making judgments based on criteria and standards through checking and critiquing.
- Analyzing: Breaking material into constituent parts, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- Applying: Carrying out or using a procedure through executing or implementing.
- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

- Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Bloom, in developing his taxonomy, essentially helped to move learning theory toward issues of cognition and developmental psychology. Twenty years later, Robert Gagne, an educational psychologist, developed another taxonomy (events of instruction) that built on Bloom’s and became the basis for cognitivist instructional design (Harasim, 2012). Gagne emphasized nine events in instruction that drive the definitions of objectives and strategies for the design of instructional material.

1. Gain attention: Use media relevant to the topic.

2. Describe the goal: Provide clear objectives to the overall course goals.

3. Stimulate prior knowledge: Review previously presented material and concepts and connect them to the material to be addressed in the current module.

4. Present the material to be learned: Readings, presentations, demonstrations, multimedia, graphics, audio files, animations, etc.

5. Provide guidance for learning: Discussions to enable learners to actively reflect on new information in order to check their knowledge and understanding of content.

6. Elicit performance: Activity-based learning such as group research projects, discussion, homework, etc.
7. Provide feedback: Immediate, specific, and constructive feedback is provided to students.

8. Assess performance: Assessment activity such as a test, research project, essay, or presentation.

9. Enhance retention and transfer: Provide opportunities for additional guided practice or projects that might relate learning to other real–life activities.

Social Constructivism

Parallel to behaviorism and cognitivism was the work of several education theorists, including Lev Vygotsky, John Dewey, and Jean Piaget. Their focus on social constructionism was to describe and explain teaching and learning as complex interactive social phenomena between teachers and students. Vygotsky posited that learning is problem solving and that the social construction of solutions to problems is the basis of the learning process. Vygotsky described the learning process as the establishment of a “zone of proximal development” in which the teacher, the learner, and a problem to be solved exist. The teacher provides a social environment in which the learner can assemble or construct with others the knowledge necessary to solve the problem. Likewise, John Dewey saw learning as a series of practical social experiences in which learners learn by doing, collaborating, and reflecting with others. While developed in the early part of the 20th century, Dewey’s work is very much in evidence in a good deal of present-day social constructivist instructional design. The use of reflective practice by both learner and teacher is a pedagogical cornerstone for interactive discussions that replaces straight lecturing, whether in a face-to-face or online class. Jean Piaget, whose background was in psychology and biology, based his learning theory on four stages of cognitive
development that begin at birth and continue through one’s teen years and beyond. Seymour Papert, in designing the Logo programming language, drew from Jean Piaget the concept of creating social, interactive microworlds or communities where children, under the guidance of a teacher, solve problems while examining social issues, mathematical and science equations, or case studies. Papert’s approach of integrating computer technology into problem solving is easily applied to many facets of instructional design.

**Derivatives of the Major Learning Theories**

A number of theories and models have roots in one or more of the above frameworks. In the latter part of the 20th century, the major learning theories, especially cognitive theory and social constructivism, began to overlap. For example, Wenger and Lave (1991) and Wenger (1998) promoted concepts such as “communities of practice” and situated learning. Their position was that learning involves a deepening process situated in, and derived from, participation in a learning community of practice. Their work is very evident in many studies, including those related to online education.

Information processing learning theory is a variation of cognitivism that views the human mind as a system that processes information according to a set of logical rules. In it, the mind is frequently compared to a computer that follows a set of rules or program. Research using this perspective attempts to describe and explain changes in the mental processes and strategies that lead to greater cognitive competence as children develop. Richard Atkinson and Richard Shiffrin (1968) are generally credited with proposing the first information processing model that deals with how students acquire, encode, store (in short-term or long-term memory), and retrieve information.
One of the more popular and controversial theories relates to learning styles and posits that individuals learn differently depending upon their propensities and personalities. Carl Jung argued that individual personality types influence various elements of human behavior, including learning. Jung’s theory focuses on four basic psychological dimensions:

1. Extroversion vs. Introversion
2. Sensation vs. Intuition
3. Thinking vs. Feeling
4. Judging vs. Perceiving

While each unique dimension can influence an individual learning style, it is likely that learning styles are based on a combination of these dimensions. For example, a learning style might include elements of extroversion, sensation, feeling, and perception as personality dimensions. Readers may be familiar with the Myers-Briggs Type Inventory (MBTI) which has been used for decades to assist in determining personality types, including how personality relates to student learning. The MBTI is based extensively on Jung’s theories and has been used to predict and develop different teaching methods and environments and to predict individual patterns of mental functioning, such as information processing, idea development, and judgment formation. It can also be used to foretell patterns of attitudes and interests that influence an individual’s preferred learning environment and to predict a person’s disposition to pursue certain learning circumstances and avoid others. Lin, Cranton & Bridglall (2005) remind us that much of the work of Carl Jung and the MBTI is applicable to learning environments, whether face-to-face or online. For example, the extrovert may prefer active, highly collaborative environments while the introvert would prefer less interaction and less collaboration. This
suggests that instruction should be designed to allow both types of individuals—the outgoing social organizer as well as the introspective reflective observer—to thrive.

Multiple Intelligences

Howard Gardner has developed a theory of “multiple intelligences” that proposes that intelligence is not merely a singular entity but consists of multiple entities used by individuals in different proportions to understand and to learn about the world. Gardner has identified nine basic intelligences: linguistic, logical/mathematical, spatial, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Gardner’s theory has received criticism from both psychologists and educators who view these "intelligences" as talents, personality traits, and abilities. His work has also been questioned by those who propose that there is, in fact, a root or base intelligence that drives the other “intelligences.” Gardner does not necessarily disagree with this latter position but maintains that other intelligences can be viewed as main branches off the base root intelligence. This theory has important pedagogical implications and suggests the design of multiple learning modalities that allow learners to engage in ways they prefer, according to their interest or ability, and to challenge them to learn in other ways that are less related to their preferences, interests, or abilities. Gardner’s work also addresses the common concern that too much teaching and learning is linguistically based (reading, writing, and speaking) and that the other intelligences are underutilized.

1. Verbal-linguistic intelligence: well-developed verbal skills and sensitivity to the sounds, meanings, and rhythms of words

2. Logical-mathematical intelligence: ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns
3. **Spatial-visual intelligence:** capacity to think in images and pictures, to visualize accurately and abstractly

4. **Bodily-kinesthetic intelligence:** ability to control one’s body movements and to handle objects skillfully

5. **Musical intelligences:** ability to produce and appreciate rhythm, pitch, and timber

6. **Interpersonal intelligence:** capacity to detect and respond appropriately to the moods, motivations, and desires of others

7. **Intrapersonal intelligence:** capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes

8. **Naturalist intelligence:** ability to recognize and categorize plants, animals, and other objects in nature

9. **Existential intelligence:** sensitivity and capacity to tackle deep questions about human existence such as: What is the meaning of life? Why do we die? How did we get here?

Modern neuroscience research also suggests that students learn in different ways depending upon a number of factors including age, learning stimuli, and the pace of instruction.

This research also supports the concept that multiple intelligences and mental abilities do not exist as mere “yes/no” entities but within continua which the mind blends in a manner consistent with the way it responds and learns from the external environment and instructional stimuli. Conceptually, this suggests a framework for a multimodal instructional design that relies on a variety of pedagogical techniques, delivery approaches, and media.

Lastly, Malcom Knowles (2005) deserves mention as the individual who distinguished between andragogy (adult learning) and pedagogy (child learning). Adults, whether
seeking to enhance their professional skills or to satisfy curiosity about a subject, learn differently than children. Courses designed for adults should tap into their social contexts and experiences. Knowles’ insights are especially important for higher education, where online technology is used extensively for adult students in traditional and continuing education programs, competency-based learning, and career/professional development.

In sum, a number of theories have been, and will continue to be, applied to instruction, including online and blended learning. Several theories specifically related to online education will now be examined.

**Learning Theories for Online Education**

Just as no single learning theory has emerged for instruction in general, the same is true for online education. A number of theories have evolved, most of which derive from the major learning theories discussed previously. In this section, several theories will be examined in terms of their appropriateness for the online environment.

**Community of Inquiry (CoI)**

The “community of inquiry” model for online learning environments developed by Garrison, Anderson & Archer (2000) is based on the concept of three distinct “presences”: cognitive, social, and teaching. While recognizing the overlap and relationship among the three components, Anderson, Rourke, Garrison, and Archer (2001) advise further research on each component. Their model supports the design of online and blended courses as active learning environments or communities, dependent on instructors and students sharing ideas, information, and opinions. Of particular note is that “presence” is a social phenomenon and manifests itself through interactions among students and
instructors. The community of inquiry has become one of the more popular models for online and blended courses that are designed to be highly interactive among students and faculty using discussion boards, blogs, wikis, and videoconferencing.

**Online Collaborative Learning (OCL)**

Online collaborative learning (OCL) is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. Harasim describes OCL as:

a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use as a means to reshape formal, non-formal, and informal education for the Knowledge Age” (Harasim, 2012).

Harasim sees the benefits of moving teaching and learning to the Internet and large scale networked education. In some respects, Harasim utilizes Alberto Barabasi’s position on the power of networks. In OCL, there exist three phases of knowledge construction through discourse in a group:

1. **Idea generating**: the brainstorming phase, where divergent thoughts are gathered
2. **Idea organizing**: the phase where ideas are compared, analyzed, and categorized through discussion and argument.
3. **Intellectual convergence**: the phase where intellectual synthesis and consensus occurs, including agreeing to disagree, usually through an assignment, essay, or other joint piece of work (Harasim, 2012).

OCL also derives from social constructivism, since students are encouraged to collaboratively solve problems through discourse and where the teacher plays the role of facilitator as well as learning community member. This is a major aspect of OCL but also
of other constructivist theories where the teacher is not necessarily separate and apart but rather, an active facilitator of, knowledge building. Because of the importance of the role of the teacher, OCL is not easy to scale up. OCL is best situated in smaller instructional environments. This last issue becomes increasingly important when seeking commonality among online education theories.

**Common European Framework of reference for the languages:**

Abbreviated in English as CEFR or CEF or CEFRL, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency.

The CEFR divides general competences in knowledge (descriptive knowledge), skills, and existential competence with particular communicative competences in linguistic competence, sociolinguistic competence, and pragmatic competence. This division does not exactly match previously well-known notions of communicative competence, but correspondences among them can be made.

The CEFR has three principal dimensions: language activities, the domains in which the language activities occur, and the competences on which we draw when we engage in them.
Language activities

The CEFR distinguishes between four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting).

Domains

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the CEFR calls domains. Four broad domains are distinguished: educational, occupational, public, and personal.

Competences

A language user can develop various degrees of competence in each of these domains and to help describe them the CEFR has provided a set of six Common Reference Levels (A1, A2, B1, B2, C1, C2).

Common reference levels

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. The following table gives an indication of these levels.

<table>
<thead>
<tr>
<th>Level group</th>
<th>Level group name</th>
<th>Level</th>
<th>Level name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Basic user</td>
<td>A1</td>
<td>Breakthrough or beginner</td>
<td>• Can understand and use familiar everyday expressions and very basic phrases aimed at the</td>
</tr>
<tr>
<td>Language Level</td>
<td>Description</td>
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</tbody>
</table>
| A2 Waystage or elementary | - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. |
| B Independent user | - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.  
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.  
- Can produce simple connected text on topics that are familiar or of personal interest.  
- Can describe experiences and events, dreams, hopes and ambitions and briefly give satisfaction of needs of a concrete type.  
- Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.  
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
| B1 Threshold or intermediate | - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.  
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.  
- Can produce simple connected text on topics that are familiar or of personal interest.  
- Can describe experiences and events, dreams, hopes and ambitions and briefly give satisfaction of needs of a concrete type.  
- Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.  
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| B2     | Vantage or upper intermediate | - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.  
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.  
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| C1     | Effective operational proficiency or advanced | - Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.  
- Can express ideas fluently and spontaneously without much obvious searching for expressions.  
- Can use language flexibly and effectively for social, academic and professional purposes.  
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. |
| C2     | Mastery or proficiency | - Can understand with ease virtually everything heard or read.  
- Can summarize information from different spoken and written sources, reconstructing arguments and |

reasons and explanations for opinions and plans.
accounts in a coherent presentation.
- Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
MATERIALS AND METHODS

Issue of the study

Population

It is constituted by the six classrooms of the third-year students of Jose Carlos Mariátegui School, in El Porvenir district, 2016.

Sample

It consists of twenty-six students belonging to the six classrooms of the third-year students of Jose Carlos Mariátegui School, 2016, in El Porvenir district.

Sample unit

Each third year student of “José Carlos Mariátegui” high School, 2016, in El Porvenir district.

Sampling

In order to select the sample, the technique of Probabilistic Simple random sample was carried out, since all the third-year high school students had the same possibilities of being chosen.

Research design

The following design is pre experimental, having one group with pretest and posttest.

Scheme:

$$G \quad O_1 \rightarrow X \rightarrow O_2$$
Where:

G: Group of students (sample)

O₁: Pretest

X: “B-English programme, based on blended lessons”.

O₂: Posttest

Data gathering techniques and instruments

Movers Cambridge Exam

It is a standardized international exam sample taken from the Cambridge English Assessment, which is a branch of the University of Cambridge. A1 Movers is the second of three Cambridge English Qualifications designed for young learners. These tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading and writing. It was used as the pretest and the postest.

Speaking Rubric

The rubric was originally taken from Movers Cambridge Exam. The criteria to assess the speaking part is as follows:

  Vocabulary and Grammar
  Pronunciation
  Interaction

Virtual platform Edmodo
It consists of a social learning platform, which has been used to do the online lessons and to practice some additional exercises related. Once educators and students are connected in a safe social environment, they can collaborate; share digital content and educational applications; and access homework, grades, class discussions, and notifications from any computer or mobile device.

One of the key benefits of Edmodo is that every feature has been built with students’ safety in mind. Edmodo differs from other social networks, while uniquely fitting the needs of the education environment in the following ways:

Edmodo does not require private information from students. Students join Edmodo at the invitation of their teachers using a unique code the teacher generates within their Edmodo account.

Once invited to join Edmodo, students can only access groups to which they have been invited by their teachers.

Students cannot be “friend” or contacted by anyone outside of their Edmodo group.

Students in Edmodo can post messages to their teachers, or to their entire Edmodo group, but students cannot send private messages to each other.

Teachers maintain full control of their Edmodo groups and can delete posts, monitor all activity, review student posts before they go live, and even set individual students or groups of students to “read-only” access.

Observation Guide
To pick up relevant information in the process of learning through the “B-English programme”
RESULTS AND DISCUSSION

TABLES AND FIGURES

Table 1
Listening test

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>CEFRL MERIT ORDER (0 - 25)</th>
<th>Nº STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRETEST</td>
</tr>
<tr>
<td>EXCELLENT (22-25)</td>
<td>0</td>
</tr>
<tr>
<td>GOOD (17-21)</td>
<td>0</td>
</tr>
<tr>
<td>IN PROCESS (13-16)</td>
<td>1</td>
</tr>
<tr>
<td>FALSE STARTER (0-12)</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: Data taken from the pretest and postest.

The results obtained in the Pretest show that most of the third-year secondary students of the "José Carlos Mariátegui" school do not have a good mastery of the oral comprehension of the English language. Almost everyone has a very low score, which puts them at a false starter level. However, the results of the Postest show that the students have significantly improved the oral comprehension skill of the English language.
Figure 1. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Source: Taken from Table 1.
Table 2

Reading and Writing test

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>CEFRL MERIT ORDER (0 - 40)</th>
<th>Nº STUDENTS PRETEST</th>
<th>Nº STUDENTS POSTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT (36-40)</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>GOOD (28-35)</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>IN PROCESS (22-27)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FALSE STARTER (0-21)</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>26</td>
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</table>

Source: Data taken from the Pretest and Postest.

The results obtained in the Pretest show that most of the third-year high school students of the "José Carlos Mariátegui" school do not have a good mastery of the written comprehension and production of the English language. However, the results shown in the Postest show that these students have significantly improved the comprehension and written production skill of the English language.
Figure 2. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

![Graph showing reading and writing test results]

Fuente: Tomado de la Tabla 02.
Table 3
Speaking test

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”.

<table>
<thead>
<tr>
<th>CEFRL MERIT ORDER (0 - 15)</th>
<th>NO STUDENTS</th>
<th>PRETEST</th>
<th>POSTEST</th>
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</thead>
<tbody>
<tr>
<td>EXCELLENT (14-15)</td>
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<td>GOOD (11-13)</td>
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<td>IN PROCESS (8-10)</td>
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<td></td>
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<td>FALSE STARTER (0-7.5)</td>
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<td>TOTAL</td>
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</table>

Source: Data taken from the pretest and postest.

It is observed that the results obtained in the pretest show that the majority of the third year high school students of "José Carlos Mariátegui" school do not have a mastery of the oral production of the English language. Almost all obtained a disapproving score, placing them at the false starter level. On the other hand, the results obtained in the postest show that the third year high school students of this institution have significantly improved this skill.
Figure 3. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Source: Taken from Table 3.
Table 4

Punctuation scale and equivalences based on the CEFRL and the Ministry of Education of Peru.

<table>
<thead>
<tr>
<th>MERIT ORDER</th>
<th>CEFRL (0 - 80)</th>
<th>MINEDU (0 - 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT</td>
<td>(72-80)</td>
<td>(18-20)</td>
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<td>GOOD</td>
<td>(56-71)</td>
<td>(14-17)</td>
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<tr>
<td>IN PROCESS</td>
<td>(42-55)</td>
<td>(11-13)</td>
</tr>
<tr>
<td>FALSE STARTER</td>
<td>(0-41)</td>
<td>(0-10)</td>
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</table>

Source: Diseño Curricular Nacional (MINEDU)

In order to establish an equivalent grade between the CEFRL and the MINEDU scales, third-year high school students of José Carlos Mariátegui School were evaluated through the table shown above.
Table 5
Mastery of the communicative skills in the Pretest
“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>Nº</th>
<th>LISTENING</th>
<th>READING &amp; WRITING</th>
<th>SPEAKING</th>
<th>FINAL SCORE</th>
<th>FINAL SCORE</th>
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</thead>
<tbody>
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<td></td>
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</table>

Source: Pretest
Table 5 shows the full punctuations students obtained in the pretest. When comparing with the punctuation scale, we can appreciate that almost all students are in the False Starter level.

Table 6

Mastery of the communicative skills in the Postest

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>N°</th>
<th>LISTENING</th>
<th>READING &amp; WRITING</th>
<th>SPEAKING</th>
<th>FINAL SCORE</th>
<th>MINEDU</th>
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</tbody>
</table>

Source: Postest
Table 6 shows the full punctuations students obtained in the postest. When comparing with the punctuation scale, we can see that most of the students improved their communicative skills and they are now in the Good scale of the merit order.

Table 7

Comparative Table of the Mastery of the communicative skills in the Pretest and Postest

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>MERIT ORDER CEFRL (0 - 80)</th>
<th>PRETEST</th>
<th>POSTEST</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Listening</td>
<td>Reading &amp; Writing</td>
</tr>
<tr>
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<td>0</td>
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<tr>
<td>GOOD (56 - 71)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>IN PROCESS (42 - 55)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FALSE STARTER (0 - 41)</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: Data taken from the pretest and postest

Table 7 shows the summary of the pretest and the posttest. We can clearly appreciate that the B-English programme, based on Blended lessons has highly influenced in the mastery of the communicative skills of the English language. Students have generally obtained important qualifications and therefore have achieved to communicate in the target language, thanks to this modern programme.
Figure 4. Comparative Table of the Mastery of the communicative skills in the Pretest and Postest

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Source: taken from Table 7.
Table 8
Mastery of the language

“B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

<table>
<thead>
<tr>
<th>MERIT ORDER</th>
<th>CEFRL GRAD</th>
<th>PRETEST</th>
<th>POSTEST</th>
</tr>
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<tbody>
<tr>
<td>EXCELLENT</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(72-80)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GOOD</td>
<td>0</td>
<td>23</td>
<td></td>
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<tr>
<td>(56-71)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IN PROCESS</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(42-55)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALSE STARTER 25</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(00-41)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Source: Data taken from Tables 4, 5 and 6.

Having made the analysis of the results of the pretest, it is evident that almost all the third-year students of "José Carlos Mariátegui" high school do not master the communicative skills of the English language. Almost all of them obtained disapproving scores, placing them at a False Starter level. Likewise, after the application of the B-English programme, based on blended lessons, the postest was applied, and the results obtained show that the students significantly mastered each communicative skill of the English language.
According to the CEFRL Scale, most of them are in a Good level and two of them are in an excellent level; which means that the B-English programme, based on blended lessons is a good programme to improve the communicative skills of the English language.

Figure 5. Mastery of the language. “B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language”

Source: Taken from Table 4.
Figure 6. Paired Sample T-Test

<table>
<thead>
<tr>
<th>Par</th>
<th>PRE TEST CAMBRIDGE E - POST TEST CAMBRIDGE E</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
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</table>

Interpretation: A $t$ test was applied for paired samples, to test if there is influence of the B-English programme on the score obtained in the posttest, concluding that for the Cambridge ESOL international test, the B-English programme did influence the score obtained.
DISCUSSION

"Blended Learning" is understood as an educational modality in which distance learning is combined with face-to-face teaching in order to optimize the learning process. This term is used by different authors under different names such as for example combined classes or hybrid model. Bartolomé (2004) and Alemany (2007) call it "semipresencial" and "virtual-presencial", respectively.

In Peru, important investigations have been developed in this regard. Elsa Hernández Chérres “B-Learning as a methodological strategy to improve the teaching-learning process of English students in the blended modality”, Cecilia Camera, Romina Carriaga and Soledad Hernandez “Blended Learning in the teaching of a foreign language with specific purposes” affirm that B-Learning favors the learning of the English language because it is flexible, dynamic and interactive, and for having the student in constant training with varied and updated information.

Other authors, such as Sandra Morales and Anita Ferreira "Empirical study: Implementation of a B-Learning Program for the teaching of English", Nataly Rosario Pérez Salazar "Influence of the use of the Educaplay platform in the development of comprehension and production of texts in the English area " and Dora Calvo Gastañaduy “A pedagogical proposal for the use of information technologies to improve listening comprehension in the learning of the English language” conclude how important it has
been to use the B-Learning to improve listening comprehension and oral production of the English language.

They also suggest further research into the number of subjects and the work treatment period, as well as carefully selecting the IT (Information Technology) material or resources and other support for listening comprehension.

In table 1, it is observed that the results obtained in the pretest show that the majority of the third-year high school students of the "José Carlos Mariátegui" school do not have a good mastery of the oral comprehension of the English language. Almost everyone has a very low score, which puts them at a false starter level. However, the results of the postest show that the students have significantly improved the oral comprehension skill of the English language.

In table 2, the results obtained in the pretest show that most of the third-year secondary students of the "José Carlos Mariátegui" school do not have a good mastery of the written comprehension and production of the English language. However, the results shown in the postest show that these students have significantly improved the comprehension and written production skill of the English language.

In table 3, it is observed that the results obtained in the pretest show that the majority of the third-year secondary students of "José Carlos Mariátegui" school do not have a mastery of the oral production of the English language. Almost all obtained a disapproving score, placing them at a false starter level. On the other hand, the results obtained in the postest show that the third-year high school students of this institution have significantly improved this skill.
In Table 5 we can see the full punctuations students obtained in the pretest. When comparing with the punctuation scale, we can appreciate that almost all students are in the False Starter level.

In Table 6 we can see the full punctuations that students have obtained in the postest. When comparing with the punctuation scale, we can see that most of the students improved their communicative skills and they are now in the Good scale of the merit order.

In Table 7 it is shown the summary of the pretest and the posttest. We can clearly appreciate that the B-English programme, based on Blended lessons has highly influenced in the mastery of the communicative skills of the English language. Students have generally obtained important qualifications and therefore have achieved to communicate in the target language, thanks to this modern programme.

In Table 8, having made the analysis of the results of the pretest, it is evident that almost all the third-year students of "José Carlos Mariátegui" high school do not master the communicative skills of the English language. Almost all of them obtained disapproving scores, placing them at a False Starter level. Likewise, after the application of the B-English programme, based on blended lessons, the postest was applied, and the results obtained show that the students significantly mastered each communicative skill of the English language. According to the CEFRL Scale, most of them are in a Good level, not to mention that two of them are in an excellent level which means that the B-English programme, based on blended lessons is a good programme to improve the communicative skills of the English language.
CONCLUSIONS

The "B-English" programme, based on blended lessons, has significantly influenced the mastery of the communication skills of the English language in the third-year high school students of José Carlos Mariátegui school, in 2016.

The third-year high school students of "José Carlos Mariátegui" school understood very little oral texts. However, after applying the B-English program, based on blended lessons, this has significantly influenced the mastery of the oral comprehension ability of the English language.

The third-year high school students of "José Carlos Mariátegui" school did not have a good mastery in the comprehension and written production of the English language. However, after the B-English programme, based on blended lessons, this has had a significant influence on improving the comprehension and written production skills of the English language.

At the beginning of the program, almost all third-year high school students of “José Carlos Mariátegui” school did not have a mastery of the oral production of the English language. Almost all obtained a disapproving score, placing them at a false starter level. However, after applying the "B-English" programme, based on blended lessons, this shows that it has significantly influenced in improving the oral production skill of the students.

The “B-English programme”, based on blended lessons is a modern programme which is very attractive and easy to work with, it combines face-to-face lessons and online lessons.
Students have more opportunities to participate in a personal and grouped form. Some of the main advantages are the internet access, which allows them several virtual tools to develop a task; and student’s autonomy, which makes students become more independent and confident in their learning process.
RECOMMENDATIONS

The “B-English” programme should be included in all public schools as a new methodological proposal for the English language teaching.

In order to improve the current programme, it is important to continue doing new research works, which would include the receptive and the productive skills independently.
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APPENDICES

APPENDIX N° 1. Movers international Exam.
Introduction

Cambridge English: Young Learners is a series of fun, motivating English language tests for children in primary and lower secondary education. The tests are an excellent way for children to gain confidence and improve their English.

There are three levels:
- Cambridge English: Starters
- Cambridge English: Movers
- Cambridge English: Flyers

About these sample papers

These sample papers show you what the Cambridge English: Movers test looks like. When children know what to expect in the test, they will feel more confident and prepared.

To prepare for Cambridge English: Movers, children can practice parts of the test or do the complete practice test.

Listening sample test

To download the Cambridge English: Movers Listening sample test go to www.cambridgeenglish.org/movers-audio-sample-v2

For further information about the three levels of Cambridge English: Young Learners and for more sample papers, go to www.cambridgeenglish.org/younglearners
Go to the introduction to download the Listening sample test.

Cambridge Young Learners English

Movers
Listening
Sample Paper

There are 25 questions.
You will need coloured pens and pencils.

My name is: ________________________________
Part 1

-- 5 questions --

Listen and draw lines. There is one example.

Peter  Jim  John  Sally

Jane  Daisy  Anna
Part 2
- 5 questions -

Listen and write. There is one example.

THE ZOO

When? Tuesday

1. How many kinds of animals: ......................

2. Biggest animal: ..................................

3. Favourite animal: ................................

4. Favourite animal’s food: ..........................

5. Name of zoo: ...................................... Zoo
Part 3
- 5 questions -

What did Sally do last week?
Listen and draw a line from the day to the correct picture.

There is one example.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday
Part 4
- 5 questions -

Listen and tick (✓) the box. There is one example.

Where did Jim see the film?

A ☐ B ☐ C ✓

1. Where did the rabbits in the film go?

A ☐ B ☐ C ☐

2. Where did the children have their lunch?

A ☐ B ☐ C ☐
3. What did the children eat?

A   B   C

4. What did the children do after lunch?

A   B   C

5. What did Jim's friends give him?

A   B   C
Part 5
– 5 questions –

Listen and colour and write. There is one example.
Movers Listening
Marking Key

() = Acceptable extra words are placed in brackets
/ = A single slash is placed between acceptable alternative words within an answer
// = A double slash is placed between acceptable alternative complete answers

Part 1 5 marks
Lines should be drawn between:
1. Salty and girl painting rainbow
2. Peter and boy in blue T-shirt and jeans, painting leaves
3. Davey and girl carrying box of drinks
4. Jim and boy taking photos
5. Jane and girl sitting down and drinking

Part 2 5 marks
1. 30/thirty (kinds of animals)
2. (the) elephant(s)
3. (the) parrot(s)
4. (all kinds of) fruit
5. W-I-L-D

Part 3 5 marks
Thursday  Friday
Monday  Sunday (example)
Saturday  Wednesday

Part 4 5 marks
1. B
2. B
3. A
4. C
5. C

Part 5 5 marks
1. Colour clock – blue
2. Write ‘MAP’ below map on wall
3. Colour star on boy’s sweater – green
4. Colour comic on desk – red
5. Colour eraser on desk – brown
Movers Listening
Tapescript

R = rubric
F = female adult
M = male adult

R: Hello. This is the University of Cambridge Movers Listening Test. Look at Part One. Look at the picture. Listen and look.

F: There is one example.

R: Excuse me. What are you all doing?

M: We are drawing and painting on this wall.

F: Oh, a wall picture! Are these all your friends?

M: Yes. But one is my brother, John.

F: Is he the boy who is painting a rainbow?

M: Yes, you’re clever! How did you know?

F: His hair is blond, like yours.

R: Can you see the line? This is an example. Now you listen and draw lines.

M: That’s a beautiful rainbow.

F: Yes, it is. John’s very good at painting.

M: Who is the girl that is helping to paint it?

F: The one who is standing on a box?

M: Yes.

F: That’s Sofía.

R: That’s right.

M: Who is the boy that is painting the leaves?

F: Which one?

M: The one with jeans and a blue T-shirt.

F: Oh, he’s called Peter.

R: Those.

F: Look at Dusan.

M: What’s she doing?

F: She’s bringing a box of drinks for the children.

M: Oh yes! I’m thirsty. Can I have a drink, please?

R: Four.

M: One boy isn’t painting. He’s taking photos of the children.

F: The one with the purple shirt?

M: Yes.

F: That’s Jim. He likes taking photos more than painting.

M: Mmm.

R: Fine.

M: Who’s the girl who’s having a drink?

F: The one with the curly hair?

M: Yes.

F: That’s my best friend, Jane.

M: Who isn’t she painting?

F: Well, she’s hot and tired, I think.

R: Now listen to Part One again. That is the end of Part One.

M: Part Two. Listen and look. Those are one example.

F: What’s your homework today, Paul?

M: I’ve got to write about the zoo.

F: When did you go to the zoo? Was it last Tuesday?

M: That’s right. Last Tuesday.

F: Well, that’s easy, then.

M: Isn’t it?

R: Can you use the answers? Now you listen and write.

M: How many different kinds of animals did you see at the zoo?

F: That’s difficult.

M: Well, think about it.

F: Oh, thirty, I think.

M: Thirty! Good.

R: Two.

F: What were the biggest animals that you saw?

M: Elephants, the giraffes, I think.

F: Were there any elephants?

M: Yes, yes, that’s right. The elephants were the biggest!

R: Those.

F: So, which animal did you like best in the zoo?

M: I liked them all.

F: Which was your favourite? The tigers?

M: No, I liked the lions. The parents were my favourite.

F: The parents?

M: Yes. They were beautiful. They were in a very big cage.

R: Four.

F: What do they eat?

M: Well, they like all kinds of fruit.

F: Did you give them some fruit?
McCh: Yes we did. They loved it!
R: Fine
F: Oh, yes, one last thing - what was the name of the zoo?
McCh: Wild Zoo.
F: How do you spell that?
McCh: W-I-L-D.
F: Oh yes, I knew it. Good. Well, now you can start your homework.
R: Now listen to Part Two again.
That is the end of Part Two.
Part Three. Look at the pictures. What did Sally do last week? Listen and look. There is one example.
M: Hello, Sally. Did you have a good holiday last week?
Fch: Not bad. Sunday was good. I flew my kite.
M: Where did you do that?
Fch: In the park.
R: Can you see the line from the word Sunday?
On Sunday, Sally flew her kite in the park.
Now you listen and draw lines.
One
M: What did you do on Saturday?
Fch: I went for a long walk with my mum and dad. We took our dog with us.
M: Did you enjoy it?
Fch: It was OK, but it was very windy that day. In the evening, we were all tired.
R: Two
M: Did you go shopping last week, Sally?
Fch: Yes, we did. We went to the shops in town on Monday afternoon. I bought a present for my grandma.
M: Did you drive into town?
Fch: Yes. The weather was terrible that day and we didn’t want to walk.
R: Three
M: And what did you do on Thursday, Sally?
Fch: Which day?
M: Thursday.
Fch: Oh, I rode my bike in the park.
M: With your friends?
Fch: That’s right.
R: Four
Fch: I went shopping again on Wednesday!
M: Did you?
Fch: Yes, but I didn’t go to town that day. I only went to the shop in the village.
M: What did you buy?
R  Four. What did the children do after lunch?
F  What did you do after lunch? Did you have the birthday cake?
Mch  No, we played ball games in my garden.
F  Oh! It's better to play quiet games after a big lunch.
Mch  Not on my birthday!
R  Four. What did Jim's friends give him?
F  What did your friends give you for your birthday?
Mch  Oh, a lot of things. Some of them gave me CDs.
F  Did they give you any new books?
Mch  No. But my best friend gave me something very good.
F  What is it?
Mch  It's a little kitten!
F  Wow!
R  Now listen to Part Four again.
That is the end of the Listening Test.
Part Four. Look at the picture. Listen and look. There is one example.
M  Can you see the teacher?
Fch  Yes, I can. She's helping the boy.
M  That's right. Look at her hair.
Fch  Yes, it's curly!
M  That's right. Colour the teacher's hair yellow.
Fch  OK.
R  Can you see the teacher's yellow hair?
This is an example.
Now you listen and colour and write. Once.
M  Now, do you want to colour something?
Fch  Yes, please. Can I colour the clock?
M  OK, what colour?
Fch  Blue is my favourite.
M  OK, that's a good colour for the clock, then.
R  Two
M  Now, would you like to write something for me?
Fch  What? A word?
M  Yes, you can see the map on the wall.
Fch  Behind the teacher.
M  That's right. Can you write the word MAP below it?
Fch  OK. I'm writing that now.
R  Three
M  Right. Can you see the boy's sweater?
Fch  Yes, it's a star on it.
M  That's right.
Fch  Can I colour the star?
M  Yes, good idea!
Cambridge Young Learners English

Movers
Reading & Writing
Sample Paper

There are 40 questions.
You have 30 minutes.
You will need a pen or pencil.

My name is: 

.................................................................
Part 1
– 6 questions –

Look and read. Choose the correct words and write them on the lines.

- a whale
- coffee
- a shoulder
- an elephant
- soup
- a stomach
- milk
- a bat
Example

This animal can fly and it comes out at night.  

a bat

Questions

1. You can eat this from a bowl. Sometimes there are vegetables in it.

2. This is the biggest animal in the world. It lives in the sea.

3. This is part of your body. All your food and drink goes here first.

4. This big animal lives in hot countries and eats leaves and grass.

5. This is between your neck and your arm.

6. Mothers give this white drink to their babies.
Part 2

- 6 questions -

Look and read. Write yes or no.

Examples

There are five white towels in the bathroom.

The two smallest bears are washing their faces.

yes

no
Questions

1. A big brown bear is having a shower.

2. There are some glasses below the mirror.

3. The yellow bear is fatter than the blue bear.

4. There are four toys in the bath.

5. There are lots of boxes in the cupboard.

6. The floor is wet and there is a toothbrush on it.
Part 3
– 6 questions –

Read the text and choose the best answer.
Peter is talking to his friend Jane.

Example

Jane: Hello, Peter. How are you?

Peter: A I'm not very well.
B I'm John's cousin.
C I'm going outside.

Questions

1. Jane: What's the matter? Have you got a headache?

Peter: A No, thank you. I don't want one.
B No, I've got toothache.
C No, I haven't got it.
2 Jane: Would you like to come to my house?
   Peter:
   A Yes, I went home quickly.
   B No, thanks. I want to go home.
   C Well, I like my house a lot.

3 Jane: Have you got a coat?
   Peter:
   A Yes, it does.
   B OK, he's here.
   C No, I haven't.

4 Jane: Do you want a drink of water?
   Peter:
   A Yes, please.
   B Yes, it is.
   C Yes, I had.

5 Jane: Shall I walk home with you?
   Peter:
   A He can walk there.
   B I'd like that, thanks.
   C I can go with her this evening.

6 Jane: Is your mum at home?
   Peter:
   A It's his new home.
   B Next to the bus station.
   C Only my dad's there today.
Part 4
— 7 questions —

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

My name is Daisy. I like toys, but I like books and .................. best. I love stories about men on the moon and about
(1) ..................... who live in different countries.

I read a good story yesterday. In this story, a boy climbed
a (2) ..................... . At the top, there was a lot of snow. It was
evening, but the boy could see the forest below him.

He (3) ..................... down on a rock to have a drink and to look
up at all the (4) ..................... .

But then he (5) ..................... something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't want to see it again. He
(6) ..................... home to his village because he was very afraid.

I wasn't afraid! I enjoyed the story a lot!
(7) Now choose the best name for the story.

Tick one box.

A boy that Daisy knows

A film that Daisy watched

A story that Daisy liked
Part 5
– 10 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

A family holiday

Vicky lives with her parents and her two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. Sam is ten, Vicky is eight, but Paul is only five. They went to the cinema on Wednesday because it rained all day. They saw a film about sharks. The sharks had very big teeth. Paul didn’t like watching them and he closed his eyes.

Examples

Vicky’s family went on holiday last 

Vicky has two brothers who are called Sam and Paul.

Questions

1. The family had a holiday by 

2. it all day on Wednesday and the family went to the cinema.

3. Paul didn’t enjoy seeing in the film.
On Thursday, Paul thought about the film. He didn’t want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn’t want it. Then Dad said, “Come on Paul! Let’s go for a swim.” But Paul didn’t want to.

4 Sam and Vicky ........................................ in the sea.

5 Paul didn’t want the ice cream that his ........................................... gave him.

6 Dad wanted to go for ........................................ with Paul.
On Friday, the family ate breakfast in the garden because it was very sunny but Paul didn't want any. Then they all went to the beach again. The sea was very blue. Paul looked. There were three beautiful dolphins in the water! He ran to the sea and swam to them. Then Paul's dad threw a ball in the sea and the dolphins played with it. It was great and Paul stopped thinking about the sharks in the film. That evening, all the family went to the cinema again. This time the film was about a funny dolphin and they all enjoyed it.

7 The family had breakfast in __________________________ on Friday.

8 Paul saw ____________________________ in the water.

9 Paul's dad ____________________________ into the water.

10 All ____________________________ enjoyed another film at the cinema on Friday evening.
Part 6
– 5 questions –

Read the text. Choose the right words and write them on the lines.

Example

Cats ........................ have good eyes. They can see very well at night. ........................ cats climb trees and eat meat. They can move very quietly and catch animals. Then they eat them. They have strong teeth. There ........................ small cats and big cats like lions and tigers. Only tigers live ........................ the jungle. Lions don’t. Some people go and see lions and tigers at the zoo. A lot of people have small cats in ........................ homes. These cats are pets. People ........................ them because they are beautiful.
<table>
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<td>All</td>
<td>Every</td>
<td>Any</td>
</tr>
<tr>
<td>2</td>
<td>am</td>
<td>are</td>
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<tr>
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</tbody>
</table>
Movers Reading & Writing

Marking Key

() = Acceptable extra words are placed in brackets
/ = A single slash is placed between acceptable alternative words within an answer
// = A double slash is placed between acceptable alternative complete answers

Part 1 6 marks
1. soup
2. a whale
3. a stomach
4. an elephant
5. a shoulder
6. milk

Part 2 6 marks
1. yes
2. yes
3. no
4. yes
5. no
6. yes

Part 3 6 marks
1. B
2. B
3. C
4. A
5. B
6. C

Part 4 7 marks
1. children
2. mountain
3. sail
4. stars
5. saw
6. ran
7. A story that Daisy liked

Part 5 10 marks
1. the sea/the seaside
2. named
3. the sharks/the sharks’ teeth
4. played
5. mum/mother/mummy
6. a swim
7. the/their garden
8. (three/two) (beautiful) dolphins
9. threw a ball
10. the/Peter’s family

Part 6 5 marks
1. All
2. are
3. in
4. their
5. like
Movers Speaking

Summary of Procedures

The usher introduces the child to the examiner. The examiner asks how old the child is.

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'This is a bird but this is a cat.'

2. The examiner tells the child the name of the story and describes the first picture e.g. 'Fred is sad. He can't play football. His ball is very old. His mum's saying, “Take the dog to the park.”' The examiner then asks the child to continue telling the story.

3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'These are all animals, but this is a sweater.'

4. The examiner asks questions about the child, e.g. 'Who's the youngest in your family?'
APPENDIX N° 2. Syllabus

NATIONAL UNIVERSITY OF TRUJILLO
DOCTORATE IN EDUCATION

“B-ENGLISH PROGRAMME, BASED ON BLENDED CLASSES, FOR THE MASTERY OF THE COMMUNICATIVE SKILLS OF ENGLISH”

SYLLABUS

I. General Information:


2. Duration: 4 months

3. Number of cycles: 4 cycles

4. Lessons per cycles: 16 lessons

   a) Virtual: 8 lessons
   b) Face-to-face: 8 lessons

5. Hours per cycle: 32 hours total

   a) Virtual: 4 hours a week (for 4 weeks)
   b) Face-to-face: 4 hours a week (for 4 weeks)

6. Starting date: January 2017

7. Closing date: April 2017
8. Days of face-to-face lessons: Tuesdays and Thursdays

9. Days of virtual lessons: According to each student’s availability

10. Class teacher’s name: Mr. Roberto Jesús Roldán Céspedes

11. Time management:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Nº HOURS</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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<tr>
<td>Face2face lessons</td>
<td>64</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Use of virtual platform</td>
<td>64</td>
<td>16</td>
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<tr>
<td>Lesson planning</td>
<td>64</td>
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<tr>
<td>Assessment</td>
<td>16</td>
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<td>4</td>
<td>4</td>
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<td>TOTAL</td>
<td>208</td>
<td>52</td>
<td>52</td>
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</table>

II. Course overview:

This course is planned for students of José Carlos Mariategui school, who are in the third year of high school in 2016. Students will acquire and develop some communication skills in English language along the learning process so that they will be able to understand sentences and frequently used expressions related to areas of most immediate relevance, as described in the Common Reference European Framework (CEFRL). The course follows the CEFRL standards in order to make students become basic users of English language.

III. Methodology
It is based on the Blended Learning. Students have face-to-face lessons as part of their course. Later, they reinforce the lesson through virtual activities delivered in a platform (www.edmodo.com) and they are required to accomplish a total of four hours a week.

IV. Expected aims:

a) Students accomplish level A1 according to the Common European framework of Reference for the languages (CEFRL). At this level, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfactions of needs of a concrete type. They can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

V. Program:

1. Unit 1. Name: New friends

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Contents:</th>
<th>Communication skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar:</td>
<td>Interact in short conversations</td>
</tr>
<tr>
<td></td>
<td>Verb Be</td>
<td>introducing him/herself.</td>
</tr>
<tr>
<td></td>
<td>Possessive adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The numbers 0 – 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The alphabet</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Contents:</td>
<td>Communication skills:</td>
</tr>
<tr>
<td>--------</td>
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<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Grammar:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verb Be negative and questions</td>
<td>Interact in short conversations</td>
</tr>
<tr>
<td></td>
<td>Vocabulary:</td>
<td>by spelling names and</td>
</tr>
<tr>
<td></td>
<td>The numbers 20 – 100</td>
<td>countries.</td>
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<tr>
<td></td>
<td>Countries and nationalities</td>
<td>Giving phone numbers.</td>
</tr>
<tr>
<td></td>
<td>Classroom objects</td>
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<table>
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<th>Contents:</th>
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</tr>
<tr>
<td></td>
<td>Verb Be Wh- questions</td>
<td>Interact in short conversations</td>
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<tr>
<td></td>
<td>Vocabulary:</td>
<td>asking jobs and age.</td>
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<td>Titles jobs</td>
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<table>
<thead>
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</tr>
<tr>
<td></td>
<td>Verb Be</td>
<td>Interact in short conversations</td>
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<tr>
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<td>Vocabulary:</td>
<td>asking for personal information.</td>
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<tr>
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<td>Personal information</td>
<td>Use common classroom</td>
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<td></td>
<td>Classroom language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language: can you repeat, please? May I go to the toilet, please? etc.</td>
<td></td>
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</table>

2. **Unit 2. Name: People and places**

<table>
<thead>
<tr>
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<th>Contents:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grammar:</td>
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<td>Possessive ‘s</td>
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<td>Vocabulary: The family</td>
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<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Grammar:</td>
<td>Interact in short conversations in a restaurant.</td>
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<td>Word order with adjectives</td>
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</tr>
<tr>
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<td>Possessive ‘s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Food and drink</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Contents:</th>
<th>Communication skills:</th>
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<tbody>
<tr>
<td></td>
<td>Grammar:</td>
<td>Interact in short conversations</td>
</tr>
<tr>
<td></td>
<td>Present simple (I you we they)</td>
<td></td>
</tr>
</tbody>
</table>
### Positive and negative form

**Vocabulary:**
- Daily routines
- Free time activities

**Communications skills:**
- Role-play short conversations in a restaurant or a shop.

### Week 4

**Contents:**
- Grammar:
  - Present simple (I you we they)
  - Demonstrative pronouns
- Vocabulary:
  - Daily routines
  - Free time activities
  - The time

3. **Unit 3. Name: My world**

**Week 1**

**Contents:**
- Grammar:
  - Present simple (he she it)
  - Positive and negative form
- Vocabulary:

**Communications skills:**
- Describe his/her friend’s daily routine.
<table>
<thead>
<tr>
<th>Week</th>
<th>Contents:</th>
<th>Communication skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Daily routines</td>
<td>Role-play a conversation with a friend</td>
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<td>about free time activities.</td>
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<td></td>
<td>Grammar:</td>
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<td>Present simple (he she</td>
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<td></td>
<td>it)</td>
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<td></td>
<td>Questions and short</td>
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<td></td>
<td>answers</td>
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</tr>
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<td>Frequency adverbs</td>
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<td>Phrases with like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Things to buy</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free time activities</td>
<td></td>
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<tr>
<td></td>
<td>Grammar:</td>
<td></td>
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<td></td>
<td>Present simple (I you</td>
<td></td>
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<td></td>
<td>we they)</td>
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<td></td>
<td>Positive and negative</td>
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<td></td>
<td>Vocabulary:</td>
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<tr>
<td></td>
<td>Daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free time activities</td>
<td></td>
</tr>
<tr>
<td>4</td>
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<td></td>
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<td>Free time activities</td>
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<td></td>
<td>Grammar:</td>
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<tr>
<td></td>
<td>Present simple (I you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>we they)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role-play short</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conversations</td>
<td></td>
</tr>
<tr>
<td>Prepositions: in, on, at, every.</td>
<td>Vocabulary:</td>
<td>in a restaurant or a shop.</td>
</tr>
<tr>
<td>Daily routines</td>
<td>Daily routines</td>
<td>Food and drink (2)</td>
</tr>
</tbody>
</table>

4. Unit 4. Name: Towns and cities

| Week 1 | Contents: | Communication skills: |
| Grammar: | Object pronouns | Describe |
| Can for ability | | his/her home town. |
| Vocabulary: | | |
| Places in a town | Things in your bag | |

| Week 2 | Contents: | Communication skills: |
| Grammar: | Can for abilities | Role-play a |
| There is/are | | conversation in |
| Some / any | | a market. |
| Vocabulary: | | |
| Clothes | Colours | |
| Prepositions of pace | | |
### Week 3

**Contents:**
- Grammar:
  - Past simple (I you we they)
  - Positive and negative form
- Vocabulary:
  - Years and past phrases
  - Favourite places
  - Means of transport

**Communication skills:**
- Interact in short conversations describing his/her favourite destination.

### Week 4

**Contents:**
- Grammar:
  - Past simple
  - Interrogative and short questions.
  - Prepositions: in, on, at, every.
- Vocabulary:
  - Months and date
  - Big numbers

**Communication skills:**
- Role-play short conversations about your last holiday trip.

### VI. Assessment

Students are required to take a written training exam by unit, following the CEFRL format. To do so, they must accomplish at least 70% of the face-to-face lessons and virtual lessons as well.
There is a final test at the end of the program, which is the posttest.

VII. Bibliography


Ms. Roberto Jesús Roldán Céspedes

English teacher
APPENDIX N° 3. Lesson plan n° 1

LESSON PLAN N°: 01

UNIT TITLE: NEW FRIENDS

TEACHER (S): Mr. Roberto Roldán Céspedes,

TERM: I

AREA / LEVEL: ENGLISH – A1

Date: January 5th

STAGE 1 - EXPECTED RESULTS

ESTABLISHED GOALS:
- Follows classroom directions and routines.
- Makes a simple presentation with the help of visual aids and a model
- Names familiar objects, people and uses words for classroom, school and home routines
- Uses basic phrases and expressions to interact.
- Writes simple phrases and sentences about an everyday situation using a model.

STUDENTS WILL KNOW:
Grammar:
- Verb BE (Present) Affirmative and negative
- Verb Have Got (affirmative and negative)
- Possessive Adjectives
- A/an

Vocabulary:
- Introducing people
- Countries and nationalities
- Phone numbers
- Months
- Jobs
- Colours
- The alphabet

STUDENTS WILL BE ABLE TO:
- Introduce themselves and others.
- Say personal information of others
- Name some classroom objects.

STAGE 2 - ASSESSMENT EVIDENCE

OUTCOME:
- A short dialogue about meeting for the first time. (saying hello asking for names and age)
  Assessment Tool: Checklist

OTHER EVIDENCE:
- Teacher’s participation’s list
- Students’ notebooks
- Students’ workbooks

TIC’s:
- A Video about “English culture”
  Web page: www.edmodo.com
- Face2Face Starter Classware

STAGE 3 - LEARNING PLAN

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING ACTIVITIES</th>
<th>MATERIAL</th>
<th>OUTCOME OF THE SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5th</td>
<td>• Students listen carefully to the teacher’s introduction.</td>
<td>Video</td>
<td>A short dialogue about meeting for the first time. (saying hello</td>
</tr>
<tr>
<td></td>
<td>• After they receive their work material. They look at a photo and listen and to a</td>
<td>Student’s Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conversation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Students practice that conversation using their names.
- The teacher displays a second conversation and students listen to it carefully.
- Students notice two types of greetings: a polite one and an impolite one.
- In pairs, students practice conversation 2.
- Students walk around the classroom and practice the two types of greetings with their partners.
- Students read two short sentences:
  1) *I'm Stephen.*
  2) *My name's Stephen.*
- Teacher explains the difference on when to use *I* and when to use *MY*.
- Students practice some related exercises in their books.
- Students are asked to compare their answers.
- Teacher displays a track with the sentences and asks students to practice pronunciation.
- Students read and listen to conversations 3 and 4 in their books. Then, they practice in pairs.
- Teachers asks some volunteers to interact one of the four short conversations in front of the class.
- Students interact the conversations in front of the class.
- Students take notes of important information during the lesson.
- Students practice the questions and answers loudly.
- Teachers emphasises the intonation when it if a question and highlights we use just one interrogative sign in English.
- Students practice the numbers (1 – 20) and practice the following question: *What's your mobile number?*
- In pairs, students ask and answer this question.
- Teacher shows students the alphabet. Students listen to a track and practice the pronunciation.

Virtual platform
[www.edmodo.com](http://www.edmodo.com)  
asking for names and age)  

Checklist
- In pairs, they ask their names and spell them.
- Teacher tells students they are going to log in at edmodo platform and practice some exercises related to today’s lesson.
- Students are asked to develop all activities they have in the platform.
- Teacher shows students a video about English culture (video taken from: Oxford English Plus Itools1)
- Students are asked to mention what they can remember from the video (a place, a name, etc)
- After students’ participation, the teacher closes the lesson for today.

**SOURCES AND MATERIAL:**

**Books:**

**Links:**
- [www.edmodo.com](http://www.edmodo.com)

**Materials:**
1 New friends

What’s your name?

Hello!

1a) RH 1 Look at the photo. Read and listen to conversation 1. Listen again and practise.

TIP • pronunciation

1b) Practise conversation 1 with four students. Use your name.

c) Tell the class your name.

Hello, I’m Francesca.

Hello, my name’s Lee.

2a) RH 2 Read and listen to conversation 2. Listen again and practise.

b) Practise conversation 2 with four students. Use your name.

Help with Grammar

1, my, you, your

3a) Fill in the gaps with I or my:

1 I’m Stefan.
2 _______’m fine, thanks.
3 _______ name’s Emel.

b) Fill in the gaps with you or your:

1 How are you?
2 Nice to meet _______.
3 What’s _______ name?

3b) Listen and practise the sentences in 3.

4a) Fill in the gaps with I, my, you, or your:

A
1 SUE Hello, _______ name’s Sue.
2 What’s _______ name?

B
1 ADAM Hi, Meg.
2 MEG Hi, Adam. How are _______?

MARIO
1 _______ too.

SUE
1 Nice to meet _______.

4b) RH 2 Listen and check.

c) Work in pairs. Practise the conversations in 5a).

Vocabulary numbers 0–12

Grammar I, my, you, your

Real World saying hello; introducing people; phone numbers; saying goodbye

5a) Fill in the gaps with I, my, you, or your.

A
1 SUE Hello, my name’s Sue.
2 What’s _______ name?

B
1 ADAM Hi, Meg.
2 MEG Hi, Adam. How are _______?

MARIO
1 _______ too.

SUE
1 Nice to meet _______.

MARIO
1 _______ too.

Meg
1 _______ fine, thanks.

MARIO
1 _______ fine, thanks.

MARIO
1 _______ too.

SUE
1 _______ fine, thanks.

SUE
1 _______ too.

MARIO
1 _______ fine, thanks.

MARIO
1 _______ too.
Introducing people

Read and listen to conversation 3. Listen again and practise.

Work in groups. Practise conversation 3. Use your names.

Phone numbers

Read and listen to these questions and answers. Listen again and practise.

What’s your mobile number?
It’s 07954 544768

What’s your home number?
It’s 020 7622 3479

Tip! In phone numbers 0 = oh and 44 = double four.

Work in pairs. Practise the questions and answers.

Listen to three conversations. Write the phone numbers.

Work in pairs. Compare answers.

Numbers 0–12

Listen and practise these numbers.

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
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<tbody>
<tr>
<td>zero</td>
<td>0</td>
</tr>
<tr>
<td>one</td>
<td>1</td>
</tr>
<tr>
<td>two</td>
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<td>eight</td>
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<tr>
<td>nine</td>
<td>9</td>
</tr>
</tbody>
</table>

Work in pairs. Say four numbers. Write your partner’s numbers. Are they correct?

Get ready ... Get it right!

Work in pairs. Student A → p86. Student B → p92.

Goodbye!

Read and listen to conversation 4. Listen again and practise.

Say goodbye to other students.
APPENDIX N° 4. Edmodo platform screenshot
APPENDIX N° 5. Photos of third-year school students having face-to-face lessons at Jose Carlos Mariategui School.