ABSTRACT

Due to the fact that today's educational trends and approaches have a lot to do with technology and online resources and because of limited access to school computer labs, this research has been done. This thesis emphasizes the importance of teachers applying constructivism in their courses through the use of a wide range of online options that this globalized world offers such as Moodle and web tools combined with face-to-face sessions. For that purpose, a comparison of academic performance has been made in order to compare students' outcomes and achievement, first in a face-to-face class, and then with a focus group which worked with a blended learning approach through the platform of the University of Cuenca as a means to develop the activities. Even though the students' performance in the end was not as expected, many significant findings are explained throughout this work. As a conclusion, this work suggests the adoption and implementation of blended courses, so the students can get the most from both face-to-face and blended learning approaches.

KEY WORDS: Blended, learning, approach, technology, teaching, online resources, face-to-face, moodle, web tools.

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TÍTULO DE LA TESIS:

THE INFLUENCE OF BLENDED LEARNING ACTIVITIES IN ACADEMIC PERFORMANCE IN THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, LANGUAGE DEPARTMENT, UNIVERSITY OF CUENCA.

Tesis previa a la obtención del Grado de Magister en Lengua Inglesa y Lingüística Aplicada

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Ma. Isabel Espinoza Hidrobo

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INTRODUCTION

Globalization describes a constant process by which regional economies, societies, and cultures have become integrated through globe-spanning networks of exchange. The term is sometimes used to refer specifically to economic globalization: the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology. However, globalization is usually recognized as being driven by a combination of economic, technological, sociocultural, political, and biological factors. The term can also refer to the worldwide dissemination of languages such as English.

Nowadays and because of globalization, the English language has become a pretty common language worldwide. The military, political, cultural, scientific, and economic influence of the British Empire from the 18th to the early 20th century, followed by the influence of the United States since the mid-20th century, has made the English language become the lingua franca in many places in the world. Currently, it is extensively used as a second language and as an official language in sovereign nations as well as worldwide organizations.

In addition, it is not just the language itself that has had such an impact in many countries due to the longstanding influence those nations have had. The advance of technology as part of a globalized world has also given a significant impulse to education.

In spite of the expansion of English as an international language, it has been noticed through observation that there are teachers who get to use the computer lab but are not actually aware of the range of possibilities available online in order to reinforce contents that are being taught, and if the teachers are using them, they are probably not making use of those tools in an appropriate way. In other words, they might not have an exact order or sequence that harmonizes or agrees with the real content they teach in that level. For this reason, this research intends to optimize technology-enhanced language learning by the use of the platform available at the University of Cuenca.

Since the students would have to work on some assignments outside the classroom, there were some possible challenges to be faced; for instance, the students not being able to access a computer with an online connection. Although they might not have access to such a technological resource at home, the free possibility at the librarywas mentioned.

Because of the facts mentioned above, this thesis intended to establish how blended learning influences the academic performance in the learning of EFL in students of the Language Department in the University of Cuenca.

In Chapter I, Theoretical Background, the importance of the application of the constructivist theory in the teaching practice, the blended learning approach in higher education, Moodle as a means of facilitating learning through online activities and web tools that enhance a blended class, so the students achieve the course goals more effectively is explained.

In Chapter II, Data Collection and Analysis, there is a detailed explanation of the methods used to collect data and the process of a face-to-face course along with a focus group on a blended learning course given at the Language Department in the University of Cuenca. Both performance reports on reading and writing skills have been analyzed. In addition, it includes the students' opinions and perceptions about the activities developed throughout the courses. For this reason, figures were merged into the text with the purpose of being able to visualize the results more clearly.

In Chapter III, The Proposal, a more effective and developed blended learning course is included in order to improve and enhance students' academic performance through the means of the Moodle platform of the University of Cuenca as well as web tools available nowadays. In other words, it is a contribution for the faculty and students from higher education institutions to improve and to take advantage of the opportunity to access the virtual world of knowledge and communication.

Finally, the Conclusions and Recommendations entail the wrapping up of this work and the suggestions and ideas for the reader to get the most out of this work with the purpose of benefitting higher education students as well as faculty.

In summary, it is hoped that this work will motivate and encourage higher educators to become more competent, so that students are better prepared to face and to tackle the challenges that are waiting for them in the globalized world we live in.

CHAPTER 1

CHAPTER 1
THEORETICAL BACKGROUND

1. CONSTRUCTIVIST THEORY

Ivie starts his article by briefly explaining the fact that David Paul Ausubel came to educational psychology from the field of medicine. Ausubel entered Columbia University and earned a Ph.D. in developmental psychology after completing his training in psychiatry. He actually switched from psychiatry to psychology so he could pursue an academic career in teaching and research. He wrote, “Psychiatry was completely dominated by psychoanalysis. There was no real opportunity for an academic career in psychiatry, since I viewed psychoanalysis as a farfetched, desperate mythology, with no scientific or empirical basis” (qtd. in Ivie).

From 1950 to 1966, Ausubel worked as part of the Bureau of Educational Research at the University of Illinois. He moved to Toronto because he became part of the Department of Applied Psychology at the Ontario Institute of Studies in Education. Two years later, he moved to New York to become a professor and head of the Department of Education Psychology, Graduate School and University Center, City University of New York where he served until he retired in 1975. As soon as he retired from university teaching, he returned to the practice of psychiatry. He passed away in July 2008.

1.1. Learning Theory

1.1.1. Metaphor

For Ausubel, knowledge represents an integrated system, a system where ideas are linked together in a well-ordered manner. The human mind organizes information into particular categories by following logical rules. Mind, says Ausubel, metaphorically is like a Chinese puzzle box. All the ideas and concepts are the smaller boxes which are put away in larger ones. Ausubel contends that “Cognitive structure is hierarchically organized in terms of highly inclusive concepts under which are subsumed less inclusive subconcepts and informational data” (qtd. in Ivie). Subsumption is the core idea of Ausubel’s learning theory. Those big boxes in the mental pyramid subsume the small ones. Thus, subsumers being the organizers of our thinking will also allow us to absorb new information into our cognitive structures. Therefore, teaching and learning entail largely matters of erecting cognitive structures

to keep new information. One better retains information for future use when it is placed into the proper box. Likewise, one forgets when the smaller boxes, which are less durable, fall apart and become part of the larger boxes.

1.1.2. Cognitive Structure

Ausubel emphasizes the cognitive structure of the learner in the acquisition of new information. Present experience is always being included into what the learner already knows. Ausubel states that “Existing cognitive structure, that is an individual’s organization, stability, and clarity of knowledge in a particular subject matter field at any given time, is the principal factor influencing the learning and retention of meaningful new material” (qtd. in Ivie). A well-organized cognitive structure facilitates the learning and holding of new information. On the other hand, a cognitive structure that is disorganized and jumbled inhibits learning and retention; learning can be improved by reinforcing relevant aspects of cognitive structure. Ausubel believes having a clear and well organized cognitive structure “is also in its own right the most significant independent variable influencing the learner’s capacity for acquiring more new knowledge in the same field” (qtd. in Ivie).

1.1.3. Hierarchy

Ausubel and Robinson wondered how knowledge is organized and in 1969 their theory of learning assumes the existence of a Hierarchical structure of knowledge. They think that fields of inquiry are organized like pyramids, “with the most general ideas forming the apex, and more particular ideas and specific details subsumed under them” (qtd. in Ivie). The ideas placed at the top of the pyramid are the most dominant and enduring components in the hierarchy. Those elements have a longer life span in memory than specific details that fall at the base of the pyramid. Ausubel stated that “Learning occurs as potentially meaningful material enters the cognitive field and interacts with and is appropriately subsumed under a relevant and more inclusive conceptual system” (qtd. in Ivie). Therefore, new information is organized under higher level concepts that already exist in the learner’s mind.

1.1.4. Subsumption

Later in his writings, Ausubel preferred the word “assimilation” rather than subsumption. When a new idea enters consciousness it is processed and sorted under one or more inclusive concepts that already exist in the learner’s cognitive structure; that is to say, little boxes into bigger boxes. Subsumers provide the basics around which information is organized. Thus, Ausubel describes subsumption “as facilitation of both learning and retention” (qtd. in Ivie).

1.1.5. Anchorage

In cognitive structure, subsumers work as anchoring posts for new information which facilitates meaningful learning. Ausubel and Fitzgerald assert, “If this ideational scaffolding is clear, stable, and well organized, it is reasonable to suppose that it provides better anchorage for new learning and retention than if it is unclear, unstable, and poorly organized” (qtd. in Ivie). Meaningful learning is anchored and retained longer because of the cognitive stability provided by anchoring the ideas; in contrast, rote learning is not anchored at all.

1.1.6. Organizers

Ausubel is an advocate of advance organizers, which raised greater controversy. Organizers are abstract ideas that are presented in advance of the lesson. The organizers represent a higher level of abstraction. Ausubel believes that organizers help assimilate new information as well as to bridge the gap between what they already know and what is to be learned. Organizers are remarkably useful so learners integrate new information into their cognitive systems when they do not own relevant concepts they need.

Ausubel and Fitzgerald believe good students who already possess clear and well organized cognitive structure are the ones who benefit very little from the use of organizers because their minds have already been programmed with anchoring ideas. On the contrary, slow learners profit the most from them because they need learning assistance to structure their thinking.

Ausubel’s view on advance organizers is that they “are not the most important aspect of my work in educational psychology. They are merely a specific technique or

method of presenting information more effectively, which is based on my more general subsumption or assimilation theory of learning. However, they caught the imagination as a “gimmick” for performing empirical studies of meaningful learning. More dissertations – most of them worthless because the organizers used were not genuine – have been written on organizers than on any other topic in psychology” (qtd. in Ivie).

1.1.7. Retention

Once information has been learned, the challenge is to remember it. Ausubel’sview of retention is connected to his theory of subsumption. Retention is affected by three factors: First, “the availability in cognitive structure of relevant subsuming concepts at an appropriate level of inclusiveness; second, the stability and clarity of these concepts; and third, their discriminability from the learning task” (qtd. in Ivie).

Ausubel concludes “it is largely by strengthening relevant aspects of cognitive structure that new learning and retention can be facilitated” (qtd. in Ivie). He also suggests that retention is improved by introducing appropriate subsumers before presenting a new lesson.

1.1.8. Forgetting

Ausubel’s theory of subsumption explains how new information is retained when it is anchored to a larger subsuming concept. On the other hand, the information is forgotten as it is absorbed into its cognitive host; that is to say, when the information can no longer be separated from its subsuming concept.

1.2. Educational Application

1.2.1. Rote Learning

Rote learning arises when the learner memorizes information in a random way. It means that the information is stored in an isolated compartment and it is not integrated into the person’s larger cognitive structure. Ausubel states “Rotely learned materials are discrete and isolated entities which have not been related to established concepts in the learner’s cognitive structure” (qtd. in Ivie). Unfortunately, formal education is full of rote learning examples.

1.2.2. Meaningful Learning

Meaningful learning, on the other hand, takes place when the interrelationship between old and new ideas is grasped. Ausubel and Robinson contend “A first prerequisite for meaning learning is that the material presented to the learner be capable of being related in some ‘sensible’ fashion. Second, the learner must possess relevant ideas to which the new idea can be related or anchored. Finally, the learner must actually attempt to relate, in some sensible way, the new ideas to those which he presently possesses” (qtd. in Ivie). If any of these conditions are missing, the end result will be rote learning.

1.2.3. Reception Learning

Reception learning, or discovery learning, can be rote or meaningful; it depends upon how the knowledge is treated. When the learner just memorizes the material, even if the conclusions have been arrived at through the discovery method, Ausubel says “the learning outcomes must necessarily be rote and meaningless” (qtd. in Ivie). Thus rote versus meaningful learning depends upon whether the new information is integrated into the learner’s cognitive structure or not.

1.2.4. Expository Teaching

Ausubel believes most teachers use this method because expository teaching is an efficient and effective way to organize classroom learning. He responded to criticism by saying that “There is nothing inherently authoritarian in presenting or explaining ideas to others as long as they are not obliged, either explicitly or implicitly, to accept them on faith. Didactic exposition has always constituted the core of any pedagogic system, and, I suspect always will, because it is the only feasible and efficient method of transmitting large bodies of knowledge” (qtd. in Ivie).

What is acquired one day in formal education provides the basis for what will be learned the next. Ausubel cautions us to assume that “all structured practice is necessarily rote, that unstructured practice is maximally effective for school learning tasks. Practice is useful for acquiring many skills and concepts that do not occur frequently and repetitively enough in more natural settings” (qtd. inIvie).

In conclusion, Ausubel provides five logical teaching steps. Step One: The teacher determines whether the learner has relevant concepts in his cognitive structure. Step Two: The teacher provides suitable advance organizers to anchor new material. Step Three: The teacher presents the new material in an organized way, so the learner subsumes the new information under suitable organizers. Step Four: The teacher provides enough practice. Step Five: The teacher guides the student through a problem solving situation by using higher order thinking skills. By implementing all these steps, the teacher will have laid a secure foundation for the student to take the next step on his own.

1.3. COGNITIVE AND SOCIAL CONSTRUCTIVISM

Constructivism is nowadays considered the best method for teaching and learning. Teachers have the potential to teach constructively when they understand constructivism and apply its teaching strategies so the students achieve their cognitive and social goals. Then it becomes an effective constructivist classroom. As both theories are so important, they are briefly explained as follows.

1.3.1. Cognitive Constructivism

Many teachers are asked to teach constructively in their classroom; the content is expected to be understood instead of just recited. Jean Piaget, a well-known French Swiss developmental psychologist, who wrote many books and articles on learning, built his theories observing his own children as they grew up. Piaget's main focus of constructivism has to do with the individual and how he constructs knowledge. Piaget's theory of cognitive development proposes that humans are unable to immediately understand and use the information given; instead, knowledge must be constructed by humans. Wadsworth stated that assimilation and accommodation construct children's schemas while going through four different stages of development. (qtd. in Ivie). Piaget's four stages of development are; Sensorimotor stage, that a child goes through from ages zero to two; Preoperational stage, ages from two to seven years old; Concrete Operational stage, which goes from seven to eleven years old; and Formal Operational stage, which goes from eleven years to adulthood.

In the sensory motor stage, children start discovering their environment through their senses and physical activity, and later through language. In the preoperational stage, despite children developing their language, it is still not possible to grasp people's thoughts. Piaget described within this stage there is a "symbolic function" where children begin to discriminate symbols and "intuitive thought" when children ask questions about everything. In the concrete operational stage, children start replacing intuitive thought with their logical reasoning. In the formal operational state, children solve problems by using abstract ideas. Piaget's stages are well-known and are the basis of describing children's logical thought growth.

When describing Piaget's theory, "equilibration occurs when children shift from one stage to another and is manifested with a cognitive conflict, a state of mental unbalance or disequilibrium in trying to make sense of the data or information they are receiving. Disequilibrium is a state of being uncomfortable when one has to adjust his or her thinking or schema to resolve conflict and become more comfortable" (qtd. in Ivie). Assimilation according to Piaget is when new knowledge to children's schemas is brought in and accommodation is knowledge that is changed in the children's schemas. Piaget's stages of development and his theory of equilibration, assimilation, and accommodation focus on the children's ability to learn at different ages as well as the ability to resolve conflicts by constructing knowledge.

1.3.2. Social Constructivism

Social constructivism is an effective method where students collaborate and interact socially. Lev Vygotsky, the founding father of social constructivism believed in it as an integral part of learning. Vygotsky's research and theories entail social constructivism and language development such as, the zone of proximal development and social interaction, among others. Once his theories are understood, it is possible to build and develop effective classrooms.

There are various concepts that are elements which are part of social constructivism. One of Vygotsky's main theories is the zone of proximal development or ZPD. Vygotsky has described ZPD as an area where learning actually occurs when the child is assisted in learning a concept. It has been proven that this theory works because children learn better when others are involved; for instance, with aid from the teacher, and once students have achieved the goal of the initial activity, their

zone grows and then they can move forward. Students act first on their own and then with the teacher's assistance.

Vygotsky also used scaffolding in his theory, which entails that students work in a better way when having support from others. Scaffolding is a process that supports ZPD. In scaffolding, a unique type of internalization will occur for each student which happens when students are asked to perform a task that has some meaning to the student, and with assistance, they complete it. The teacher supports the students with an available system while they face difficulties to perform.

According to Vygotsky, cooperative learning is a part of creating a social constructivist classroom where students are expected not just to work with the teacher one-on-one but with other students too, because they have a lot to offer one another. The internalization of knowledge occurs for each student at a different rate according to their own experience. Vygotsky believed that internalization is more effective when social interaction is present. Thus, language usage in the classroom is essential and even better when the students are on the same common ground. Because of that, Vygotsky stated that language enhances learning and that it precedes knowledge or thinking. He believed "it is incorrect to consider language as a correlative of thought; language is a correlative of consciousness. The mode of language correlative to consciousness is meanings. The work of consciousness with meanings leads to the generation of sense, and in the process consciousness acquires a sensible structure" (qtd. in Ivie). As a metaphor he suggests students should use language as much as they use oxygen.

1.3.3. Comparing Cognitive and Social Constructivism

Both cognitive and social constructivism value the inquiry method as introduced by the Greek philosopher Socrates in the fifth century B.C. and documented by Plato. Later it was made popular in American by John Dewey, a twentieth century progressive educator. Dewey argued that "Inquiry learning is an approach in which the teacher presents a puzzling situationand students solve the problem by gathering data and testing the conclusion" (qtd. in Ivie). Both theories claim that facilitation is mandatory as long as students construct their knowledge. Vygotsky believed that social interaction, culture and language affected the way students learned knowledge.

Piaget stated that thought comes before languages and it evolves from inner activity while information is processed based on what already exists. Piaget compared it to "Inquiry leaning methods are similar to discovery learning and share some of the same problems, so inquiry must be carefully planned and organized, especially for the less prepared students who may lack the background knowledge and problem-solving skills need to benefit" (qtd. in Ivie).

Piaget believed that inner speech or reading to oneself is not a prerequisite to thinking and that one outgrows this process; whereas, Vygotsky believed that inner discourse was part of the fundamental process or learning and thinking.

Social constructivism engages students in activities producing important relationships that definitely affect what students learn. The key concepts in Vygotsky's ZPD theory are 'assistance' and 'experience'. Both cognitive and social constructivist teaching methods must be used by teachers collaboratively so that students can process knowledge once they have learned in a group or from another adult or peer.

There is one major similarity between cognitive and social constructivism which is the way classrooms should be run. Both Piaget and Vygotsky agreed that "a teacher's role was that of a facilitator and guide and not of a director or dictator" (qtd. in Ivie). Piaget saw children expanding their knowledge by organizing and reorganizing data as they receive information. Vygotsky saw social interaction as the key method for learning and focused on language development.

Constructivism should always be present in the classroom in every teaching activity so that true learning can occur.

1.3.4. Tools and Practices for the Constructivist Teacher

Teachers from every subject area need to develop psychological or strategic tools to have a constructivist environment in the classroom. Teachers are encouraged to learn teaching strategies that apply Piaget's and Vygotsky theories by allowing students to discover knowledge. It would be great if teachers were prepared so that when using effective tools such as conversation and inquiry students can become skillful at thinking and communicating.

Effective teaching methods involve comfortable environments where students feel free to create unique structures so they can be retrieved in the future. Experience of the real world or meaningful practices are key elements of a constructivist environment. Effective teachers create effective learners.

In conclusion, the main goal for the teachers is to lead each student to reach his full potential through the development of tools that enhance inquiry and social interaction in the classroom along with cooperative skills and individual discovery learning.

Table 1. Traditional and experiential educational models compared.

DIMENSION	TRADITIONAL MODEL:BEHAVIOURISM	EXPERIENTIAL MODEL: CONSTRUCTIVISM
View of learning	Transmission of knowledge	Transformation of knowledge
Power relation	Emphasis on teacher's authority	Teacher as "learner among learners"
Teacher's role	Providing mainly frontal instruction; professionalism as individual autonomy	Facilitating learning (largely in small groups); collaborative professionalism
Learner's role	Relatively passive recipient of information; mainly individual work	Active participation, largely in collaborative small groups
View of knowledge	Presented as "certain"; application problem-solving	Construction of personal knowledge; Identification of problems
View of curriculum	Static; hierarchical grading of subject matter, predefined content and product	Dynamic; looser organization of subject matter, including open parts and integration
Learning experiences	Knowledge of facts concepts and skills; focus on content and product	Emphasis on process; learning skills, self-inquiry, social and communication

		skills
Control of process	Mainly teacher-structured learning	Emphasis on learner; self-directed learning
Motivation	Mainly extrinsic	Mainly intrinsic
Evaluation	Product-oriented: achievement testing; criterion-referencing (and norm-referencing)	Process-oriented: reflection on process, self-assessment; criterion-referencing

Source: D. Nunam; "Second Language Teaching and Learning"; Heinle and Heinle, USA (1999): 7; print.

1.4. LANGUAGE LEARNING AND CONSTRUCTIVISM

Schwarz states that "language learning has often been described as one of the most impressive mental operations of the human mind in view of the complexity of grammatical structures, the size of the mental lexicon, and the multiple functionality learners of any language are confronted with" (qtd. in Rüschcoff and Ritter 221). As a result, a lot of controversy has arisen as to how a language can best be learned. Various theories of learning and cognition have influenced numerous approaches to language learning, and acts of learning as opposed to processes of acquisition have dominated foreign language learning for a long time.

Knowledge construction as a further aspect has only recently been added to the concepts discussed. Following a long period in which behavioristic rote pattern learning based on Skinner supplied the basis for easily controlled learning scenarios, cognition in the context of situational, functional and notional, and generally communicative foreign language learning and acquisition have been the main influence on materials development and curriculum design over the past decades. Teacher control was the dominating principle of behavioral learning. Behaviorists reasoned that teachers could link together responses involving lower level skills and create a learning 'chain' to teach higher skills. Roblyer and others suggest that "the teacher would determine all of the skills needed and ensure that students learned these skills in a step-by-step manner" (qtd. in Rüschoff and Ritter 222). Roblyer&colleagues suggest that the limitations of such an approach became

apparent because problem solving and strategy learning were missing in behavioral learning. Consequently, cognitive approaches emerged which focus on building a learner's experiences and providing challenging learning tasks which can function as 'intellectual scaffolding' (qtd. in Rüschoff and Ritter 222) to help learners learn and progress through the different stages of the curriculum. Purely cognitivistic theories are now being challenged by an approach which is not solely based on the findings of SLA (second language acquisition research). In addition, this approach, constructivism, is fully integrated into cognitive science, constructivist philosophy, neurology, and biology as well as computer science. Scott points out that his approach 'perceives students as active learners who come to… lessons already holding ideas … which they use to make sense of everyday experiences. Such a process is one in which learners actively make sense of the world by constructing meaning' (qtd. in Rüschoff and Ritter 222). In contrast to such a constructivist viewpoint, previous and more traditional approaches to learning can be described as objectivist. Such models are based on the assumption that a subject can be categorized and organized into clearly defined units which can be explicitly taught as part of a carefully designed curriculum. Such explicit teaching says Rosenshine 'is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students' (qtd. in Rüschoff and Ritter 222). Collins and colleagues suggest that cognitive learning goes somewhat further than purely objectivist methods, because cognitivists do not simply propose the learning of facts and skills, but add cognitive apprenticeship to the learning process. The focus of such learning through guided-experience is on cognitive and metacognitive skills in addition to purely factual learning (qtd. in Rüschoff and Ritter 222). Therefore, cognitive approaches can be placed somewhere in the middle of the scale between behavioral and constructivist learning. One of the major shortcomings of purely cognitive learning is the fact that explicit teaching and instruction are still very much part of such approaches. However, active learning in terms of knowledge construction rather than traditional instruction is essential for the development of a coherent conceptual framework in a learner's mind, much needed in order to cope with the mental challenges posed by the knowledge society. Jonassenpoints out that "constructivists go further than pure cognitive approaches by recommending that we help [learners] to construct meaningful and conceptually functional representations of the external world" (qtd. in

Rüschoff and Ritter 223). Constructivist, for instance, Florin views learning as an active, creative, and socially interactive process and views knowledge as something children must construct and less like something that can be transferred (qtd. in Rüschoff and Ritter 223). The difference can be further explained by quoting Jonassen who discusses the outcome of mental activities in predominantly objectivist learning as externally mediated reality rather than the internally mediated reality in constructivist learning. Learning based on constructivist principles will allow learners to tap into resources and acquire knowledge rather than force them to function as recipients of instruction. Such approaches are gaining approval and are regarded by many educational thinkers as a suitable theoretical framework for the learning environment of the future.

Rüschoff and Ritter point out that as far as foreign language learning is concerned, research into language learning and acquisition processes suggest that mere training in structural; that is grammatical and vocabulary knowledge will not result in real linguistic competence and language proficiency. However, apart from basic communicative competences, favored in the communicative classroom of the 80s, developing strategies of language processing and learning competence as much as language awareness and skills in knowledge perception, production and knowledge construction are needed for the successful outcome of any language curriculum. Such competences, often discussed in the context of learner autonomy, are of utmost importance for language learning. Therefore, those suggesting a rethinking of a purely communicative methodology discuss the post-communicative era of foreign language learning not in terms of a return to traditional concepts of drill practice, quite the contrary; Lewis suggests that “Apart from simply rejecting a traditional instructivist paradigm, the constructivist paradigm is seen as an important methodological basis for real innovation in foreign language learning” (qtd. in Rüschoff and Ritter 223). Lewis is very much in line with this position summarized by stating: ‘The Present-Practise-Produce paradigm is rejected in favor of a paradigm based on the Observe-Hypothesise-Experiment cycle’ (qtd. in Rüschoff and Ritter 223).

1.5. BLENDED LEARNING

Garrison and Vaughan support the idea that “Blended learning is the thoughtful fusion of face-to-face and online learning experiences” (5). It seems to be a simple concept; however, it is more complex.

They also state that blended learning is not just something added as another expensive educational stage, rather, the challenge is to enhance engagement by restructuring face-to-face hours and in addition to that give access to internet-based learning opportunities. Blended learning is a redesign that transforms the approach to teaching and learning structure.

Garrison and Vaughan suggest that blended learning design has the following key assumptions:

- Active integration of face-to-face and online learning.
- Reshaping of the course design to get student engagement.
- Reorganization and substitution of traditional class contact hours.

Blended learning comes from the apparent strengths of face-to-face and online learning. It offers a wide range of possibilities for redesign that goes a lot farther than improving the traditional classroom discourse.

Face-to-face learning aspects have to be replaced by significant online learning experiences; for instance, tutorials, assessments, and labs, among others. Blended learning is a new approach that consists of a mixture of classroom and online activities harmonious to the goals of specific courses or programs.

Blended learning brings a variety of flexible design possibilities and it challenges mentors and mentees to do things differently. It must be based upon a sturdy understanding of higher-order learning environments, communication characteristics, and requirements of various disciplines and resources.

Blended learning has come to redefine and restructure the teaching and learning process. It intends to broaden the educator’s as well as the students’ array of choices. Moreover, blended learning brings into consideration a variety of options that entail students profoundly revisiting meaningful ways of learning.

Blended learning is not just about reshaping and enhancing the traditional classroom; it is mainly about making e-learning more approachable. Blended learning mingles the properties and options of both face-to-face and online learning to go beyond the potentialities of each of them in isolation.

By integrating the strengths of speaking and text-based communication, it produces a unique combination of synchronous and asynchronous, direct, and mediated modes of communication in that the amount of face-to-face and online learning activities may differ considerably.

Blended learning represents a marked design methodology that goes beyond the conventional classroom prototype.

There are needs of society in the twenty-first century where higher education must provide learning experiences that engage the trends of the times. As Swail states, the “rules are changing, and there is increased pressure on institutions of higher education to evolve, adapt, or desist” (qtd. in Garrison and Vaughan 7).

Levy has stated that the field of e-learning “is marked by a juxtaposition of new technology and old pedagogy” (qtd. in Garrison and Vaughan 7).

Most traditional schools mistakenly think and support the idea that the benefit of online learning educational potential is that it will allow the influx of more students instead of serving present-day students better. Redesign based on blended approaches to teaching and learning is a vital instrument to address the challenges of offering a quality learning experience and definitely not to increase the number of students.

Because blended learning is an approach and design that fuses the best of traditional and web-based learning experiences to produce and sustain essential communities of inquiry, many higher education institutions are making use of its evolving capacity.

Blended learning has become the keystone where a new higher education revolution is taking place. At the core of this process is a community of inquiry that supports connection and collaboration among learners and fosters a learning environment that incorporates social, cognitive, and teaching components in a way that will cause and keep up critical observation and discourse.

Garrison and his colleagues have created the community of inquiry (CoI) framework to guide the research and application of online learning.

The CoI framework was created mainly from the experience of the authors in the field of education so it provides a useful guide to understanding and designing blended learning environments.

Arbaugh states that the community of inquiry framework has been widely cited in books because it is plausible and parsimonious. In addition, community and inquiry are the bases for such a successful framework. Community, on one hand, recognizes interaction, collaboration, discourse, and the social nature of education as a really important role.In contrast, Inquiry reflects the development of constructing meaning through participants, responsibility and choice.

Garrison and Vaughan define the community of inquiry as “a cohesive and interactive community of learners whose purpose is to critically analyze, construct, and confirm worthwhile knowledge” (9). They also state that the three key elements for a feasible community of inquiry are social presence, teaching presence, and cognitive presence.

A successful CoI combines the three components and provides ways to make meaningful educational experiences possible.

1.5.1. CONCEPTUAL FOUNDATION

In the last few years, the constructivist learning theory has been unsurprisingly framed and used for teaching as well as learning in higher education. Garrison and Archer believe that “the ideal educational transaction is a collaborative constructivist process that has inquiry at its core” (qtd. in Garrison and Vaughan 14). They emphasize the fact that collaborative constructivist learning experiences are not encouraging to “covering” an array of subject material. On the contrary, the stress is on inquiry processes that allow key concepts to be assimilated in a significant way.

John Dewey stated, “the educational process has two sides – one psychological and one sociological; and that neither can be subordinated to the other nor neglected without evil result following” (qtd. in Garrison and Vaughan 14). Students must be engaged with the process of inquiry. When action is isolated from thought, teaching

becomes information Dewey and Childs state “transmission by a kind of scholastic pipeline into the minds of pupils whose business is to absorb what is transmitted” (qtd. In Garrison & Vaughan 14).

Because of that, Garrison and Vaughan state that “A community of inquiry is inevitably described as the ideal and heart of a higher education experience. A CoI is shaped by purposeful, open, and disciplines critical discourse and reflection.”

1.5.2. PURPOSEFUL

According to Dewey, educational inquiry is a process to investigate problems and issues, not to memorize solutions. Within the educational community focuses on projected goals and learning outcomes. Education defined as a process of inquiry goes beyond accessing or even assimilating information. Inquiry unites process and outcomes. It connects reflection and content by encouraging students to explore and wisely criticize the organization and meaning of subject matter.

Garrison and Vaughan affirm, “Sustained communities of inquiry are dependent upon purposeful and respectful relations that encourage free and open communication” (15).

1.5.3. OPEN

Each participant should be free to explore ideas, question, and construct meaning. It is understood learning as a process of inquiry; therefore, it must focus on questions, not just on answers. Learners must have free to judge, to criticize, to question public knowledge, and to follow new leads.

Paavola and colleagues argue that constructing individual meaning and “knowledge creation is a matter of individual initiative embedded in fertile group…activities” (qtd. In Garrison and Vaughan 15).

Schrire found a relationship between interaction and cognition. Garrison and Vaughan believe that “understanding is precipitated and enhanced through interaction in the community. Education does not easily advance to higher levels of inquiry when reflection and discourse are artificially severed” (15).

The educational process within this community depends on the participants' willingness to reveal their thoughts and open them to analysis and review. Thus, it involves both worlds, the interactive (social) and the reflective (private), for an educational experience.

1.5.4. DISCIPLINED

The educational experience demands the discipline to interact academically and respectfully with members of the community; that is to say, it is learning to listen, explain and defend positions and ideas. In summary, the educational experience is a commitment to learning.

Lipmandefined higher-order thinking as being "conceptually rich, coherently organized, and persistently exploratory" (qtd. In Garrison and Vaughan 16). Through purposeful, open, and disciplined interaction and discourse, a community supports inquiry and development of both the individual and the community.

1.5.5. COMMUNITY OF INQUIRY

Garrison and Vaughan define educational community as "a formally constituted group of individuals whose connection is that of academic purpose and interest who work collaboratively toward intended learning goals and outcomes" (17). They also think that knowledge is shared through discourse and collaborative activities;although social dynamics is important, it is the academic interests that give purpose and shape to the inquiry process. The community defines the roles and expectations.

The three elements of the CoI framework are social presence, cognitive presence, and teaching presence.

The following figure reflects categories and indicators that operationalize the elements used to study and design the teaching and learning transaction.

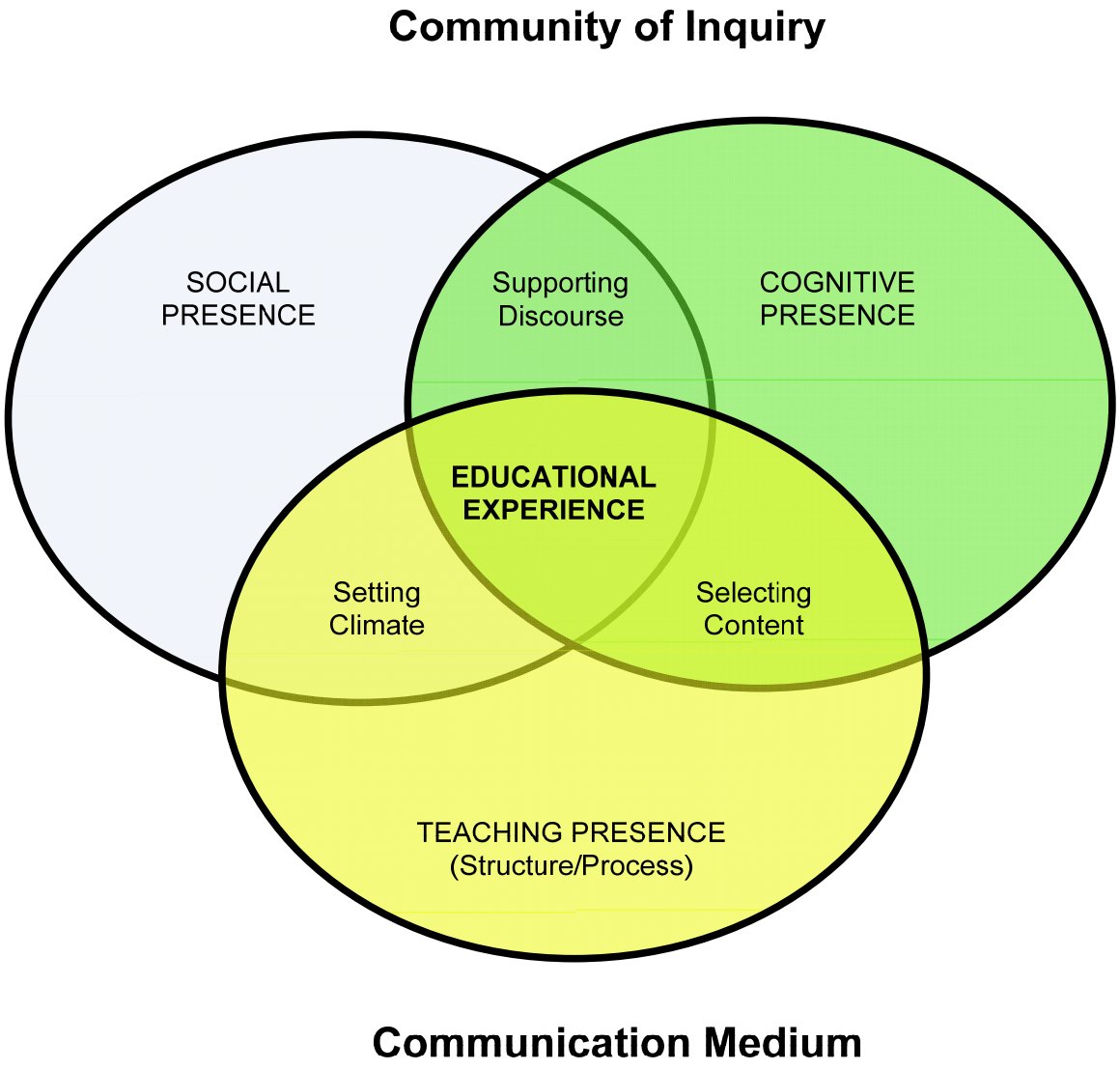

Figure 1.Community of Inquiry Framework.(Garrison & Vaughan 18).

The presences crucial for design of a blended educational experience are next described.

1.5.5.1. Social Presence

Social presence has to do with the development of personal relationships needed to be engaged in and to carry out intended academic goals and provide a sense of belonging to the community. The formal categories of social presence are open communication, cohesive responses, and effective/personal connections. As shown in the table, these categories are progressive in the sense that they establish, sustain, and develop a community of inquiry.

Table 2.Community of Inquiry Categories and Indicators.

ELEMENTS	CATEGORIES	INDICATORS (examples only)
Social presence	Open communication Group cohesion Effective/personal	Enabling risk-free expression Encouraging collaboration Expressing emotions, camaraderie
Cognitive presence	Triggering event Exploration Integration Resolution	Having a sense of puzzlement Exchanging information Connecting ideas Applying new ideas
Teaching presence	Design & organization Facilitation of discourse Direct instruction	Setting curriculum and methods Sharing personal meaning Focusing discussion

Source: D. Randy Garrison & Norman D. Vaughan; "Blended Learning in Higher Education" (2008):18, print.

According to Ruth Brown, "after long-term and/or intense association with others involving personal communication" (qtd. In Garrison & Vaughan 20), cooperative effectiveness would arise. Although this emotional bonding signifies the last stage of establishing social presence in an educational community, it takes a while for a participant to encounter a level of high confidence and trust.

Garrison and Vaughan state that written communication had great power and flexibility and participants could project themselves socially and emotionally and create interpersonal relationships.

Even though social interaction and relationships support freedom of expression, they alone are insufficient to sustain a CoI and achieve educational goals.

1.5.5.2. Cognitive Presence

Cognitive presence is basic to the inquiry that integrates reflective and interactive processes. Garrison and Vaughan see the "progressive nature of cognitive presence moving from a triggering event through to resolution" (21).Schrire found the practical inquiry model "to be the most relevant to the analysis of the cognitive dimension and presents a clear picture of the knowledge-building processes" (qtd. In Garrison and

Vaughan 21). It involves two dimensions and four phases. The first dimension which represents constructive and collaborative activities is the deliberation-action dimension. The second one constructs meaning from experience and it is called the perception-conception dimension.

The four phases are the triggering event, the exploration of the problem and gathering of information, make sense of the information or integration, and resolution where the best solution is applied and tested. It may produce another cycle of inquiry if the solution is unsatisfactory.

Garrison and Vaughan affirm that “Cognitive presence is a recursive process that encompasses states of puzzlement, information exchange, connection of ideas, creation of concepts, and the testing of the viability of solutions” (21). Moreover, they think that a community of inquiry is fundamental, so cognitive presence is supported and found.

Burbules states, “Outcomes are constituted and reconstituted in active processes of inquiry, not taken as static endpoints” (qtd. in Garrison and Vaughan 23). Burbules goes on to say that the “question of educational quality should be sought…in the reflexively critical and liberating activities of the classroom itself” (qtd. in Garrison and Vaughan 23).

Garrison and Archer point out the ability to support cognitive presence through online educational communities. Heckman and Annabifound written communication cognitively enriching because it was open to each participant in a way that in a face-to-face context is not always possible.

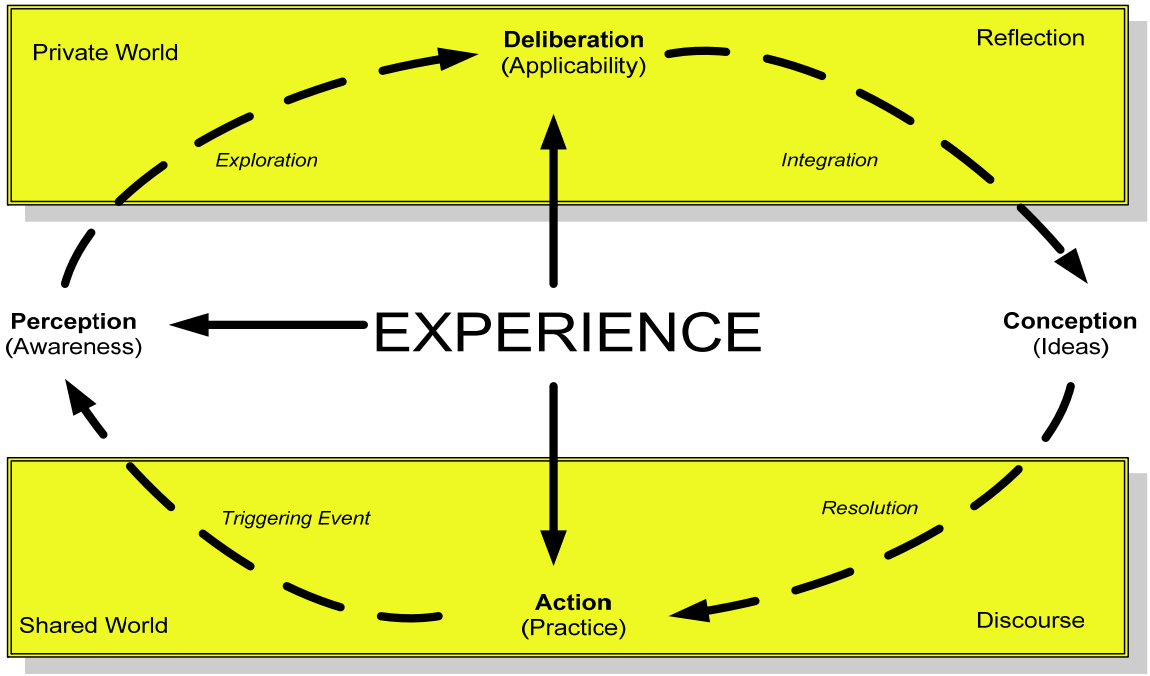

Figure 2. Practical Inquiry Model (Garrison & Vaughan 22).

1.5.5.3. Teaching Presence

Teaching presence is vital so that the elements are brought together and so that the productive community of interest is guaranteed. Arbaugh, Le Pointe &Gunawardena note that the teaching presence provides the design, facilitation, and direction for a worthwhile educational experience.

Teaching presence is the means that establishes the curriculum, approaches, and methods; it is the planner by which social and cognitive presences are brought together efficiently.

Perry and Edwards state that “exemplary online teachers create a community of inquiry that is comprised of a strong social, cognitive, and teaching presence” (qtd. in Garrison and Vaughan 25). From an online teaching effectiveness perspective, Conrad (2005) reports in her research that students stated simply that “Good instructors created community; poor instructors didn’t” (qtd. inGarrison and Vaughan 25). Regarding this, Garrison and Cleveland-Innes, found that participants value their time and expect from teaching presence a well-structured leadership. Thus, in order to sustain a community of inquiry in a blended environment teaching presence is vital as an integrating power.

Students should be aware of the inquiry process so they do not get behind in the early phases. Participants should recognize and understand metacognition so they are able to monitor and cope with their learning. Metacognition involves the regulation of cognition; This entails self-appraisal, which means assessing what needs to be done, and self-management, which means carrying out the learning task effectively.

1.5.6. Real and Virtual Communities

Dewey believed in the “experience of genuine community” and continuous inquiry “in the sense of being connected as well as persistent” (qtd. in Garrison and Vaughan 26). Empirically, Rovai and Jordan found that “blended courses produce a stronger sense of community among students than either traditional or fully online courses” (qtd. in Garrison and Vaughan 26). Consequently, blended learning is a meaningful presence in higher education that offers contact and convenience for the mentors and mentees.

Community is not defined by physical presence. The huge advantage of network communities is that they can be accessed anywhere and at any time. In this consideration, face-to-face verbal and online text communication are distinct and have limitless potential to complement each other. Conrad (2005) found that when online learners had an opportunity to meet face-to-face, they reported “an enormous surge in connectedness and satisfaction with the program design”. She also reported that face-to-face and online communication “facilitated a greater ease in the other medium” (qtd. in Garrison and Vaughan 27).

Garrison and Vaughan agree with the fact that the use of direct and mediated communication or blended learning has enormous potential to transform the nature of the educational experience. Shumar and Renninger state that the “boundary between the physical and virtual communities is permeable …making it difficult to conceptualize either form of community as a completely separate entity” (qtd. in Garrison and Vaughan 27). Garrison and colleagues have shown that students see face-to-face and online learning in a different way. Furthermore, they suggest that the face-to-face approach is mainly teacher oriented while the online learning experience is more cognitive centered. In addition, they observe that the face-to-face educational

experience entails the teacher transferring information, in contrast to online learning that is concurrent with and integral to the learning process.

Face-to-face classroom strength is its spontaneity that reinforces education as a social activity. In fact, Abrams has found that students like a face-to-face environment better but it was easier for them to give comments about their classmates in an online context because of the asynchronous characteristics of online learning.

In a nutshell, the merging of real and virtual experiences produces exceptional communities of inquiry which are accessible regardless of time and location.

1.5.7. Designing Blended Learning to Create a Community of Inquiry

The main goal is to create a community of inquiry where participants are totally engaged in collaboratively constructing significant and valuable knowledge. Garrison and Vaughan say that “the face-to-face classroom experience requires verbal agility, spontaneity, and confidence to express oneself in a group setting. Garrison and Vaughan state that “Reflection and even interaction is greatly limited in most campus-based classrooms because of number of students, along with dated pedagogical methods. Blended learning designs, however, recognize and capitalize on the properties of media and the potential to maximize the educational experience” (31).

Schrine found that the presence of a keen instructor led online discussions to higher levels of inquiry if compared to the ones headed by students.

1.5.7.1. Principles

Since the role of the educational leader is to provide the teaching presence that will structure, support, and shape a meaningful and worthwhile learning presence, significant thought and care must be devoted to the design, facilitation, and direction of the learning experience.

1.5.7.2. Design

Creating a blended learning experience is an intimidating challenge. When face-to-face or online experiences are designed separately, the collaboration form is either verbal, which involves listening and talking, or text-based communication, which involves reading and writing.

The blended learning experience involves bearing in mind a special amount of social and cognitive issues at the beginning which go far beyond deciding what content will be covered.

1.5.7.2.1. Social Presence

It is about creating a trustful atmosphere with open communication where interaction takes place. Social presence is a vital precondition in order to establish a sense of community and a cognitive presence.

PRINCIPLE: Plan to Establish a Climate That Will Encourage Open Communication and Create Trust

Swan & colleagues found that “there is evidence of a link between design and establishing social presence” (qtd. in Garrison and Vaughan 33); that is, courses will demonstrate increased social presence when a sense of community and collaborative activities are purposely constructed. Moreover, students must be given opportunities to interact formally and informally with peers; this involves more than ice-breaking but also chances to participate in small-group discussions.

Rocco sustains that face-to-face interaction has significant advantages in the early stages of community building because it enhances group identity and establishes confidence that supports collaborative learning. The trust Rocco refers to can then be transferred to an online context.

Nevertheless, establishing and sustaining social presence are different challenges. On one hand, sustaining social presence can be achieved efficiently online; Vaughan found that social presence and students’ needs move from open communication to that of group cohesion, that enhances collaboration in an online context. On the other hand, Abrams states that a face-to-face environment can also have a diminishing effect on critical discourse and create an environment of “pathological politeness.” Thus, students are often unwilling to critique their peers from a subject matter perspective.

1.5.7.2.2. Cognitive Presence

Rovai and colleagues establish that there is also a connection between a community of inquiry and learning. Likewise,Garrison & Cleveland-Innes argue that the design of academic activities has an important impact on how participant approach learning. Shea, Li, and Pickett (2006) found a link between design, clear expectations, and a sense of community.

Fostering a community of inquiry is about providing academic tasks in the class rather than just concentrating on social issues. Community continues improving as we pursue the academic goals of the course. Cognitive presence grows as course content is questioned in an efficient manner. Garrison and Vaughan state that "cognitive presence is defined by the process of inquiry that moves from problem definition to exploration of relevant content and ideas, integrating those ideas into a cogent structure or solution, and then directly or vicariously testing the validity or usefulness of the learning outcome" (35).

PRINCIPLE: Plan for Critical Reflection, Discourse, and Tasks That Will Support Systematic Inquiry

It is interesting to know how students perceive the face-to-face and online learning environments. When participants were asked to foresee their adjustment to online learning from an experienced online learner's point of view, they focused on cognitive presence first.

Marra and colleagues suggest that online discourse seems to be more task-related with "broader and deeper participation in group activities". Heckman &Annabi say that high levels of cognition are produced through online learning. Weigel suggests that written responses stimulate a profound level of thinking. Garrison sustains that online "learning may be perceived as congruent with deep approaches and higher quality learning outcomes" (36). However, a face-to-face environment may be more helpful to describing the task and negotiating expectations and responsibilities.

Newman and colleagues state that in a study of critical thinking they found that there was deeper critical thinking in online discussions than in face-to-face seminars. These seminars produced new ideas but not as much as in online conferences.

Similarly, Meyer states that online “discussions were often more ‘thoughtful,’ more reasoned, and drew evidence from other sources” (qtd. in Garrison and Vaughan 36).

Schweizer and colleagues have shown that blended learning helps students to perform collaborative tasks. Depending on the kind of task, it is important to consider which method of communication, either online or face-to-face, would be the most effective. Face-to-face seems to support more coherent discussions and implied collaboration at the time of sharing knowledge in order to solve problems. Part of the explanation was the struggle to keep coherence in online discussions. This difficulty, however, was caused by a lack of teaching presence; that is, guidance and design.

Because of the different advantages to the communication media, Garrison and Vaughan suggest that educators must decide whether to conduct a task in an online or face-to-face environment depending on the educational phase. They suggest; for instance, that it would be better to employ an online method for more individual and reflective phases. That said, teaching presence has a huge impact on the educational experience success by overcoming deficiencies in the community medium.

Garrison and Cleveland-Innes concluded that design had an important impact on how participants approach learning and that the amount of interaction was not a significant predictor of the quality of the learning experience. Moreover, Celentin revealed that the interaction amount can in fact reduce the quality of discourse.

In a face-to-face environment it is not easy to reflect in action and keep facts and ideas present. The online context also has a secondary advantage of providing a permanent record for students to reflect upon. Reflective and permanent discourse is a concern to be considered at the time of choosing face-to-face and online learning during each of the phases of inquiry. Rocco indicates that well-designed online learning also makes participants admit bigger learning responsibilities.

1.5.7.3. Facilitation of Discourse

Garrison & Archer support the idea that discourse is the essence of inquiry, approach to teaching and learning in higher education. The challenge is to sustain social presence while creating cognitive presence. A solid teaching presence is needed to know when it is the best time to challenge students as well as to know how to collaboratively guide discussion. Swan and Shih suggest that social and cognitive

presence is required to facilitate discourse. Shea and colleagues state that online learners perceive higher levels of satisfaction and learning when students distinguish their instructors' effective assistance.

1.5.7.3.1. Social Presence

Social presence is essential to provide the environment for collaborative and cohesive discourse. It helps learners to focus on planned learning goals. Swan & colleagues state that as social presence is established, it is mostly associated with group cohesion;Based on Swan & colleagues statement,Garrison and Vaughan suggest that group cohesion is essential in order to sustain a community of inquiry in both face-to-face and online contexts.

PRINCIPLE: Sustain Community by Shifting to Purposeful, Collaborative Communication

Sustaining a community implies frequent interaction and open communication. However, the challenge from a social presence view is to maintain group cohesion and collaboration during critical discourse.

Garrison and Vaughan insist on the fact that the blended learning advantage lies in the design of face-to-face activities that support social presence. Online activities will then sustain social presence when developing activities collaboratively. From an online point of view, participants are physically alone at the computer and despite their always being virtually connected to the community, their sense of independence is strong. Vaughan and Garrison found that as a result, students from an online context do not reveal the same quality of social presence as they do in a face-to-face classroom setting.

From a facilitation point of view, it is essential to know when to give feedback to encourage the students to undertake responsibility for purposeful discourse. The professor must foresee any potential conflict that may affect the cohesion of the group. The facilitator is also expected to have good interpersonal skills so that the community of inquiry can be sustained.

Facilitation is a combination of social and cognitive presences. In practice, these components are inseparable in an inquiry approach to learning, and there must be a

dynamic balance so the participants feel confident to challenge ideas. Swan and Shih state that students “who perceive high social presence in the online discussions also believe they learned more from it than did students perceiving low social presence” (qtd. in Garrison and Vaughan 40).

1.5.7.3.2. Cognitive Presence

Cognitive presence is “The process of collaboratively constructing meaning and confirming understanding in a sustainable community of inquiry. Whether in a face-to-face or online context, facilitation is essential to keep the discourse on track and true to the evolution of inquiry” (Garrison and Vaughan 40). They also state that facilitation leads the progress of the discourse, offerssuitable input and information, and sums up development.

PRINCIPLE: Encourage and Support the Progression of Inquiry

On one hand, Benbunan-Fich and colleagues confirm that facilitating discussion is vital for a successful learning experience in the online environment. In the face-to-face environment,it is no less important even though the two contexts have different characteristics. The difference is the nature of the verbal versus text communication as well as the physical presence of a teacher. There are some characteristics that are expected from the facilitator: being cognitively agile to identify important contributions, being energetic, moderating participation, identifying issues, and since time is of the essence, knowing when to summarize and move one.

On the other hand, Meyer states that “time is expanded” in an online context. Therefore, greater emphasis is placed on the facilitator to thread discussion, sustain commitment, encourage a conversational approach, provide relevant information links, and resolve issues.

Since facilitation is considered crucial in modeling critical inquiry and sustaining cognitive presence, students must feel like contributing members of the community as well as obtaining a sense of accomplishment. Sometimes a direct teaching presence is required, but students need to assume some control of the discussion, so the challenge here is for the facilitator to balance both.

1.5.7.4. Direct Instruction

Direct instruction has to do with educational leadership which provides disciplinary support and, in addition, offers opportunities for students to accept the challenge for their learning. Garrison and Vaughan say that it goes beyond a “guide on the side” but not as far as a “sage on the stage”(42). It is a socially shared approach. Consequently, it is the pathway to a meaningful, systematic, and worthwhile educational experience where participants keep focused while achieving desired learning outcomes.

1.5.7.4.1. Social Presence

Direct instruction can increase confidence, self-direction, and respect by handling potential conflict and making sure students are collaborating constructively. Direction is important for the group to remain productive and, therefore, to provide a stimulating context for individual development.

PRINCIPLE: Manage Collaborative Relationships to Support Students in Assuming Increasing Responsibility for Their Learning

The blended learning environment entails a strong teaching presence. In the face-to-face context, leadership and modeling must be present to establish a sense of community so the students are allowed to share their thoughts willingly and comfortably. Due to face-to-face time limitations, students often have fewer chances to contribute to the discussion; this is when the timely presence of the teacher is vital to intervene and to build relationships. In contrast, as students move into the online environment, the sense of community becomes more fragile and important to intervene at the right time to avoid tensions that may threaten the community cohesion.

1.5.7.4.2. Cognitive Presence

It is important to be careful because too little direct teaching presence may make students lose focus and purpose; on the other hand, too much direct intervention can weaken participants’ responsibility for their learning. The challenge is to make discourse and collaboration advance constructively.

PRINCIPLE: Ensure That Inquiry Moves to Resolution and That Metacognitive Awareness Is Developed

Vaughan & Garrison reveal that according to recent research, it is important to have a strong leadership to ensure that discussions stay “on task and on track”. Although students need to struggle with questions, they sometimes need to be provided with direct answers. It often requires direct intervention in order to confirm understanding to assure students successful experience.

Garrison and colleagues, on one hand,agree that research has shown that online inquiry may stop at the exploration phase. From one perspective, it should not be surprising that communities of inquiry do not naturally progress from exploration to resolution. On the other hand, a more revealing study by Murphy looked at collaborative problem solving in an online learning environment where students were asked to formulate and resolve a problem. The students moved through all the five problem solving phases easily. Murphy also states that “participants actually engaged more in problem resolution than in problem formulation.”

Purpose and cohesion provide the students’ motivation to want to belong to a community of inquiry and keep engaged to resolve educational tasks. Direct instruction is also a vital element in a purposeful community of inquiry.

In a recent study, Shea and colleagues found that it seems that students were more likely to report higher levels of connectedness and learning when directed facilitation was provided when they had online instructors. Meyer concluded that faculty “may need to be more directive in their assignments for threaded discussions, charging the participants to resolve a particular problem, and pressing the group to integrate their ideas and perhaps, even, to prepare a resolution of the matters under discussion” (qtd. in Garrinson and Vaughan 45).

The risk in a face-to-face context is that too much focus and responsibility shifts to the teacher; consequently, participants’ first choice, unsurprisingly, will be to turn to the teacher for answers. Heckman and Annabi found that teachers designed face-to-face discussions in a turn-taking manner. In contrast, the risk in an online context is the lack of structure and communication logic and coherence.

Nowadays the students are expected to become self-directed and to learn how to learn, a goal that entails the development of metacognitive awareness. Awareness of the inquiry process may well be best introduced and explored in a face-to-face context. Online learning activities help students to reflect on learning tasks and strategies; however, online reflection entails a model of inquiry that can be helpful to assess learning strategies and judge effectiveness.

1.5.7.5. Assessment

Assessment is a challenging responsibility and an essential one to any educational experience;as Ramsden states, it “is about several things at once” (qtd. in Garrison and Vaughan 46). Assessment informs teaching and learning and also diagnoses misunderstanding, judges achievement, and provides feedback on the effectiveness of teaching methods. It is challenging of course when employing blended learning designs. However, blended learning context offers additional choices for effective assessment that can agree with goals and learning activities.

Assessment shows how students move through the educational experience. Deep and meaningful learning is intended in higher education, so blended learning designs provide for sustained discourse and critical reflection. For its success, it is vital that students be assessed for their depth of understanding, not for simple factual memory. Face-to-face and online learning environments provide suitable and beneficial assessment media.

PRINCIPLE: Ensure Assessment Is Congruent with Intended Learning Outcomes

From a formative perspective, assessment is about the importance of discourse to identify misconceptions. The challenge is to engage all the participants in deep discussion. Since an online environment provides greater opportunities for participation, rigor of expression, and permanence of thought, one of the main advantages may enhance formative assessment which also provides for reflection. However, Garrison and Vaughan also suggest that there is a risk to accessing the Internet because of information overload.

1.5.7.6. Conclusion

All the six principles reflect the establishment, sustainability, and progression of social and cognitive presence. The last principle, assessment, maintains the accountability and credibility of the educational process.

Even though the various presences have been discussed separately, this is an artificial separation. One cannot discuss social presence in isolation from cognitive presence. They must be integrated to create a community of inquiry. Likewise, in a blended learning context, it is deceiving to think of either face-to-face or online learning.

In summary, notions of what is "real" and what is "virtual" must begin to break down. The truth about the face-to-face classroom is that much of the discussion vaporizes; in contrast, the written discourse of online classroom offers permanency and also opportunities for reflective and rigorous thought. So it is important to understand face-to-face and online learning strengths as the first step in order to be open to new approaches and technological possibilities.

Table 3.Rules of teachers and computers in the TALL system.

In the TALL system, the teacher	In the TALL system, the software
• introduces new tasks to the class and provides motivation to learners • oversees the correct implementation of the technology for learning • organizes pair work, small group interactions and teacher-fronted instruction to reinforce material learned in the computer-assisted part of the system • conducts one-on-one practices with learners and helps them set individual learning goals • sets up simulation experiences to evaluate learner progress and give learners authentic practice experiences	• provides opportunities for the learner to hear and see the tasks performed in context by native speaker models • provides practice with the basic language tools needed for performing the tasks, including vocabulary, phrases, pronunciation, etc. • assesses learner performance with these tools and keeps track of how well every learner knows each word, phrase, and grammar principle • systematically recycles items that are not yet mastered • adjusts the presentation of materials to learners' responses • provides the teacher with detailed reports about the performance of each learner

Source: Trent Whatcott. Global Educational Technologies. "Blended Learning in ESL"; (2011); 11 Feb. 2011. Web. 24 Jun. 2011.

Table 4.Comparative Analysis between the online and face-to-face courses – learning organization.

Learning organization	
Similitude	Differences
Daily investment in the course	*Face-to-face*
Large number of academic works (without proper discussion)	Availability of study resources earlier
Teachers' support and availability	Communication between students outside classroom by e-mail, phone, chat, messages
Different evaluation modes	Methodological rigor and teachers emphasis on bibliography selection, program and evaluation
Continuous evaluation	Strong preoccupation with the dissertation project
Group work	*Online*
Online libraries' research	Learning contracts regulate the learning process and teachers' emphasis on guidance and evaluation
Study resources provided by the teachers	Strong interactivity
Sound scientific competencies of the teachers	Communication in the discussion forum
Good relations between students and teachers	Emphasis on affective and interpersonal relations

Source: Ana Pinto de Moura*et al*.; "Comparison of face-to-face versus online delivery systems"; N.d.Web. 01 Jun. 2011.

1.6. MOODLE

According to Moodle.org, Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become a very popular tool worldwide among educators for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one of your own computers or one at a web hosting company.

The Moodle project is always focused on giving educators the best tools to manage and promote learning. There are many ways to use Moodle:

- Moodle has features that allow it to be used by hundreds of thousands of students of different levels.
- Moodle is used by many institutions as their platform to conduct fully online courses, while some use it simply to enhance face-to-face courses through blended learning.
- Many Moodle users love activities such as forums, databases and wikis to build richly collaborative communities of learning in the social constructionist tradition, while others prefer to use Moodle as a way to deliver content to students and assess learning using assignments or quizzes.
- Moodle is Free and Open Source Software which means you are free to use, modify, and redistribute it.

1.6.1. The Moodle advantage

Nash and Smith state that Moodle features have been designed to support social constructionist pedagogy. This style of learning and teaching is based on four concepts, which are constructivism, constructionism, social constructivism, and connected and separate:

Students acquire new knowledge while interacting.

Students learn more when they construct learning experiences for others. Nash & Smith call up the learning pyramid from Goldsmiths University of London homepage which states that students remember 10% of what they read, 20% of what they hear, 30% of what is demonstrated to them, 50% of what they discuss, and 75% of what they practice. Students retain 90% of what they teach others (10).

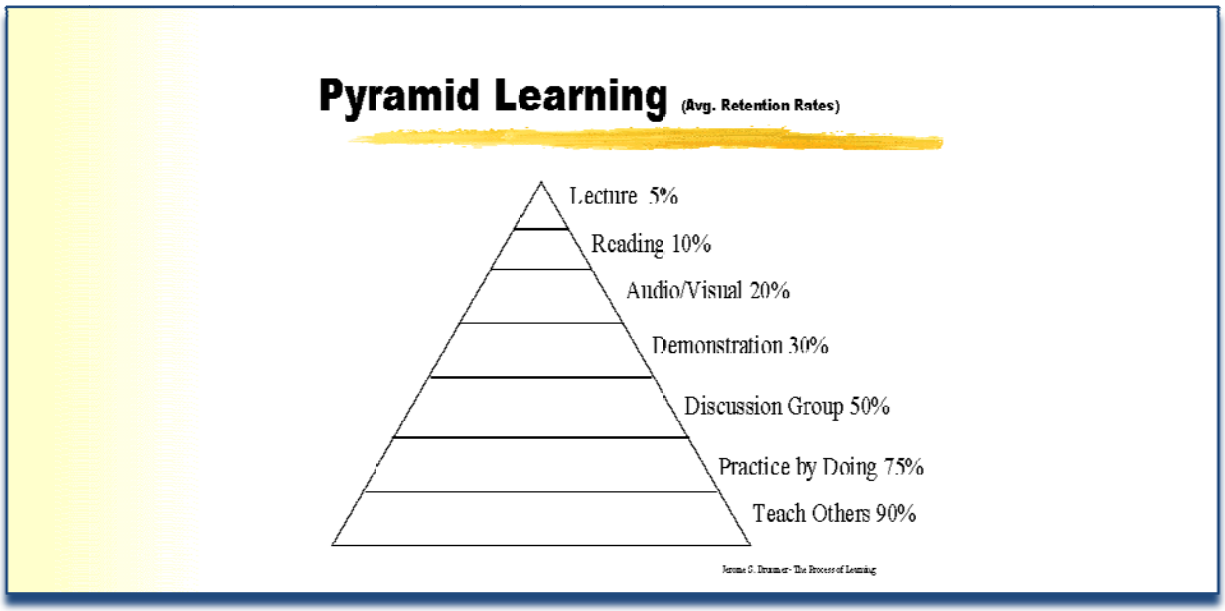

Figure 3.“The Process of Learning”; Goldsmiths University of London.2006 Web.(Polovina).

Students constantly learn when they become part of a culture.

Some students try to stay objective and factual, some try to accept more subjective views, and others try to integrate both approaches. Constructed behavior is when a student can choose whichever approach is more appropriate.

A very important aspect about Moodle is that the teacher or the course creator does not need to be an expert in computer programming.

1.6.2. Course-building Components in Moodle

Moodle offers a number of components to choose from. First, of course, it is important to identify the course outcomes and learning objectives.

1.6.2.1. Resources

Moodle provides a significant range of resources; however, just the most popular ones follow.

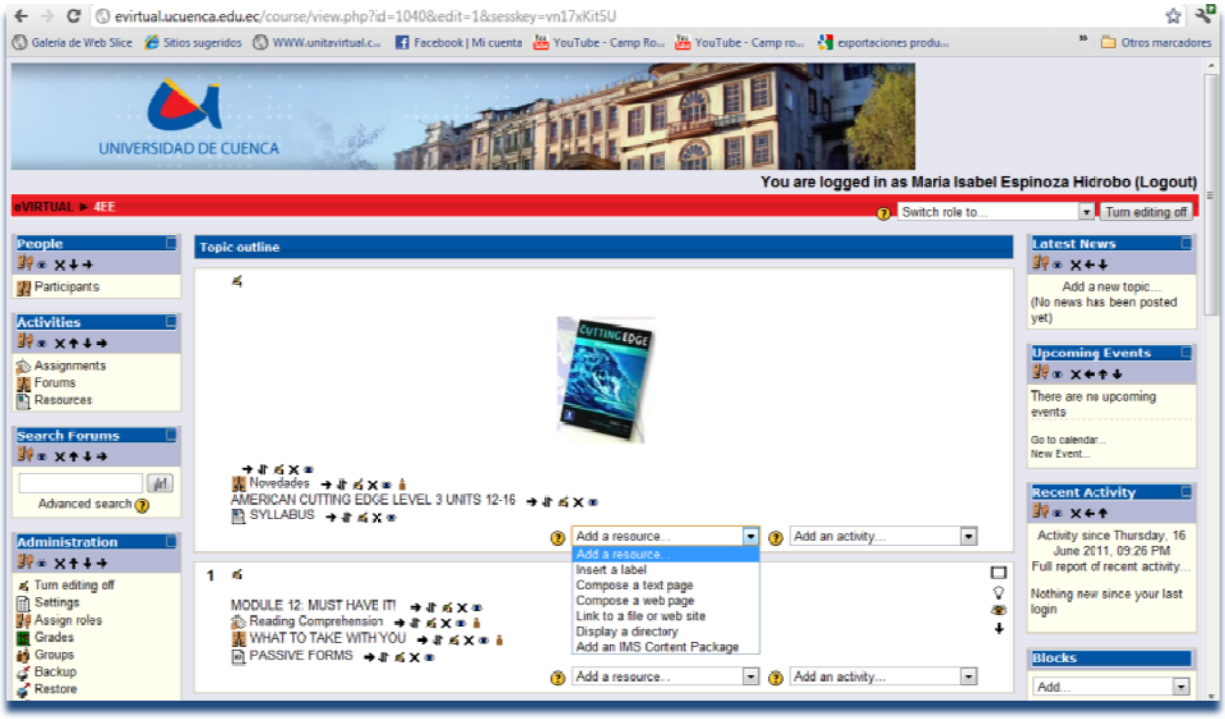

Figure 4.Moodle Resources. Screenshot showing the homepage for the university's online platform called "eVIRTUAL".

1.6.2.1.1. Book

Nash and Smith define "book" as the core element which contains a collection or repository of web pages with descriptions and perhaps brief instructions which students can access to so they can define, describe, list, and recognize key concepts from it (18).

1.6.2.1.2. Link to a file or website

It is probably the most commonly used instructional tool which allows you to create a link to web-based resources and to incorporate a description and guiding materials.

1.6.2.2. Activities

Many of the popular Activity tools are listed as follows.

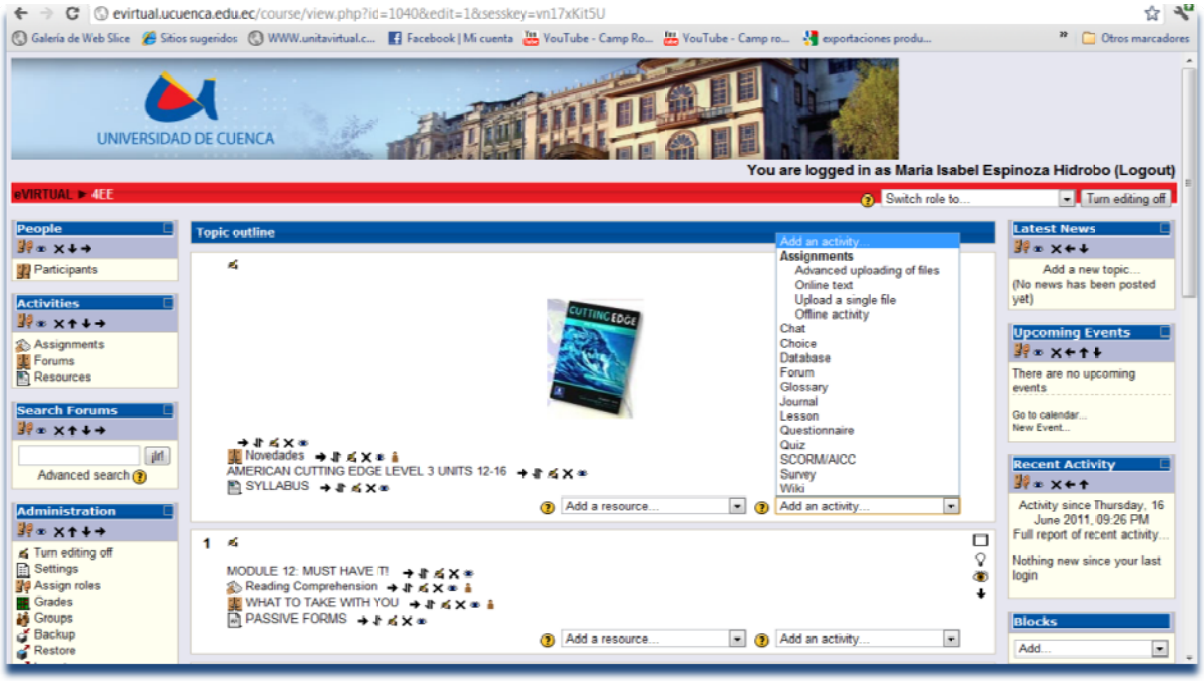

Figure 5.Moodle Activities. Screenshot showing the homepage for the university's online platform called "eVIRTUAL".

1.6.2.2.1. Assignment

The Assignment tool is where the instructor defines a task that the learner must complete.

1.6.2.2.2. Choice

The choice tool provides multiple choice questions that can be used in both reviews and assessment.

1.6.2.2.3. Database

It allows instructors as well as students to upload information. It is very useful to develop projects, student galleries, and portfolios.

1.6.2.2.4. Forum

The Forum tool allows the instructor to create dynamic and engaging discussion boards, peer review areas, and also group project spaces.

1.6.2.2.5. Glossary

The Glossary tool allows students to identify and define a broad range of items and to be able to master and use new vocabulary.

1.6.2.2.6. Quizzes

It contains a wide array of quiz types and formats.

1.6.2.2.7. Journal

The Journal tool allows students to keep learning diaries and to update journals as living documents.

1.6.2.2.8. Lessons

The Lesson tool organizes the elements, list key concepts, and provides units overviews and learning objectives.

1.6.2.2.9. Wiki

The Wiki tool is a little more flexible than the Forum tool when collaboration is needed.

1.6.2.2.10. Course Timetable

It is excellent for assuring students success.

In conclusion, Moodle is a magnificent means to provide students with virtual as well as blended courses with resources and activities to enhance students learning of any subject, but in this case, of the target language.

1.7. WEB TOOLS

Nowadays there are many free tools available online which help cope with learning trends. For the last 4 years, Jane Hart has been compiling a list of the Top 100 Tools for Learning generated from the Top 10 Tools contributions of learning professionals worldwide.Hart establishes the following as the Top 10 tools in the 2010 list; it makes interesting reading, and is as follows:

- Twitter – micro-updating tool
- YouTube – video hosting and sharing tool
- GoogleDocs - online collaboration tool

- Delicious – social bookmarking tool
- Slideshare – presentation hosting and sharing tool
- Google Reader – RSS feed reader
- Wordpress – blogging tool
- Skype – instant messaging and VoIP call tool
- Moodle – course management system
- Facebook – social networking site

The full Top 100 Tools list is available on Hart's web site where it shows the rankings of each of the tools over the last four years. Considering the large number of tools, just the most common ones are described below.

1.7.1. Online collaboration tool - Google Docs

Jane Hart, founder of the Centre for Learning & Performance Technologies in the United Kingdom, defines Google docs as a "hosted service where you can create, store and share documents, spreadsheets and presentations and online forms." You can work on your own or collaboratively and also import documents from MS Office and Open Office. Hart shares the fact that Google docs is not just a free tool, but it has become the third top 100 tools in 2010.

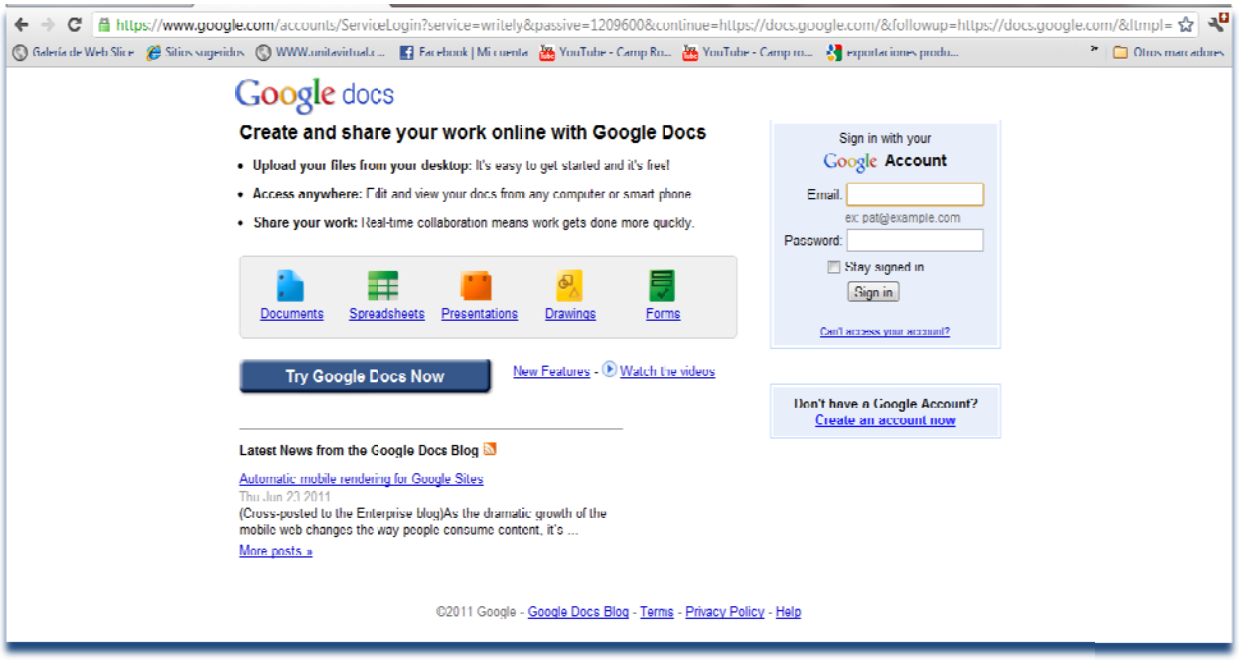

Figure 6.Screenshot showing the homepage for Google docs.(google.com).

1.7.2. Instant messaging and VoIP call tool - Skype

The Skype.com team defines Skype as “a tool to do things together whenever you’re apart. Skype’s text, voice and video make it simple to share experiences with the people that matter to you, wherever they are.” It was founded in 2003 and based in Luxembourg with the purpose of breaking down barriers to communication. The statistics of Skype show on their website there was an average of 145 million connected users per month in the fourth quarter of 2010. Skype users made 207 billion minutes of voice and video calls in 2010, approximately 42% of which was video.

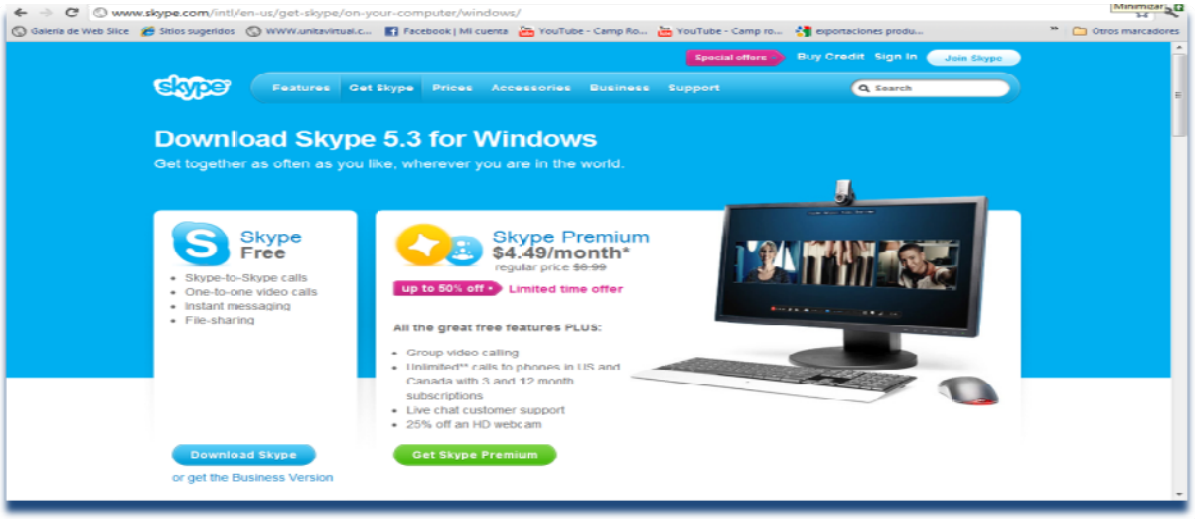

Figure 7.Screenshot showing the homepage for Skype.(Skype.com)

1.7.3. Blogging tool – Wordpress

WordPress is web software that can be used to create a beautiful website or blog which is built by hundreds of volunteers. Millions of people choose WordPress to power the place on the web they call “home”. WordPress also provides 24-hour support.

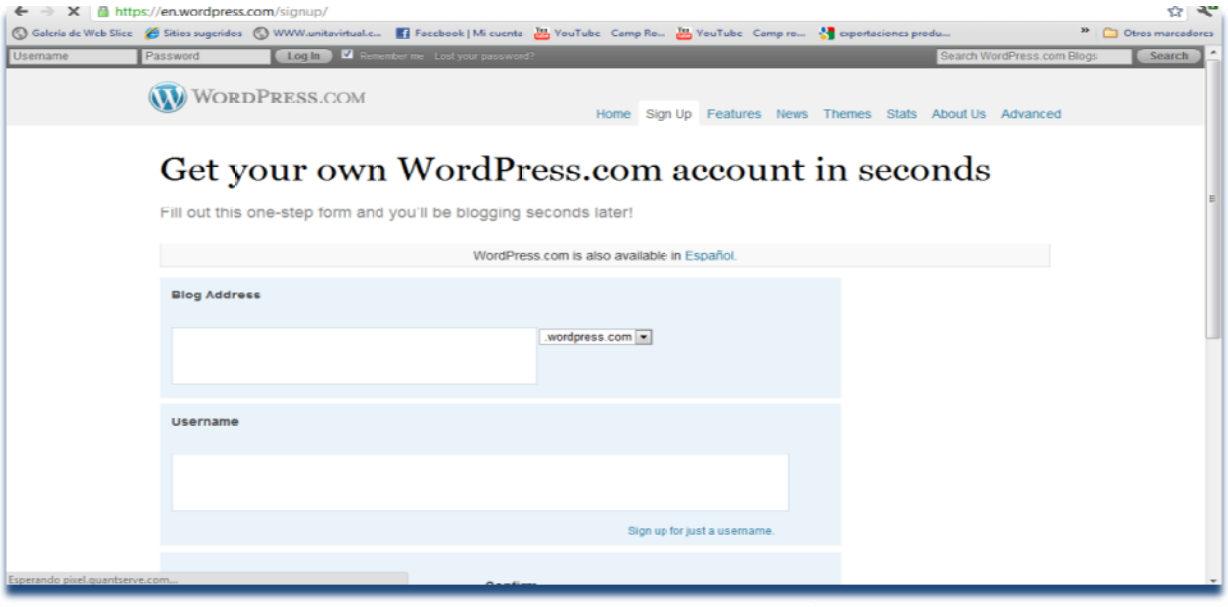

Figure 8.Screenshot showing the homepage for Wordpress. (wordpress.com)

1.8. CONCLUSION

As a summary to this chapter, it can be said that it is possible, nowadays, to merge the traditional classroom with online material available just by having anInternet connection. However, there is a need to update teaching practices with all the tools, devices, and elements in order to enhance students learning.

CHAPTER 2

CHAPTER 2
DATA COLLECTION AND RESULTS

2. DATA COLLECTION

The Department of Languages of the University of Cuenca offers a variety of courses of English as a Foreign Language since it is a requirement for graduating in any of the majors offered in the university.

The kinds of English courses offered in the Department of Languages are called General Courses and Intensive Courses. For the purpose of this research project, two intensive English courses have been chosen in order to be the focus groups.

An intensive course; that is, one level implies a total of seventy hours which are taken in seven weeks with a two-hour daily session from Monday to Friday.

2.1. Group 1

The first focus group of students was the Fourth Level DE that took place in the May-July 2010 term. Class started on Monday, May 17and finished on Friday, July 9, 2010.

The first day of class, the students were explained the syllabus of the course; that is, the objectives, the contents, methodology, and evaluation policy (Appendix 1). In addition, the process they were going to go through was described in order for them to be aware of course development.

The next step was for them to sign the written consent to show that the students agreed to be participants in this research (Appendices 2 and 8). Twenty-five out of thirty-three students signed the written consent were able to take the pretest focused on two skills, Reading and Writing (Appendix 3).

At this point, the course started with a number of twenty-five participants who were also provided with a student book, a workbook, and all the extra material prepared in order to achieve the objectives set by the end of the face-to-face course. The students were assigned homework every single day; either focused on Reading or Writing, and in some cases both skills. Moreover, an important emphasis was given to grammar and vocabulary where the students had to do some exercises as well as to identify the new vocabulary words; for this, they used their monolingual dictionary

to understand their meaning through definitions given in the target language. A test on Reading and Writing were given as soon as two modules were covered (Appendices 5 and 6), so that means that the students were evaluated several times.

Since it was a face-to-face course, no technology support was used for the teaching practice; classes were given in a classroom without any kind of technological resource.

Even though the course was supposed to take seven weeks, that is seventy hours, just sixty-four hours were taught due to several unforeseen university activities which were neither under the control of the teacher nor the Language Department Director.

By the end of the course, the students were asked to answer a questionnaire related to the course's development (Appendix 10).

Of course, the students' knowledge and progress were measured constantly; the following figures were provided through a pretest, classwork, homework, quizzes, tests, and a posttest (Appendix 7).

2.1.1. Reading Skill: Group 1

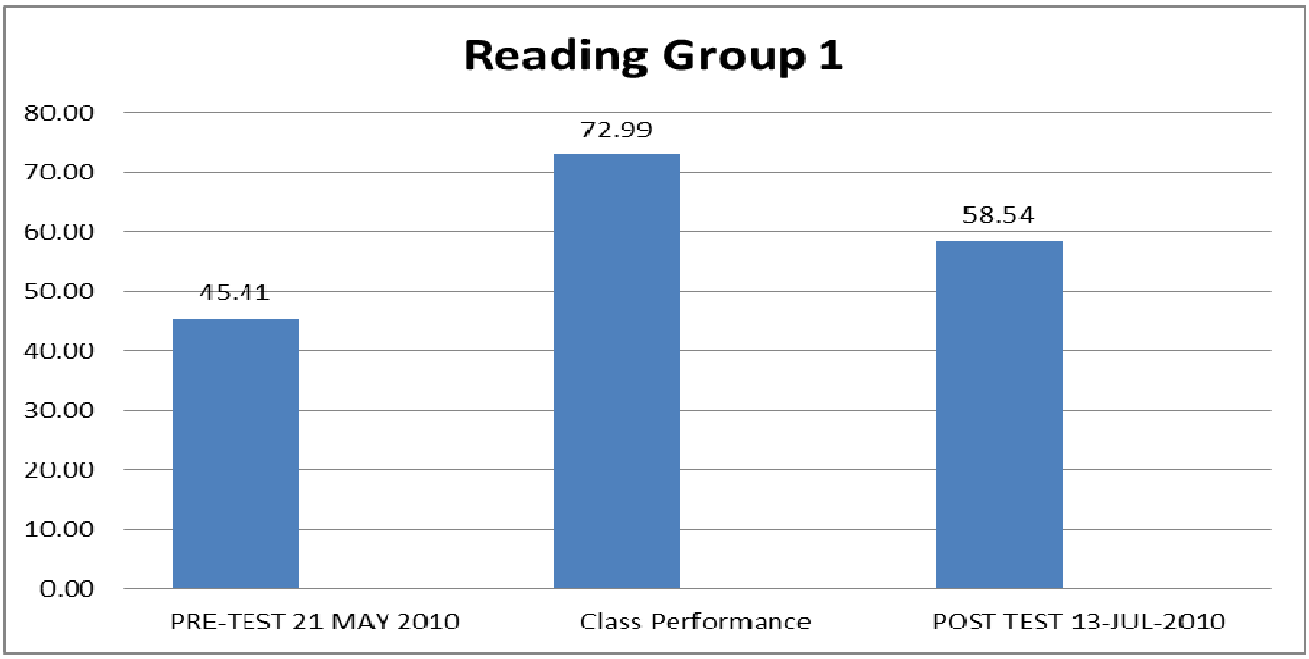

Figure 9.Students' academic performance.Reading skill.

Regarding the reading skill, as shown in the figures, the students of group one had a low academic performance on the pretest that was taken on May 21. Considering that

sixty percent is the minimum the students have to achieve to pass the level, in this case they would fail.

For seven weeks, the students were assigned homework and were given two tests (Appendices 5 and 6) which show significantly better performance compared to the one from the pretest.

The results when taking the posttest (Appendix 7) given on July 13show that the group had a slightly higher average performance compared to the pretest; there is a difference between the pretest (Appendix 4) and posttest of 13.12%. These results indicate that the students did progress after working in a traditional class by doing their part.

Even though the performance reports of the posttest show improvement, it is not as high if we compare the students' performance regarding their work during the seven weeks of class which is a lot higher (Appendix 12).

2.1.2. Writing Skill: Group 1

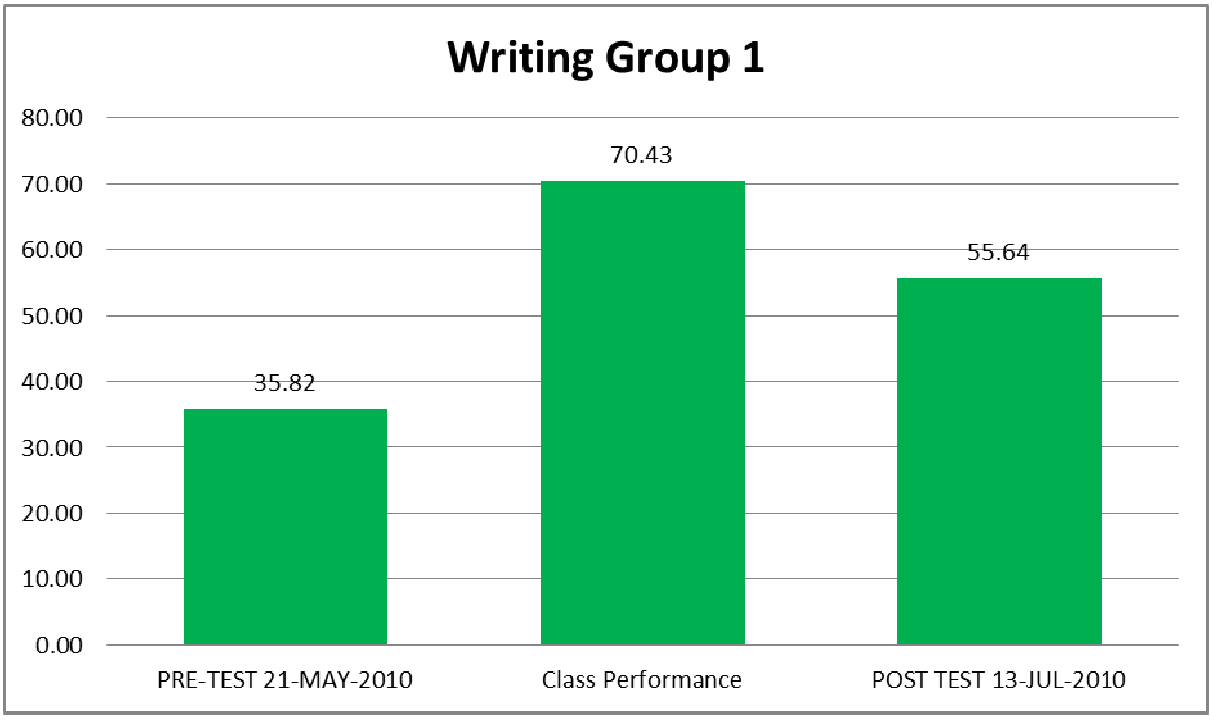

Figure 10.Students' academic performance; Writing Skill.

In this face-to-face class as shown in the figures, the students performed as poorly as they did for Reading; especially if we reflect again that a sixty-percent minimum performance is needed to pass the level. However, after working in a traditional way for seven weeks, the students showed a satisfactory progress which allowed the students to pass. Despite this being a lot higher percentage compared to the pretest, the posttest report unexpectedly does not reach that high class percentage performance (Appendix 13).

There was an average improvement of 19.82% if we compare the pretest with the posttest performances.

2.1.3. Questionnaire Results

At the end of the course, the students filled out a survey in order to collect important data in relation to the class development where the following information was given.

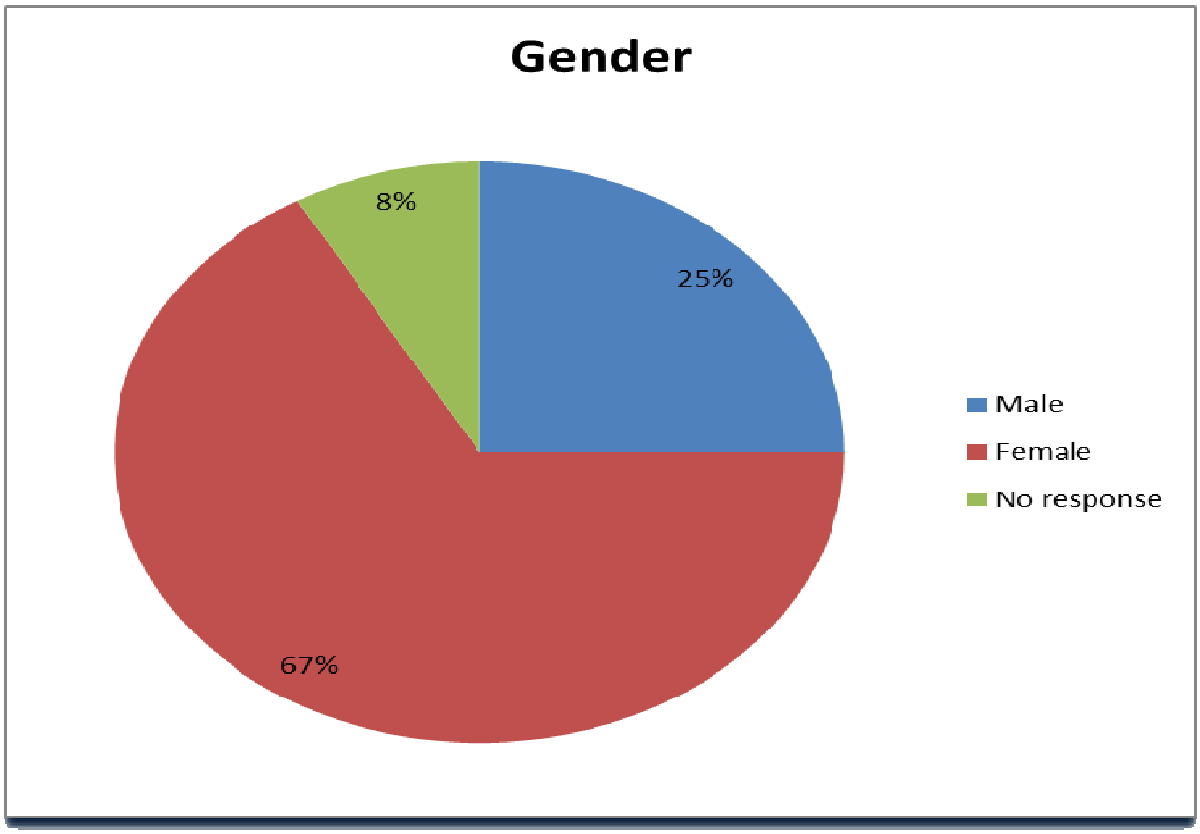

Figure 11.Gender of the students from group 1.

In this group, there was mostly female presence.

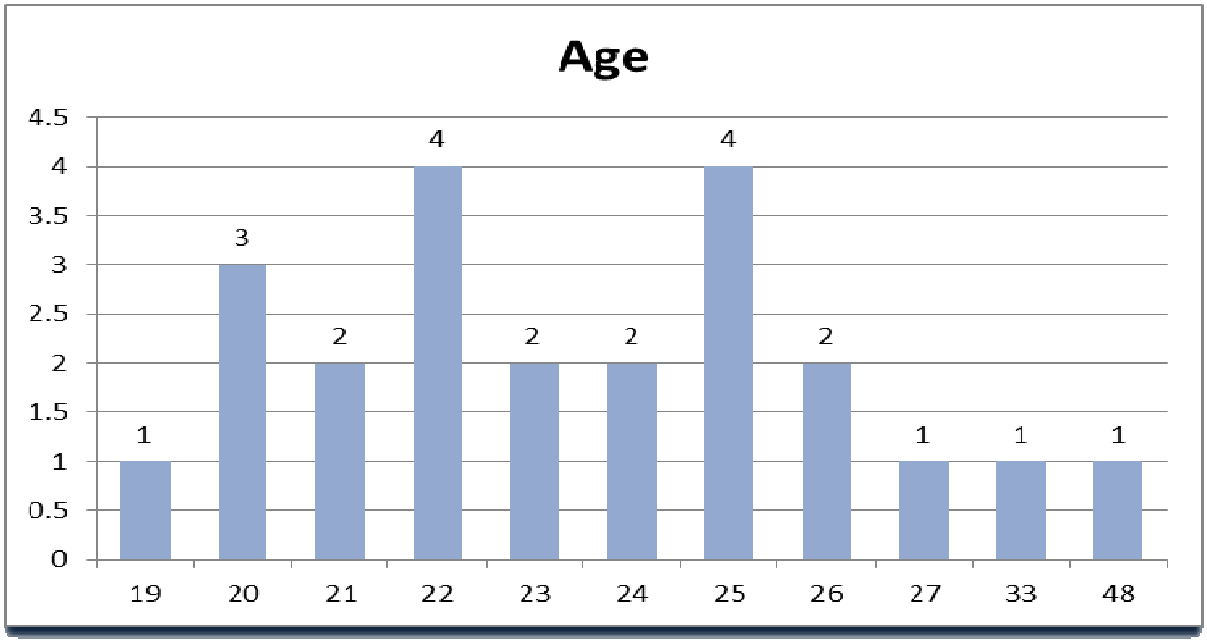

Figure 12.Age of students from group 1.

In addition, the students were asked about their age so the average student was 23.45 years old. As we can see, the oldest in the group is a lot older than the youngest in the group, showing a huge gap between them. In a nutshell, the data seems to display that the students make the decision of taking English classes as a graduation requirement not always while they are studying their career, but when they feel it is time to graduate because of different situations. That apparently is the reason thatmany students come back to school to fulfill the English requisite after a number of years of neither practicing nor studying the target language.

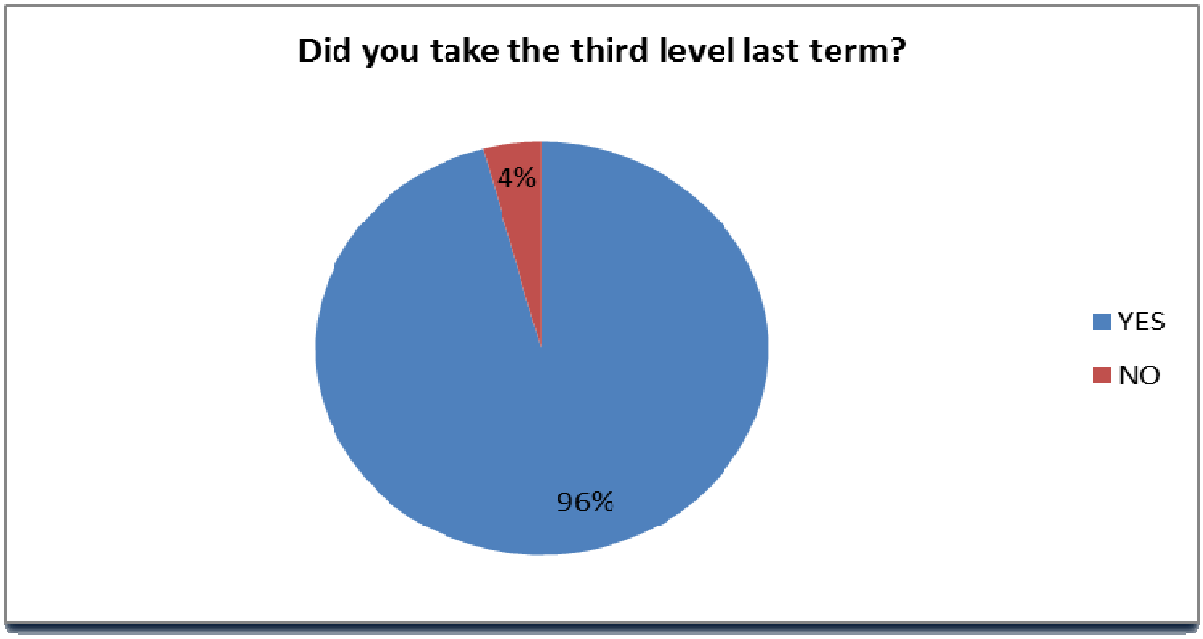

Figure 13.When students took last level.

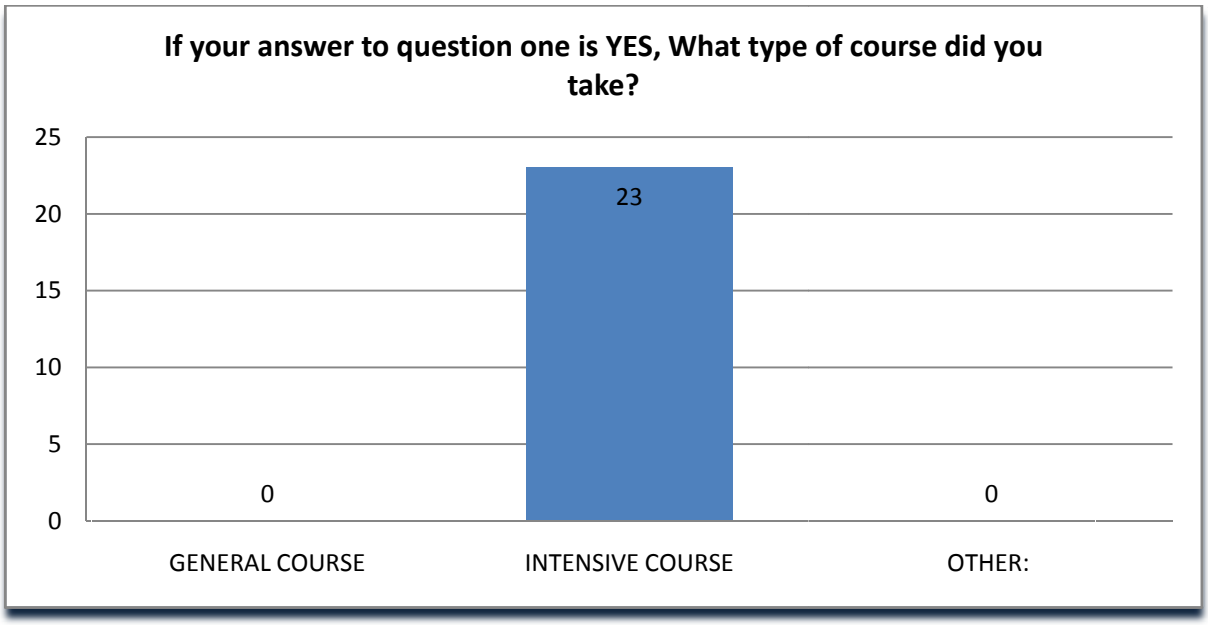

Figure 14.Last course type.

Most of the students had taken the previous level in the past few months and had taken the same kind of course except for a few that had taken the placement test.

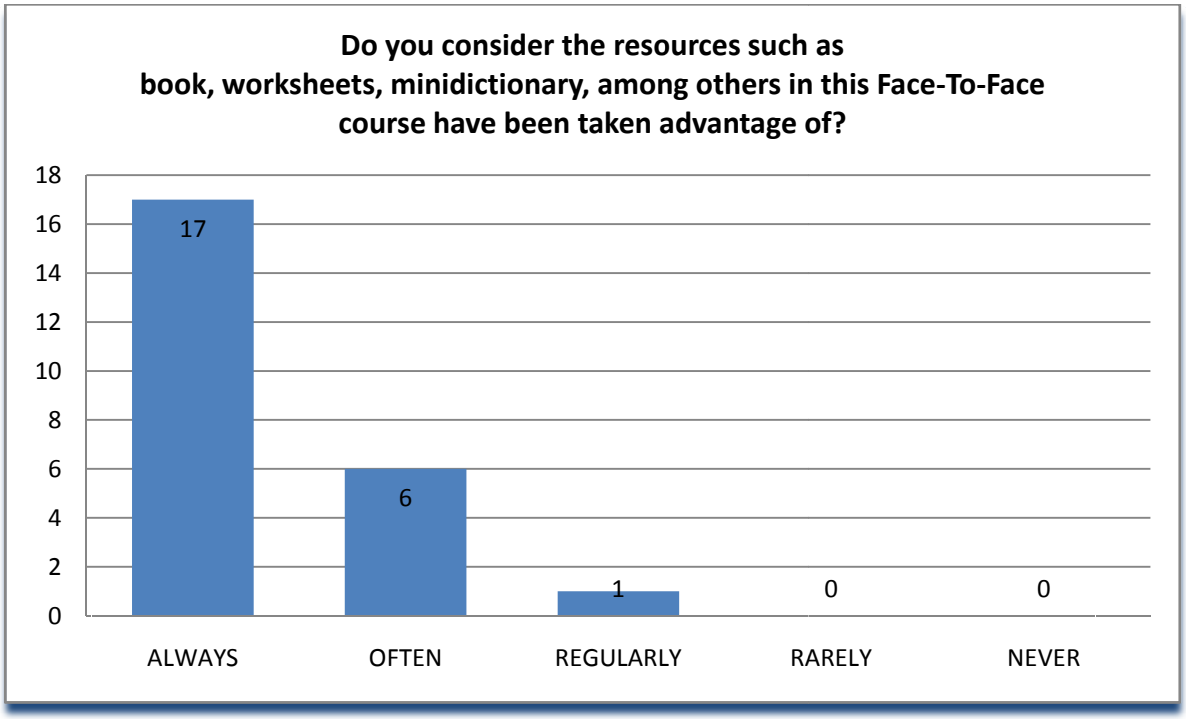

Figure 15.Resources use during the course.

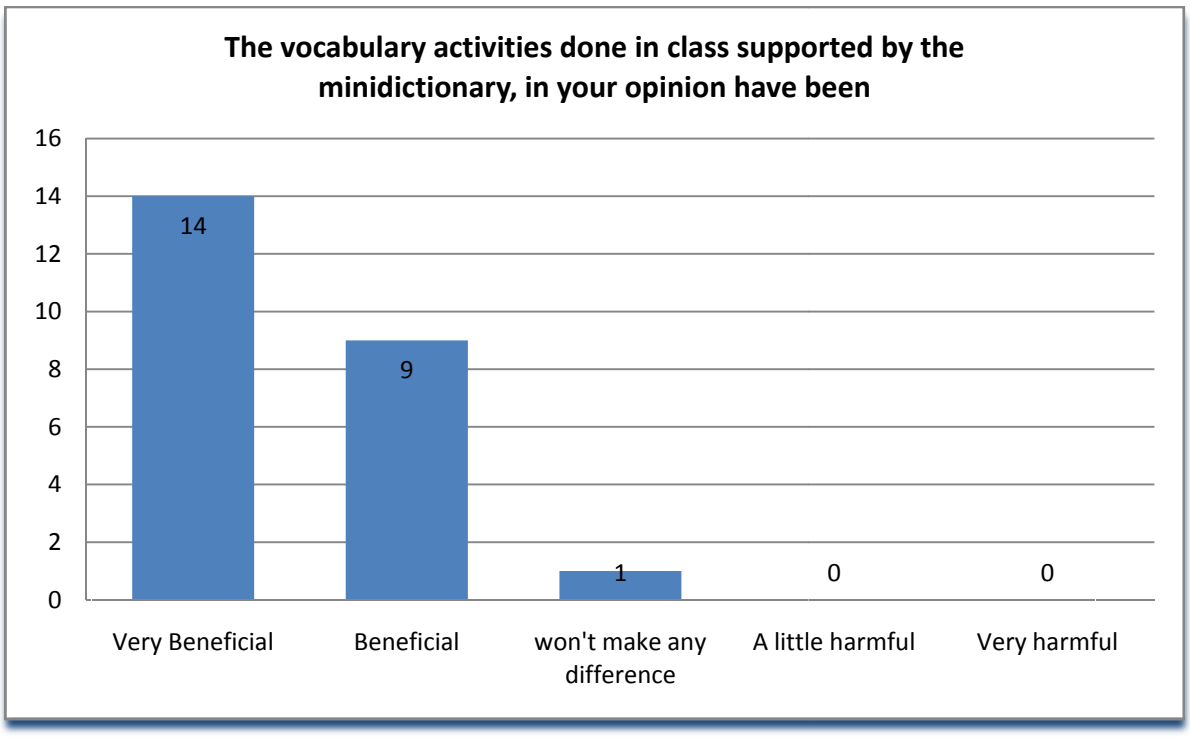

Figure 16.Benefits of Vocabulary Activities.

Regarding the use of the material of the course, it was definitely seen by the participant as useful information that was adequately used.

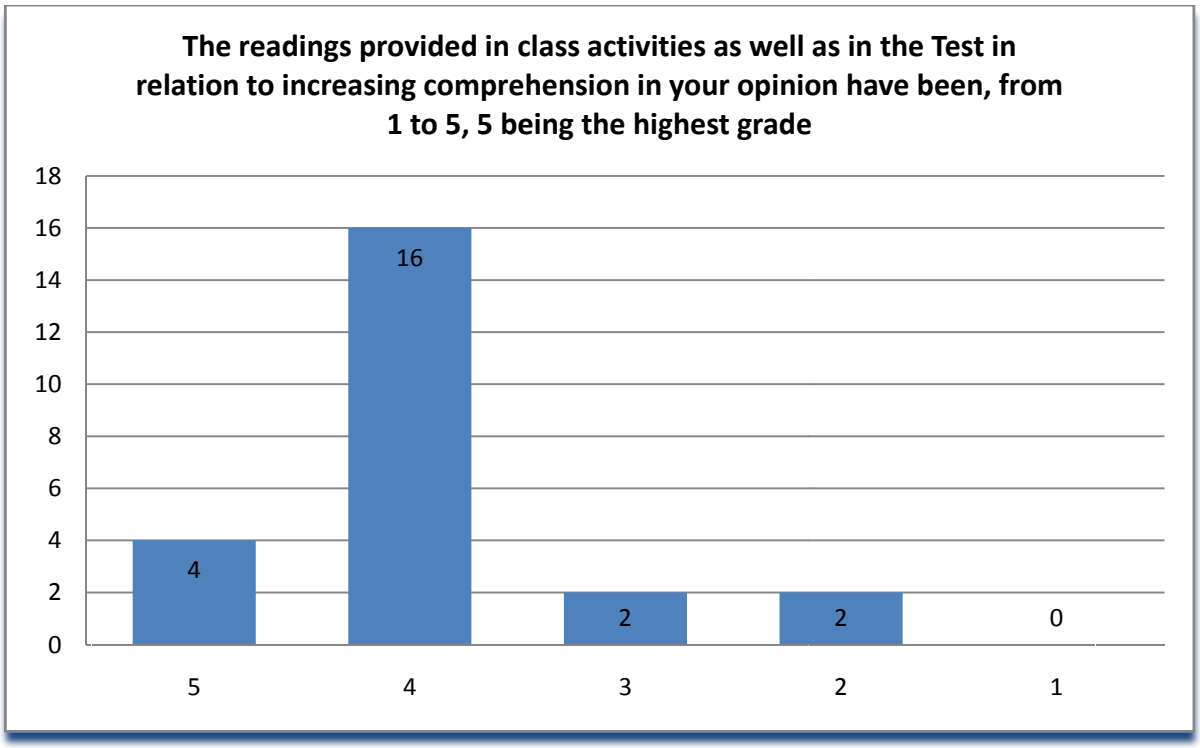

Figure 17. Reading exercises related to comprehension.

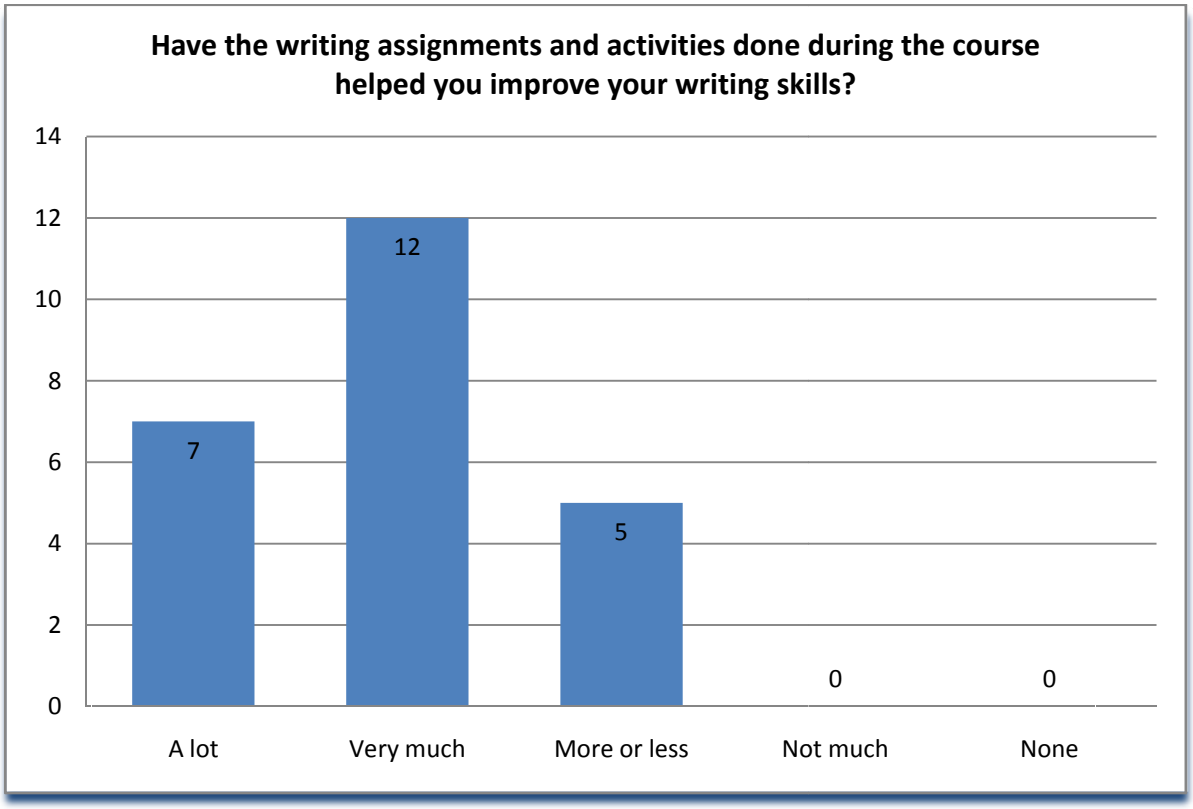

Figure 18. Writing activities improve writing skill.

Regarding the writing assignments, most of the students indicated that they helped them a lot to improve their writing skills so they were valuable activities for their writing enhancement

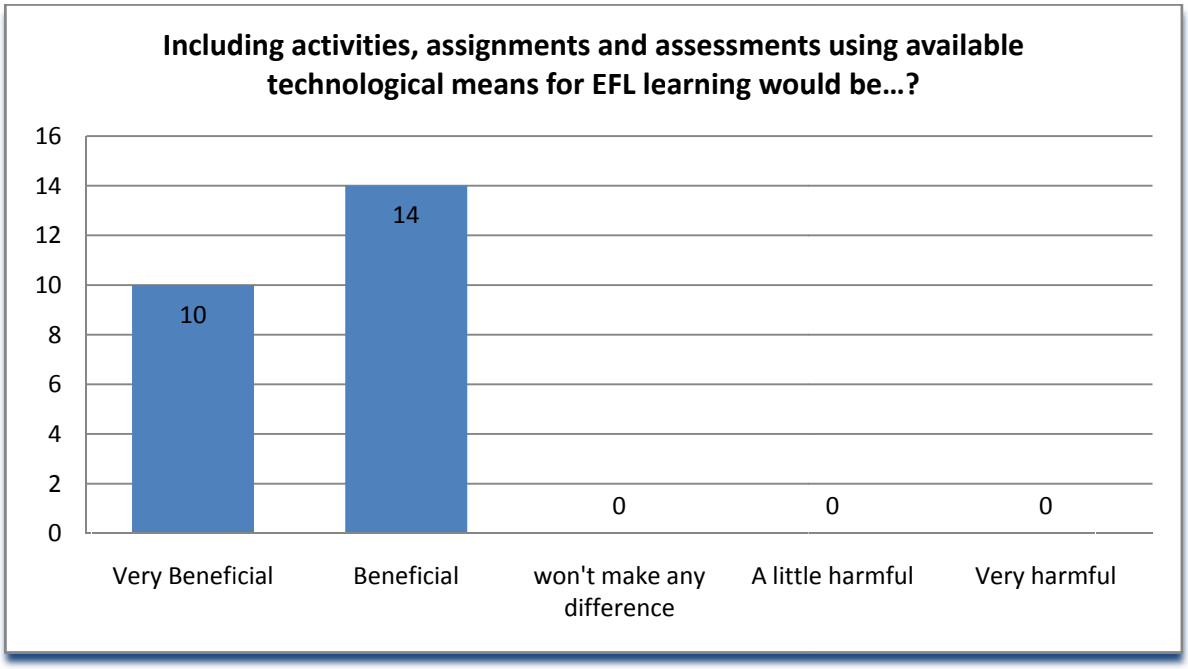

Figure 19.Technology and EFL learning.

All the students believe in the importance of doing activities, assignments, etc., using technology. This definitely demonstrates the willingness of the students not just to use new technology but to get the most out of all the advantages technology offers to education.

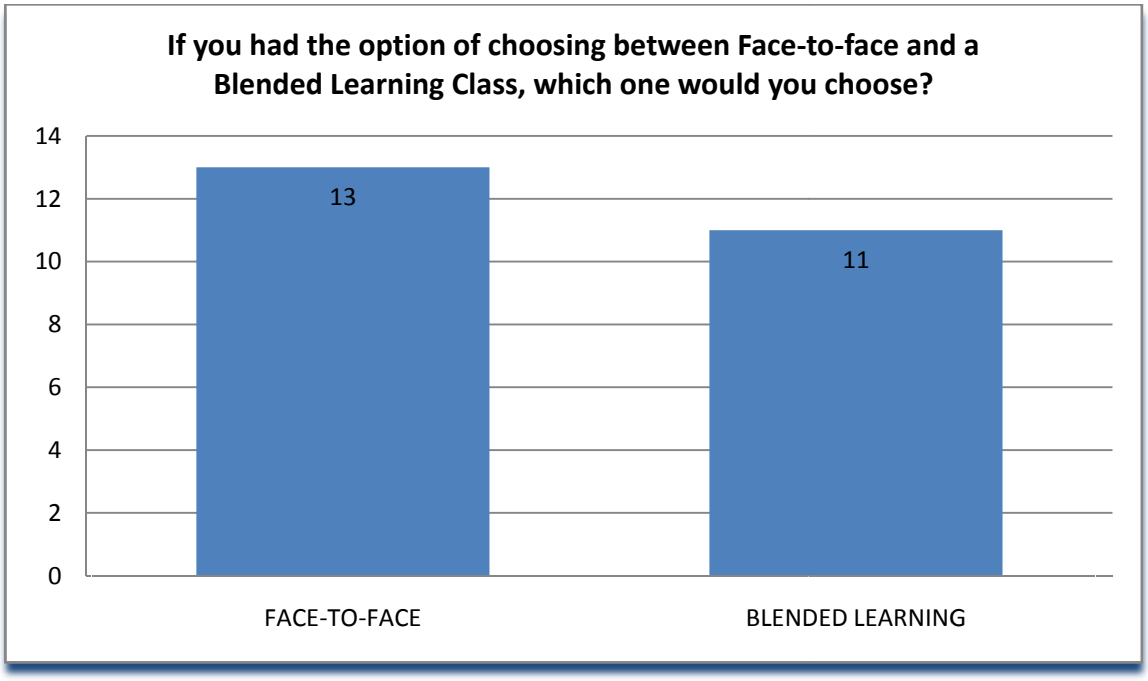

Figure 20.Face-to-face or Blended Learning Course.

Even though all the students accept the fact that technology would be beneficial to their learning, an important number of students would still prefer a face-to-face class if they had the chance to choose between the two options. These results unexpectedly show that the class is at odds because slightly more than half the class would prefer a traditional class while the rest of the class would select a blended learning class. Thus, the students agree with the fact that technology is important but would avoid using it in class if given the option.

Among the reasons why they would rather take a face-to-face class they mentioned:

- Students have permanent contact with the teacher; in contrast, laptops might be distracting.
- There might be more interaction.
- Students would understand better with the face-to-face teacher's explanations by getting direct support from the teacher.
- The teacher can help students any time during class.
- The teacher is psychologically prepared to understand the students.
- The teacher is definitely the best person to answer questions.
- Students can overcome difficulties easily.
- Students learn more. In addition, students can have a response immediately.

On the other hand, those students who would choose a blended learning class supported their choice through the following arguments:

- It would be more beneficial to have an advanced learning by doing more activities.
- Students remember easily what was taught through online resources.
- Technology is so important nowadays so it is important to use technology to enrich learning.
- It would help understand the target language in a better way.
- By developing more activities, students overcome challenges.
- Find answers to questions.

2.2. Group 2

The second and focus group of students was the Fourth Level EE that took place in the September - November term. Class started on Monday, September 20and finished on Friday, November 12, 2010.

The first day of class, the students were explained the syllabus of the course; that is, the objectives, the contents, methodology, and evaluation policy. In addition, the process they were going to go through was described in order for them to be aware of the course's development.

The next step was to sign the written consent form to show that the students agree to be participants in this research, and in this case to agree to be part of a blended learning class (Appendix 3). Once the students were aware of all the details of the process, they took the pretest focused on two skills, Reading and Writing.

Subsequently, the course started with twenty-three participants (Appendix 9) who were provided a student book, a workbook and all the extra material prepared in order to achieve the objectives set by the end of the blended learning course. The students were assigned homework every single day; either focused on Reading or Writing, and in some cases both skills. Moreover, an important emphasis was given to grammar and vocabulary where the students had to do some exercises as well as to identify the new vocabulary words by using their monolingual dictionary to understand their meaning through definitions looked up in the target language.

Reading and Writing tests were given as soon as two modules were covered, meaning that the students were evaluated a couple times during the course.

Given that it was a blended learning course, the students received a two-session training course in which they were given a username, a password, and instruction on the use of the platform of the university in order to access the contents of the online course and learn how to do the activities prepared for this course.

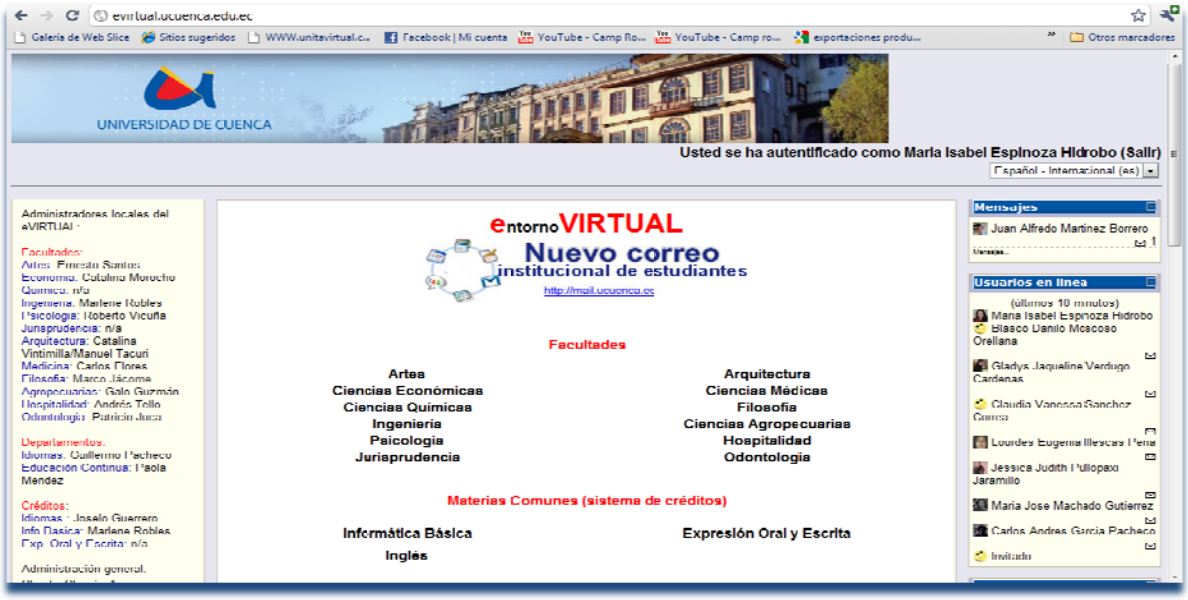

Figure 21. Screenshot showing the homepage for the university's online platform called "eVIRTUAL".

2.2.1. Platform activities

The course was designed for seven weeks, which is seventy hours; just sixty-six hours were taught because of some events that took place in our country which affected the normal activities in the university.

Of course, the students' knowledge and progress were measured constantly through face-to-face classes as well as platform assignments. The results were provided through a pretest, classwork, homework, quizzes, tests, and a posttest.

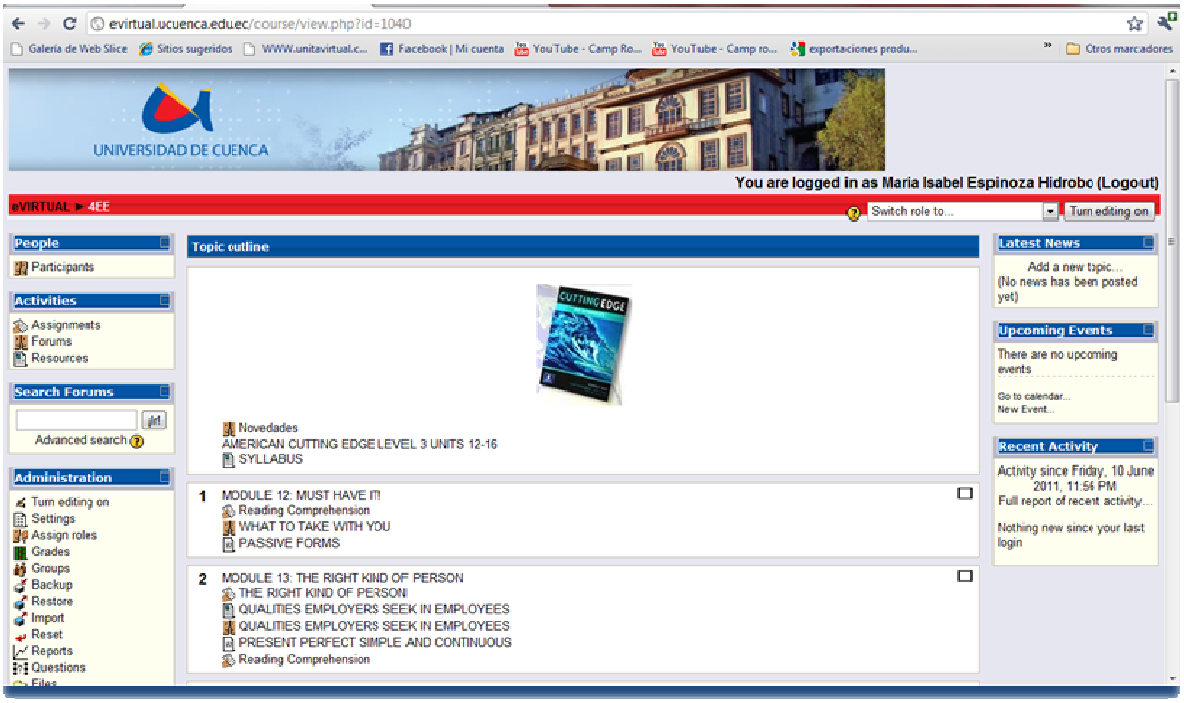

Figure 22.Screenshot showing the Topic Outline for Modules 12 and 13.

All the reading and writing activities were uploaded onto the platform of the university separated in five different sections or modules. Students signed in by typing http://evirtual.ucuenca.edu.ec/, clicking on the course name **4 intensive EE**, and typing the course code in order to visualize all the online contents and activities. Each module included a reading comprehension activity which was developed online. The students were expected to pick a topic of their interest where they had to do all the vocabulary activities, to answer the comprehension questions, and to type an answer for the question provided at the end of the whole exercise. The web page from the California Distance Learning Project (www.cdlponline.org) provides the scores once the student has finished all the activities; moreover, students sent the results by e-mail to the teacher which were registered and the responses to the answers were read and corrected by the teacher once arriving to the inbox.

Figure 23.Screenshot showing the homepage for English Grammar Exercises. (Brown 2006)

Several grammar exercises were suggested for the students to practice the different grammar points to be reviewed and studied in each module.

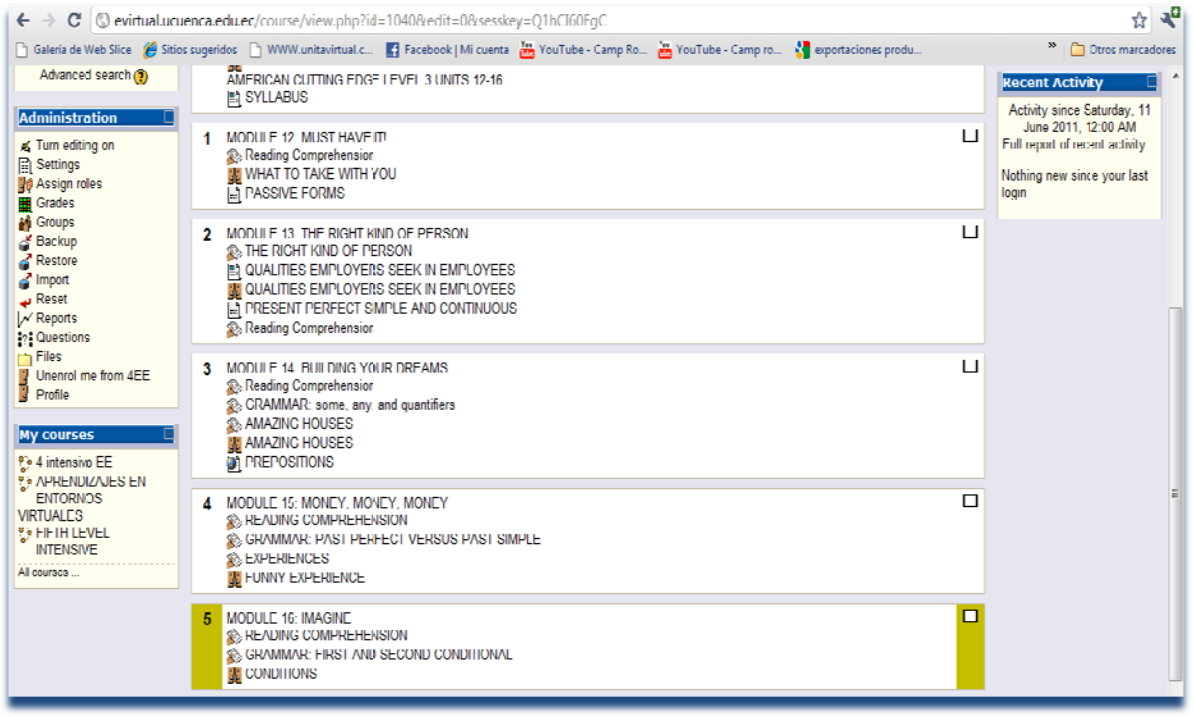

Figure 24.Screenshot showing the resources for the university's online platform.

Students were also provided with interesting pieces of reading, so they could improve their English language comprehension skills, and at the same time, use that

knowledge to enhance their critical thinking by giving their own opinion about the topics and by criticizing other people's point of views, and by supporting their arguments effectively.

Even though they had due dates to meet the module's objectives, they had the freedom to choose when and where to do the activities, as long as they met the deadline. For this purpose, the teacher suggested using the library, computer laboratories accessible in the university, going to a cyber café, or using a home Internet connection in order to take advantage of all the uploaded activities

Figure 25.Screenshot showing the homepage for Adult Learning Activities. (California Distance Learning Project Team)

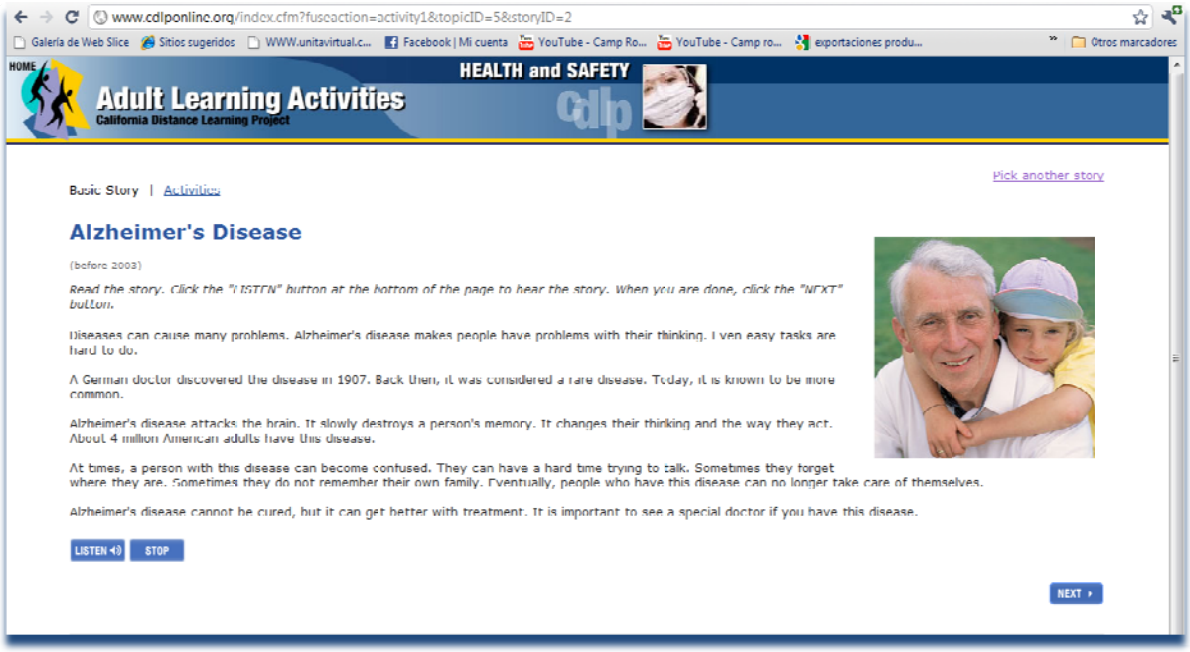

Figure 26.Screenshot showing the reading activities.(California Distance Learning Project Team).

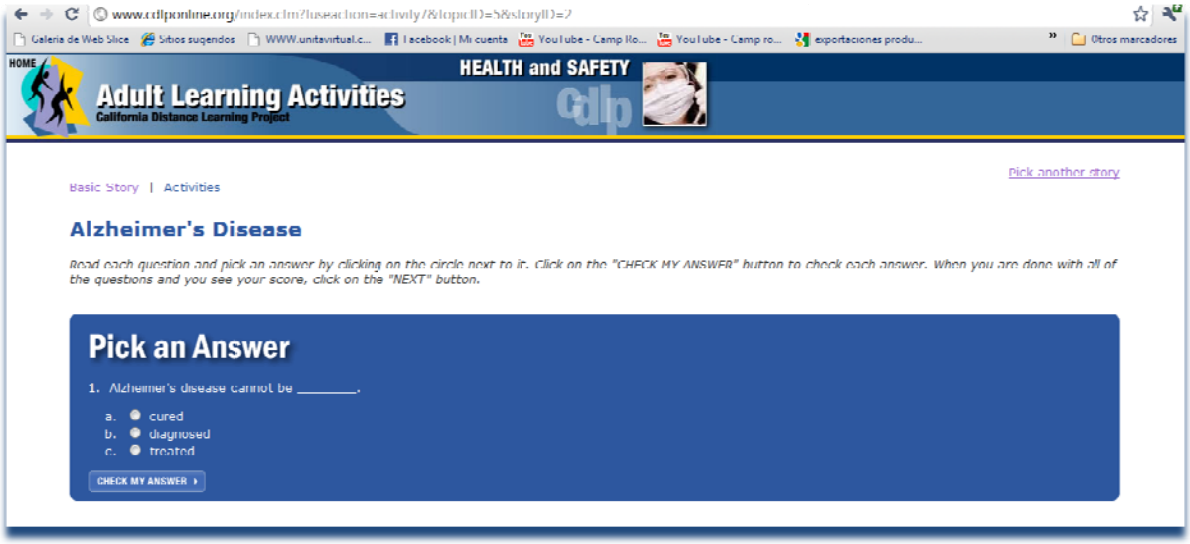

Figure 27.Screenshot showing reading comprehension questions. (California Distance Learning Project Team)

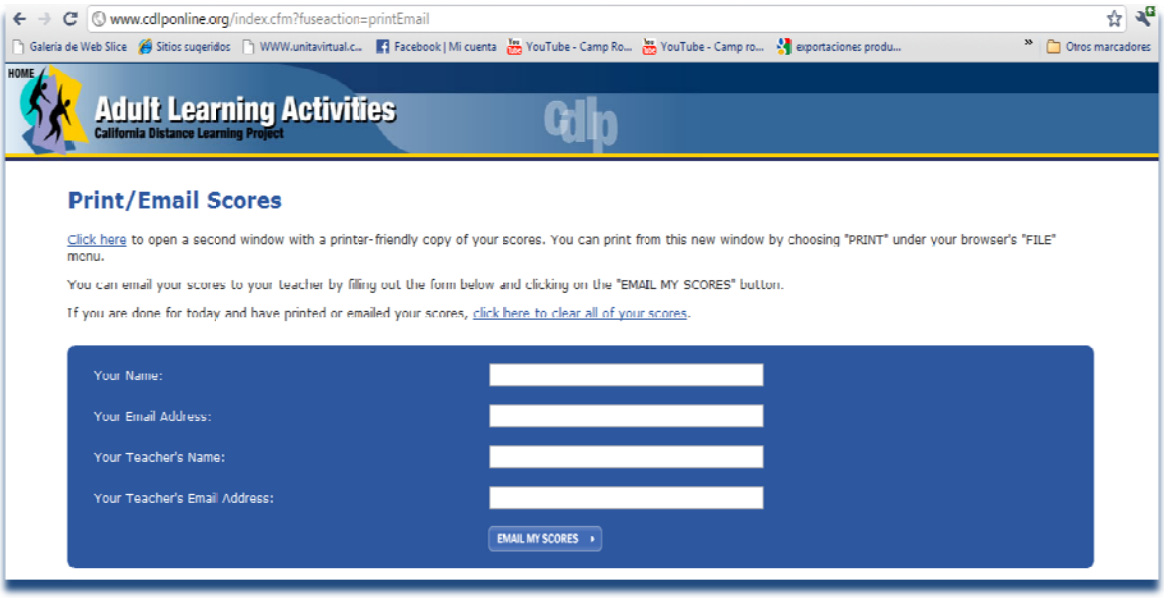

Figure 28.Screenshot showing a form to print or email scores. (California Distance Learning Project Team)

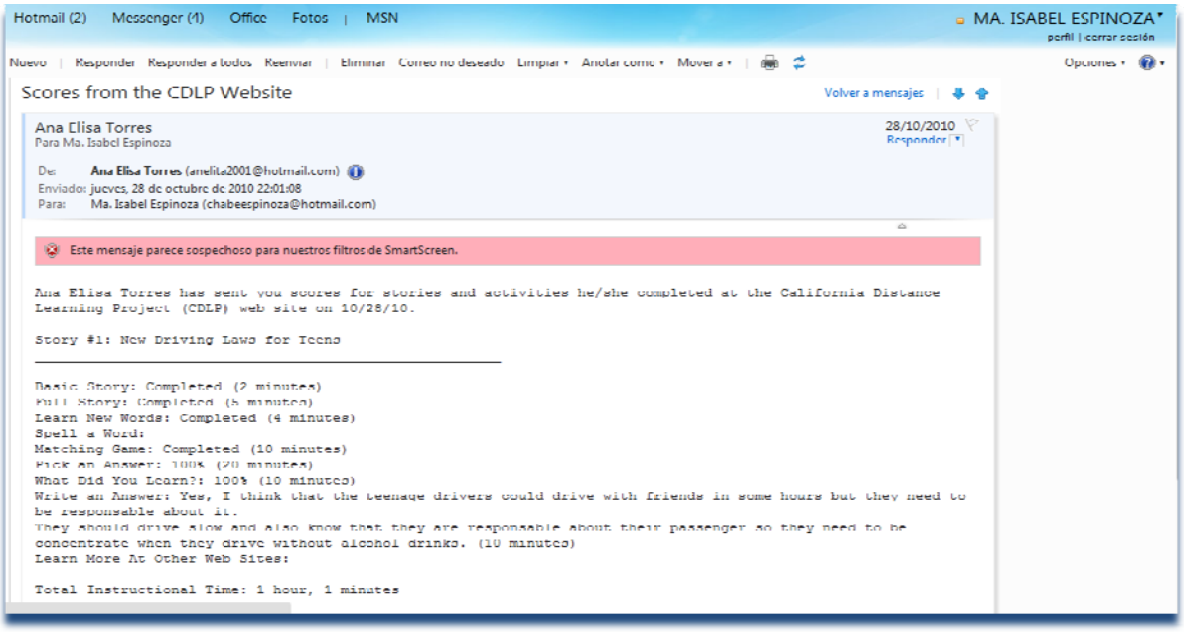

Figure 29.Screenshot showing the teacher's Hotmail inbox with sample scores.

Once the course ended, all the grades and scores were processed in order to see and to analyze the results. Consequently, the students have come out with the following outcomes regarding the reading and writing skills.

2.2.2. Reading Skill: Group 2

Regarding the reading skill, the students took the pretest on September 29, 2010. As shown in the figures, the students of group two had a lower performance on the

pretest compared to group one. The students would fail the course again considering that sixty percent is the minimum the students have to achieve to pass the level.

For around seven weeks, the students were assigned daily homework and were given two tests, the same as group 1, which show a pretty high course performance; a lot higher compared to the pretest.

The result that was shown after taking the posttest, given by the teacher on November 17, 2010, is again not as high as hoped after applying the blended learning approach. There is a difference between the pretest and posttest of 18.40%. These results show that the students progressed significantly; however, they didn't reach the minimum average to pass the level which is at least sixty percent.

Even though the group performance report shows an important improvement in the posttest, it is not as high if we compare the students' performance regarding their work throughout the seven weeks of class which is actually a lot higher than the average percentage of the posttest because the students had to work with a large number of assignments so if the students did badlyin one of them, they had the chance to catch up inthe next activities.

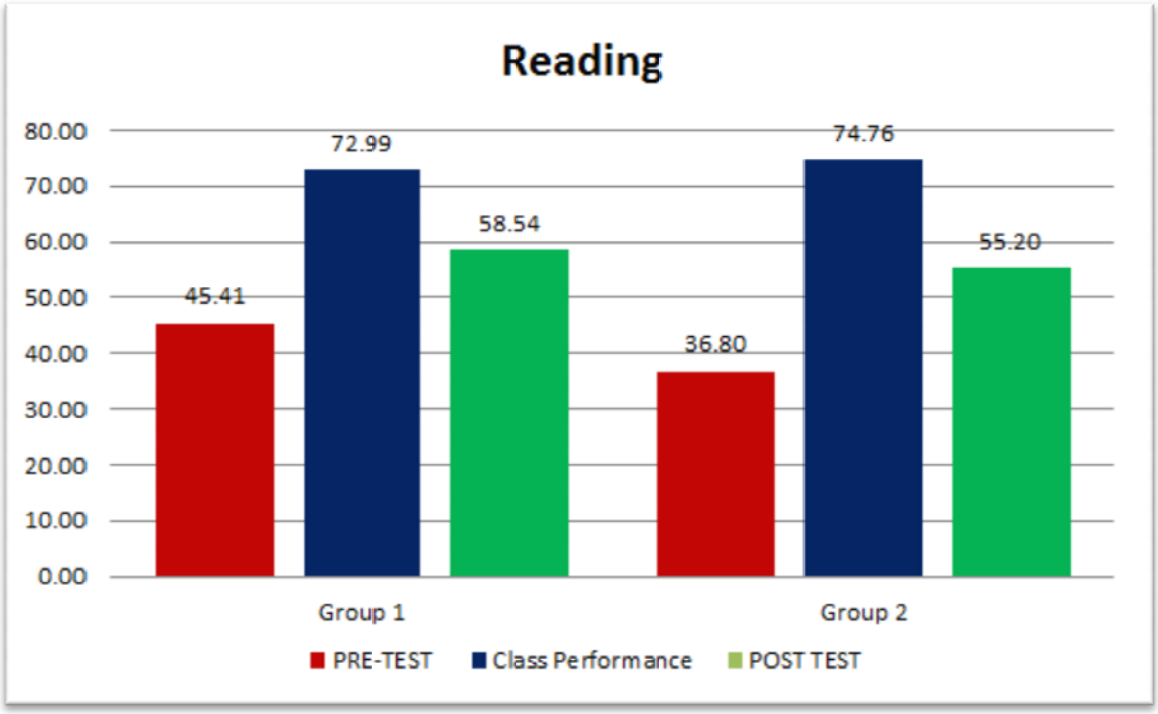

Figure 30.Students' academic performance on Reading.

2.2.3. Writing Skill: Group 2

In this blended learning class as shown by the figures, the students obtained a low performance which would not allow the students to pass the level because 60% is the minimum. However, after seven weeks' hard work in a blended learning class which involved face-to-face classes and activities through the platform of the university, the students showed as satisfactory an average as group 1 did. Despite this being a lot higher percentage compared to the one from the pretest, the posttest average reports an unexpectedly poor average performance in the posttest taken on November 17, 2010.

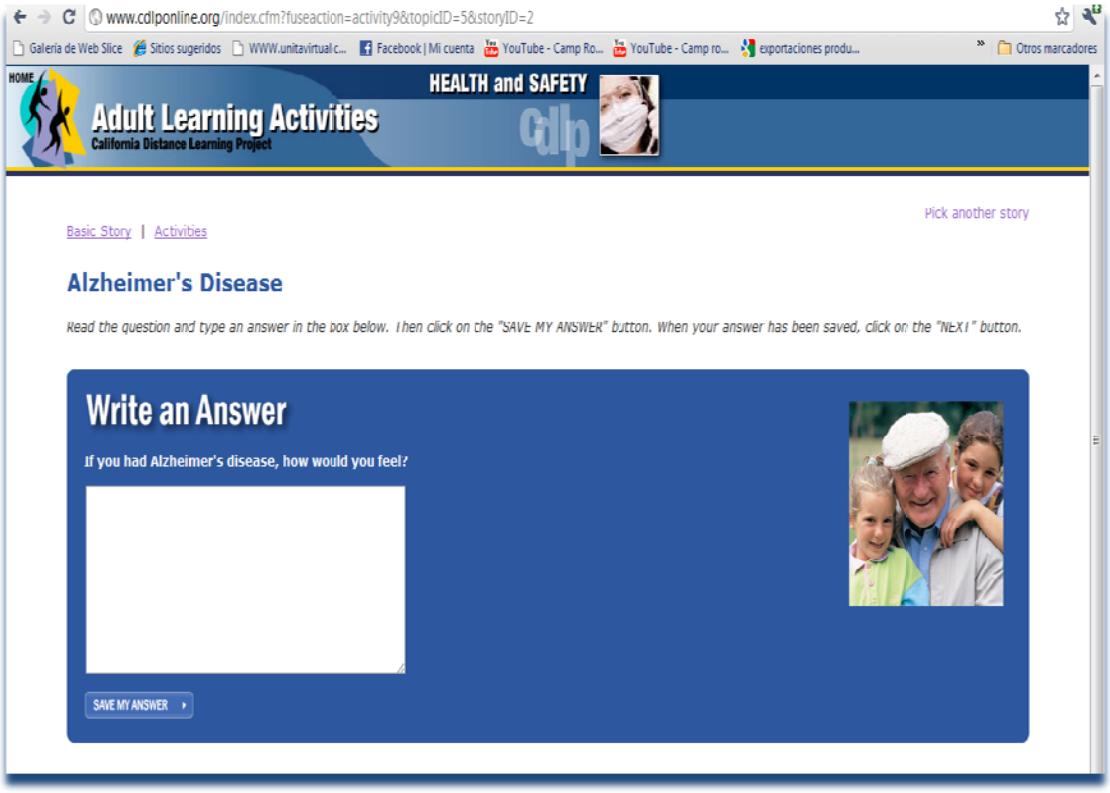

Figure 31.Screenshot showing writing activities. (California Distance Learning Project Team)

There was an improvement of 12.85% if we compare the pretest with the posttest average percentage performances. As the students did well in the activities during the course, including writing assignments and activities using the platform, their average scores were sufficient to pass the course despite their relatively poor showing during the posttest (Appendix 14 & Appendix 15).

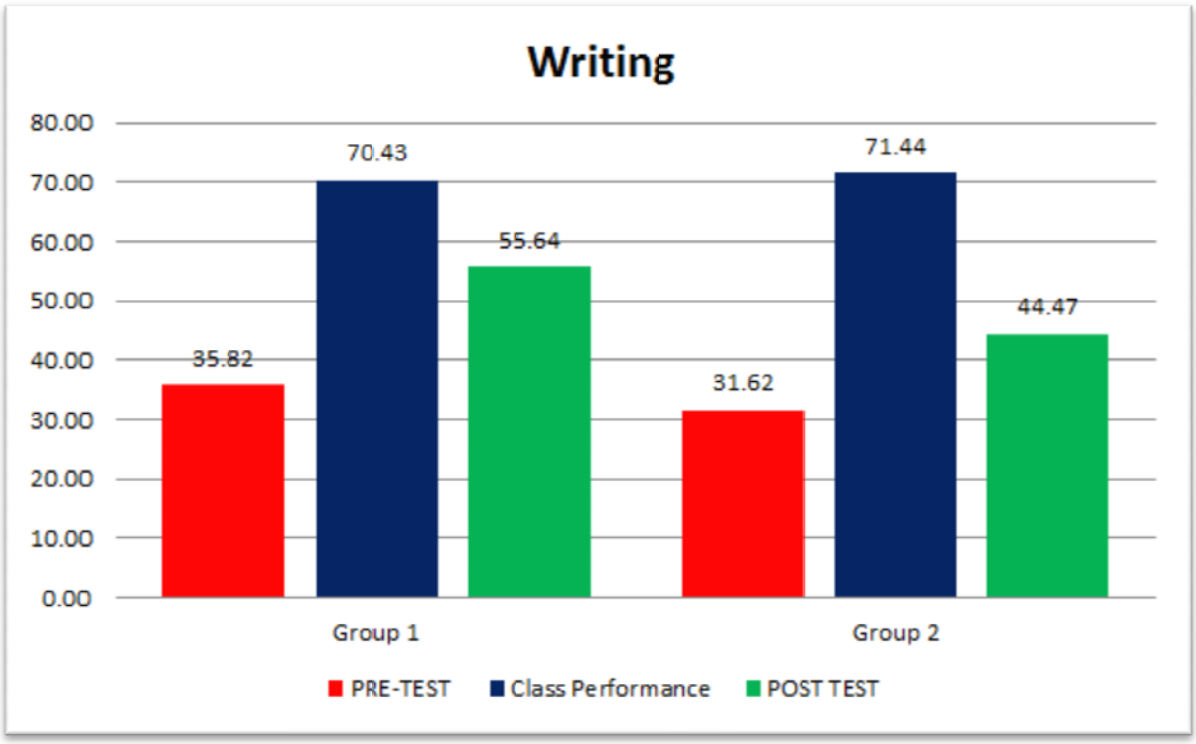

Figure 32.Students' academic performance on Writing.

2.2.4. Questionnaire Results

On the last day end of the course, the students filled out a survey in order to collect important data in relation to the development of the class where the following information was given (Appendix 11).

In this group, similar to the first group, there were mostly female participants while men made up just a small part of the class.

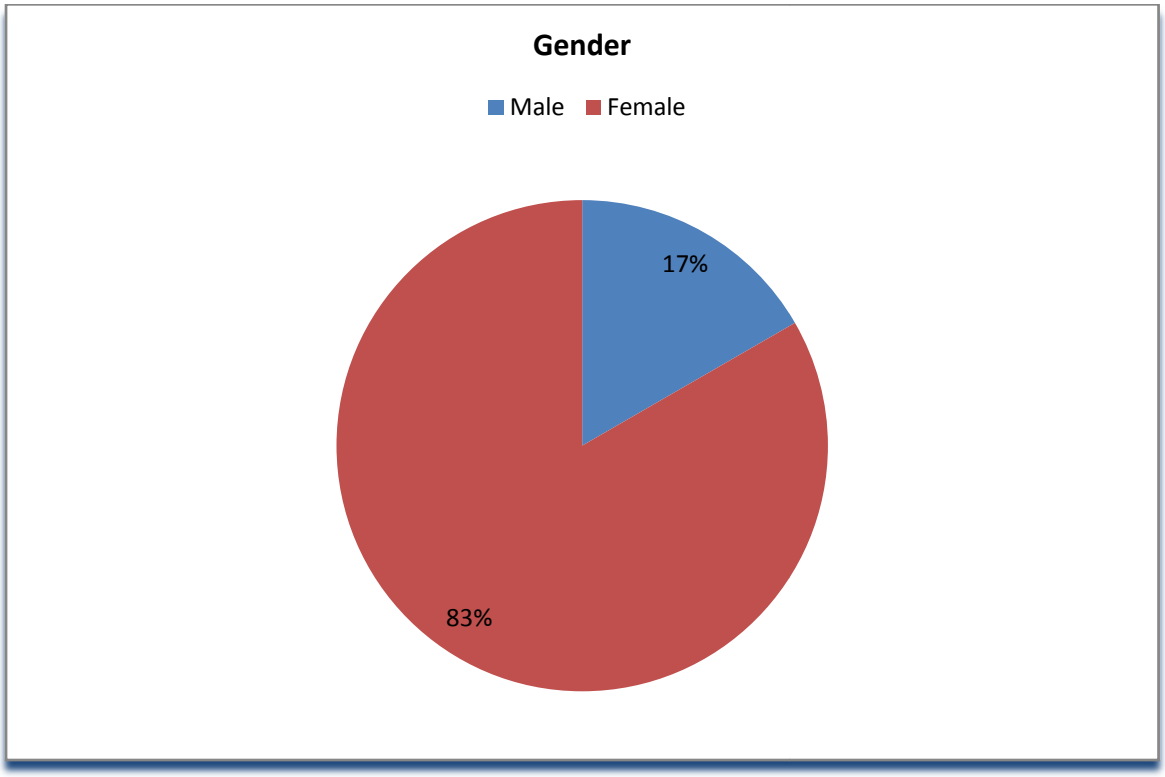

Figure 33.Gender of group of participants.

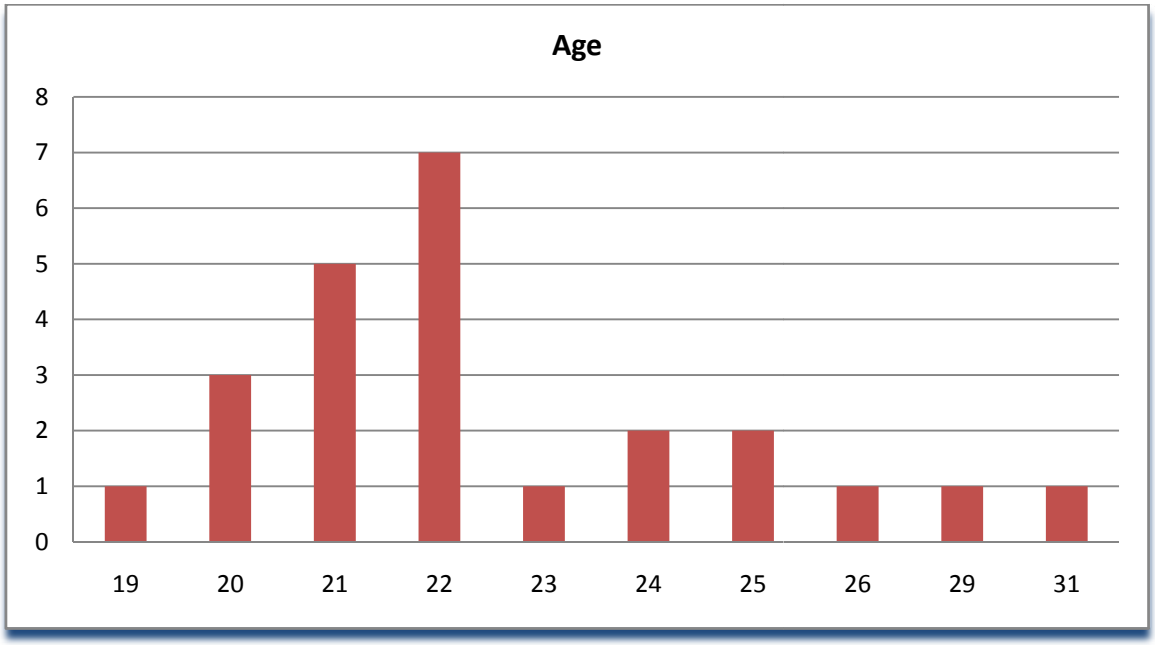

Figure 34.Age of participants.

In addition, the students were asked about their age, and average student age was 22.71 years old. Compared to group 1, the average student is younger. Even though that is the average, the age gap is similarly pretty important.

As a summary, it seems that the students make the decision of taking English classes as a graduation requirement, not always while they are attending school, but when they are on the verge of graduating. In so many cases, the students have finished their thesis, and English is the only requirement needed to be met. Based on the teacher's experience, that seems to be why many students come back to school or are in the rush to accomplish the English requirement after even years of neither practicing nor studying the target language.

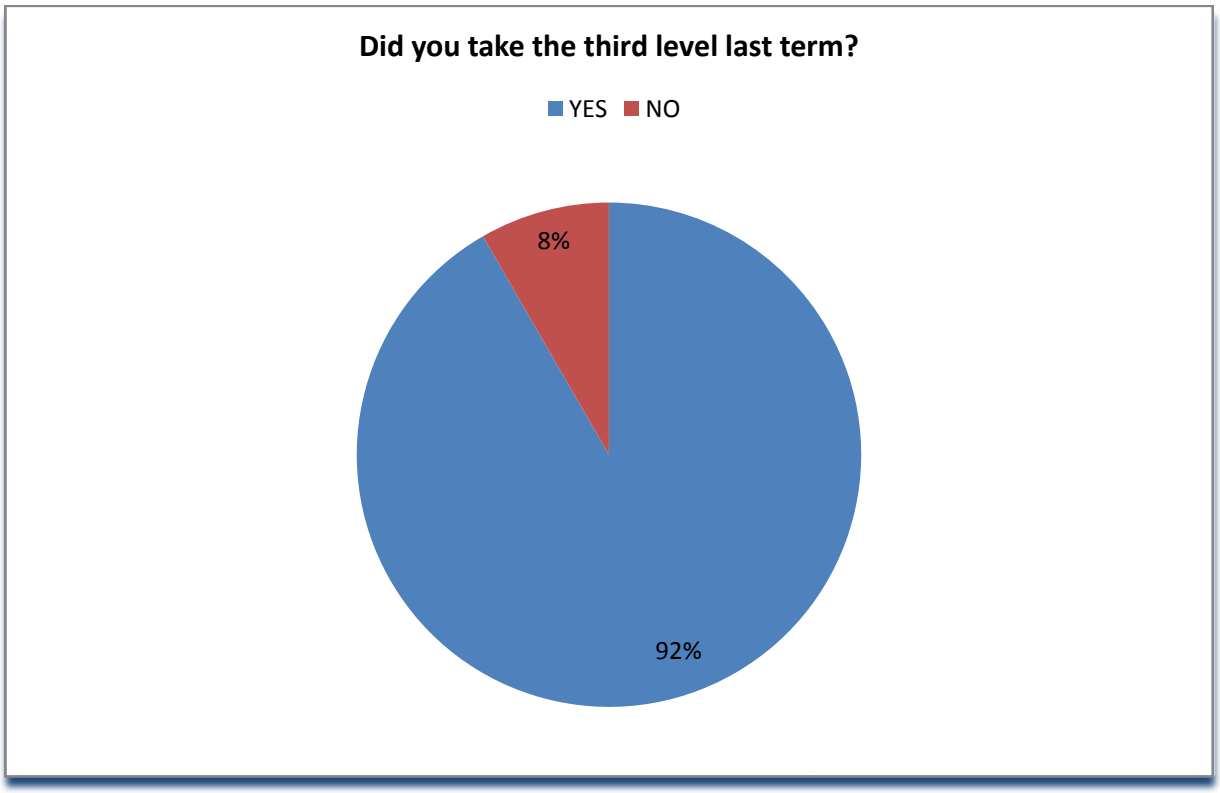

Figure 35.Students who took previous level.

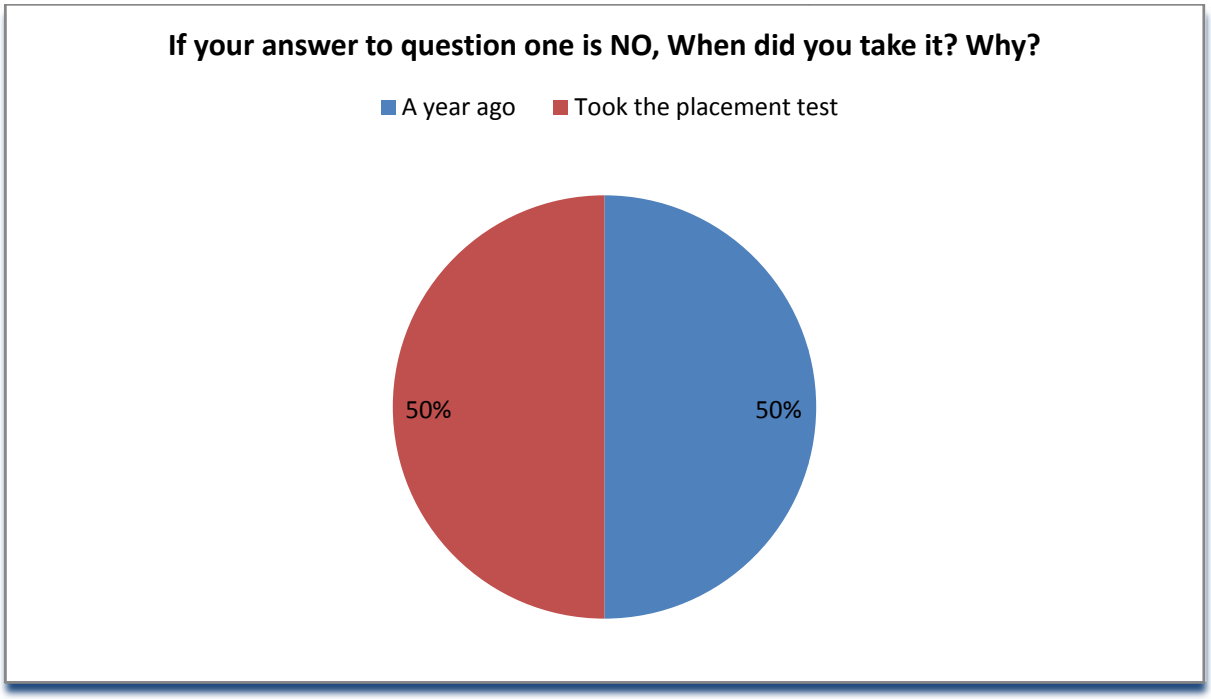

Figure 36.Reasons for not taking previous level.

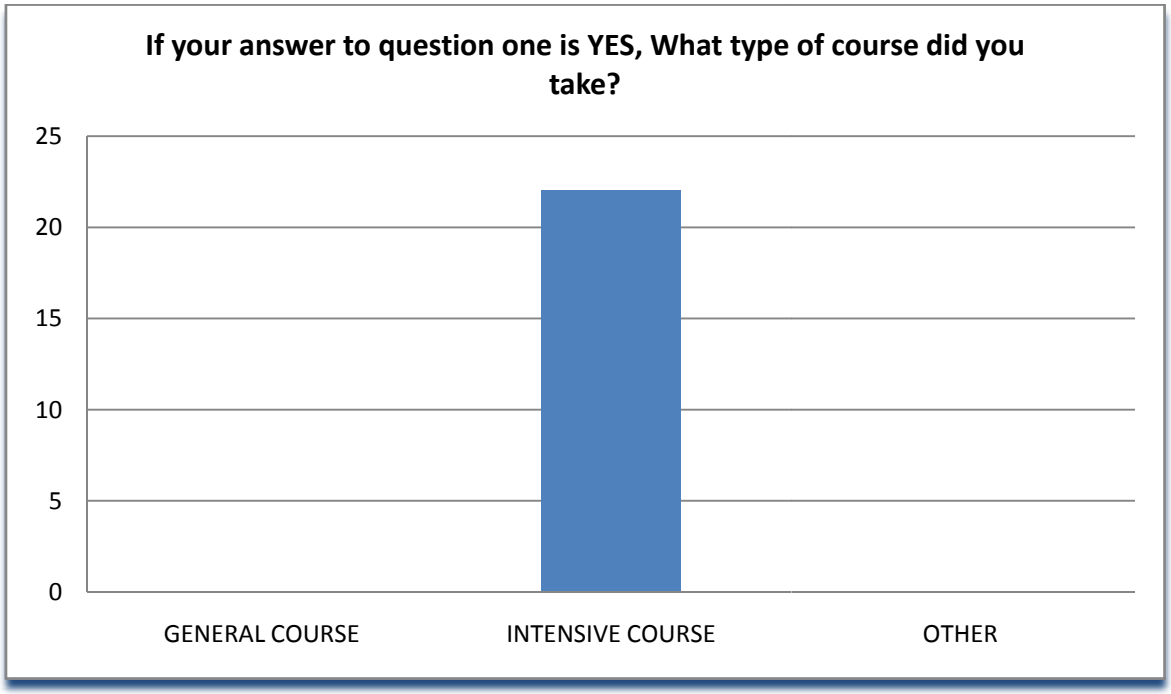

Figure 37.Course taken by students who took previous level.

Fortunately, most students had taken the last level in the last few months while a few of them took it the year before.

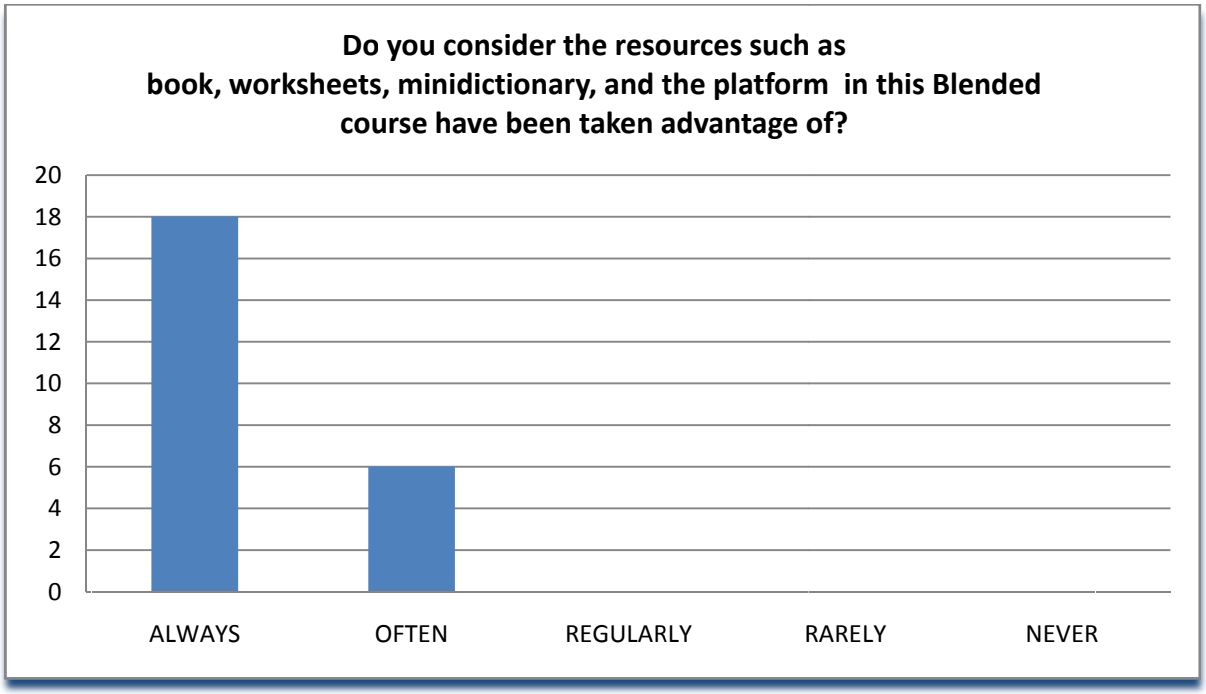

Figure 38.Students' opinion of resource use.

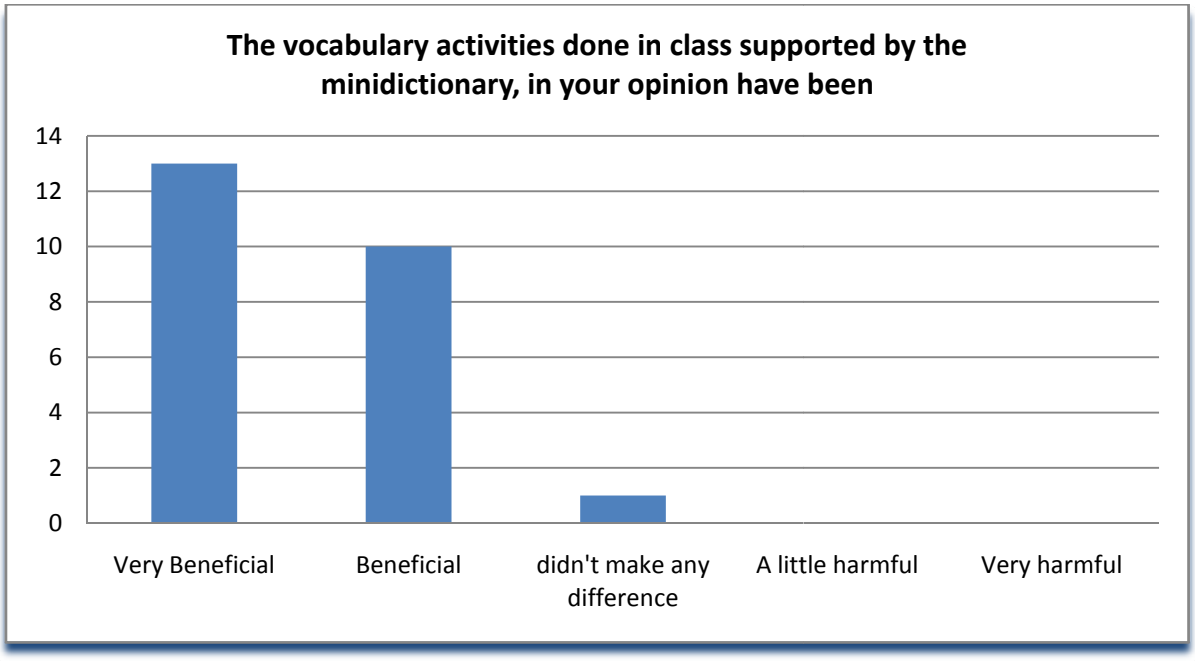

Figure 39.Students' opinion of vocabulary activities.

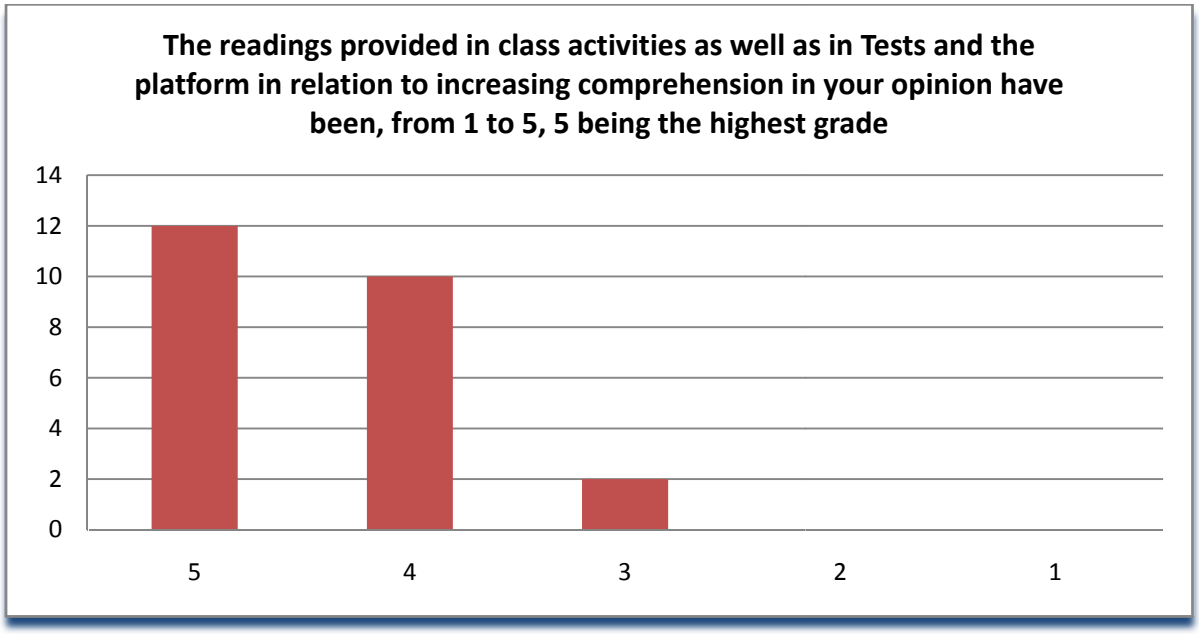

Figure 40.Students' opinion of reading activities and comprehension.

Regarding the use of the material of the course, most of the students believed that they had taken advantage of the material provided.

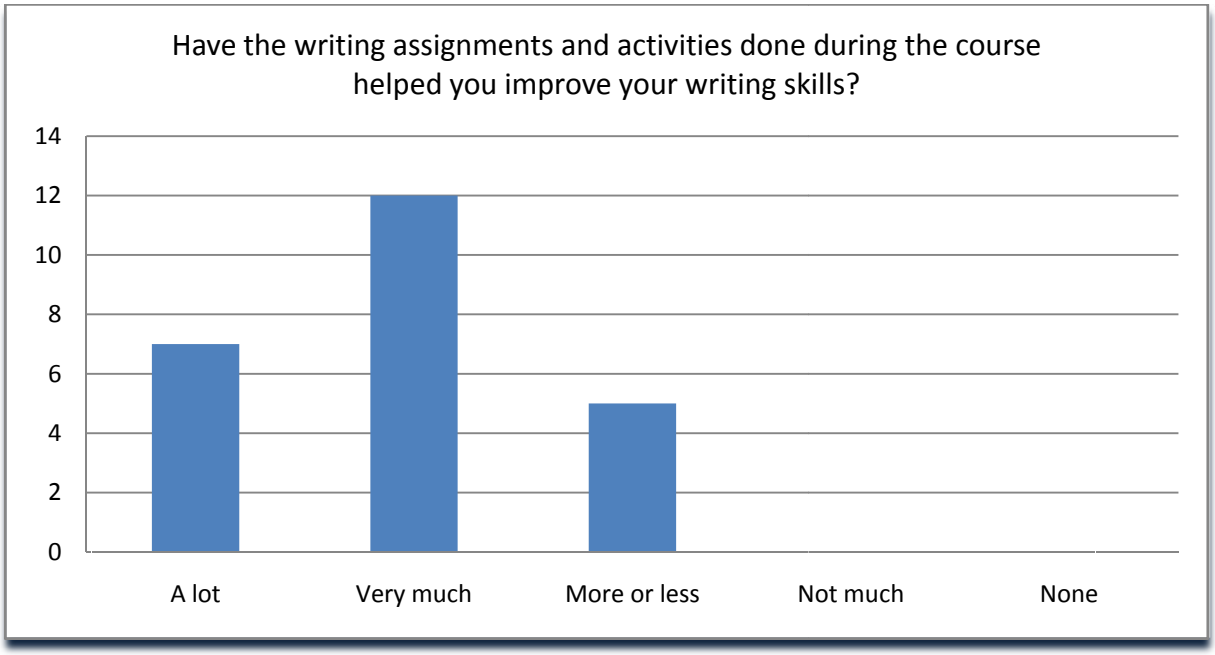

Figure 41.Students' opinion of writing assignments.

Regarding the writing assignments, students indicated a pretty satisfactory improvement and felt they were valuable for their writing enhancement.

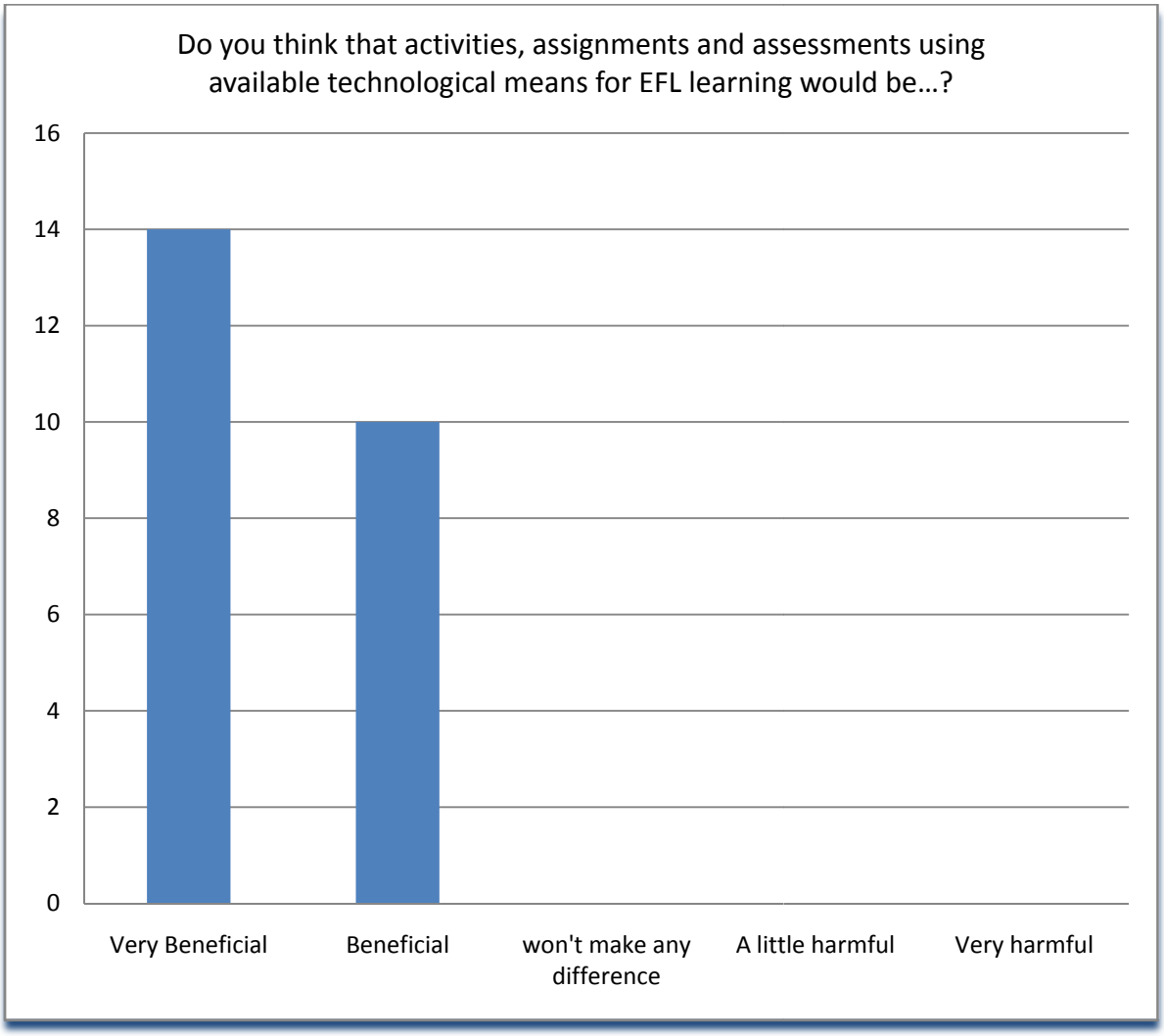

Figure 42.Students' opinion of blended learning.

The majority of students think online resources would be very beneficial that seems to show the willingness of the students not just to use new technology but to get the most out of all the advantages technology offers to learn English.

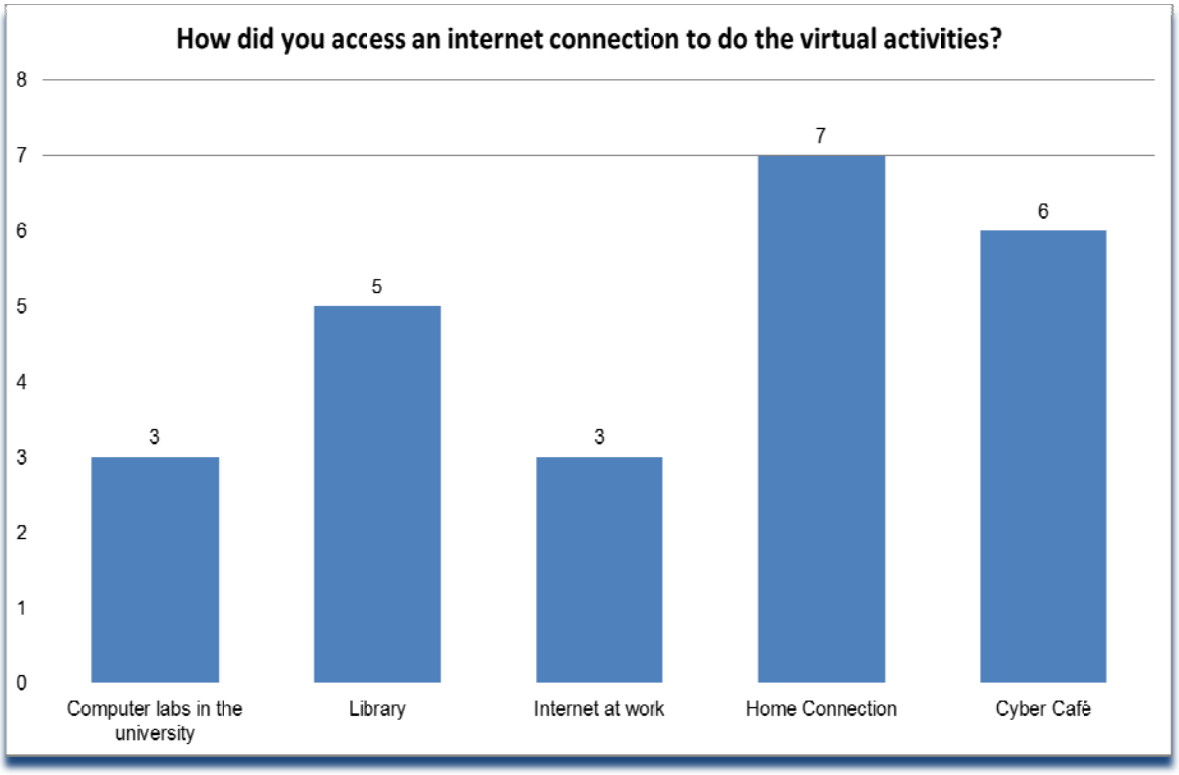

Figure 43. Methods of student access to the Internet

This is probably one of the most important questions because it has to do with where students actually accessed the Internet. Unfortunately the majority of students didnot have a home connection; instead, they had to use other alternatives. That, of course, implied some extra time for them, but access was free when using school laboratories, for instance. In contrast, those students who did the activities in a cyber café also had limited time and had to pay to use a computer with an online connection in the place. This was a technology limitation that hindered the students' progress. Despite the Internet having expanded and it recruited more and more users each year around the world, in our reality it has not reached every student's home because of financial limitations; there is a significant number of students who study in this public university because it is free.

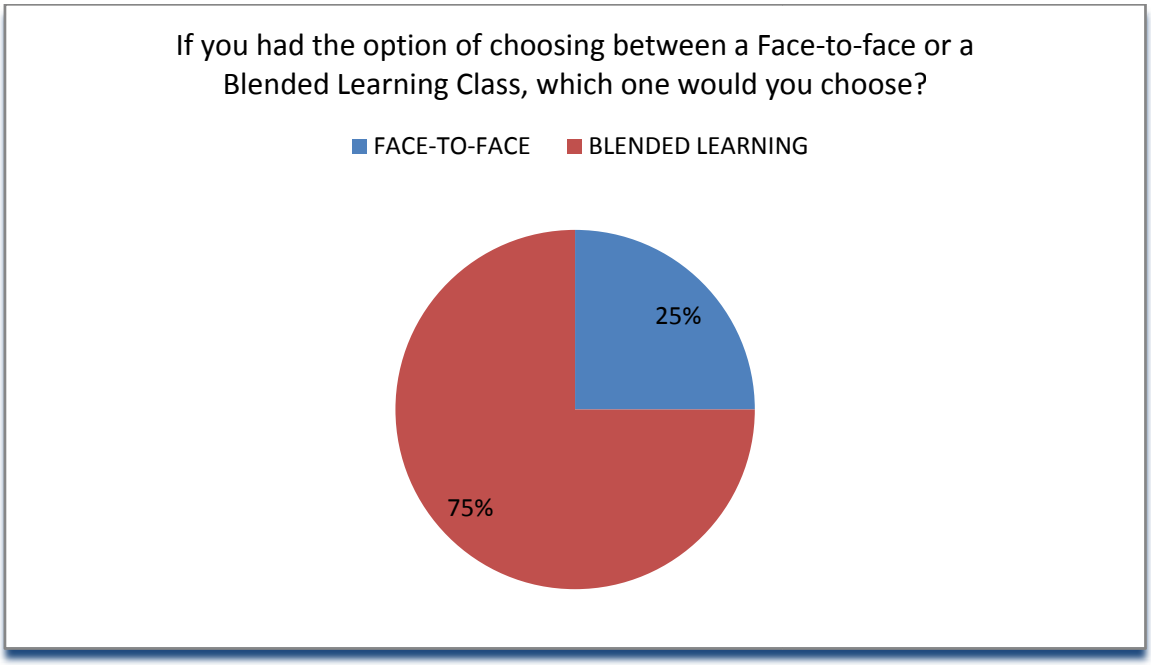

Figure 44.Students' choice between face-to-face and blended learning courses.

All the students agree with the fact that technology would enhance their learning; most of the students would take a blended learning class if they had the chance to choose from the two alternatives. In contrast, in group 1, despite their awareness about technology at the present time, most would not choose a blended learning class.

Perhaps, group two students, after having experienced a blended learning environment, are more aware of its benefits and are thus more willing to continue with this type of learning while group one students, who have not had this experience, are unwilling to change from the class formula that they already know.

Among the reasons thatthey would rather take a face-to-face class they mentioned the following.

- It helps the students' personality and performance and students can ask different kinds of questions to the teacher.
- Students can learn faster and ask questions at that precise moment.
- There is more professor-student interaction.
- There is a better communication between teacher and students.

On the other hand, those students who would choose a blended learning class supported their choice through the following arguments.

- Students can find lots of exercises to improve their grammar and writing skills so they can enhance their reading and writing skill more effectively.
- It is more didactic and provides updated information.
- It offers more interesting activities that help to reinforce what is being taught and it pushes students to give extra time to learn the target language.
- It is today's learning, technology is today's world.
- Technology helps students to enhance their fluency and comprehension.
- It is fascinating and technology also saves time and resources.
- It is more exciting and allows students to practice their reading comprehension and review contents and improve language skills.
- It definitely helps to improve students' learning by giving them more time to look up words and also to have more dynamic classes.

2.2.5. Conclusion

As a conclusion, group 2 did not reach the expected level of Reading and Writing Skills even though all the activities planned at the beginning of the course were developed. It seems that despite the virtues that online learning offers to the students, the activities and resources chosen for the development of the blended learning course were not as demanding as they should have been. In hindsight, there was a lack of vocabulary reinforcement that would have allowed the students to use new words more effectively. In addition, grammar exercises were assigned as an optional activity while it probably would have been better to have made them mandatory.

CHAPTER 3

CHAPTER 3
PROPOSAL

3.1. COURSE DESIGN

This chapter provides a complete range of activities that can be used in a blended learning course for a Fourth English Level taught in a higher education institution. It was created as Fourth English Intensive course, ENG 004, in the Moodle platform of the University of Cuenca.

This course has been designed for a seventy-hour face-to-face course that the Language Department offers for the university undergraduates supported by an EFL student book as the bases combined with an array of online possibilities by means of Moodle along with web tools.

First, a voki welcomes the students to the new experience.

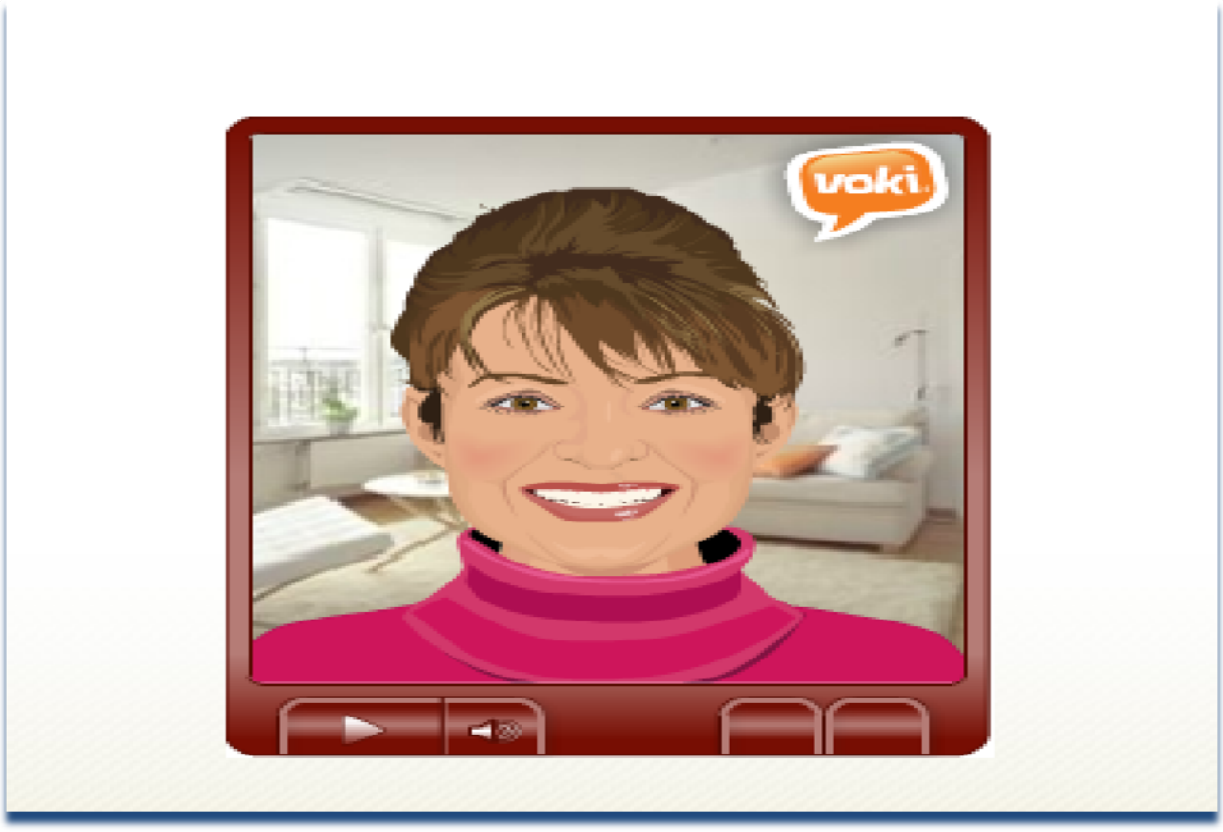

Figure 45.Screenshot showing a voki to welcome students to the course. (voki.com)

All the activities chosen for each one of the modules have been posted as follows:

- Forums: To encourage students to share experiences as well as ideas of different topics, so they can improve their critical thinking through the use of different skills.

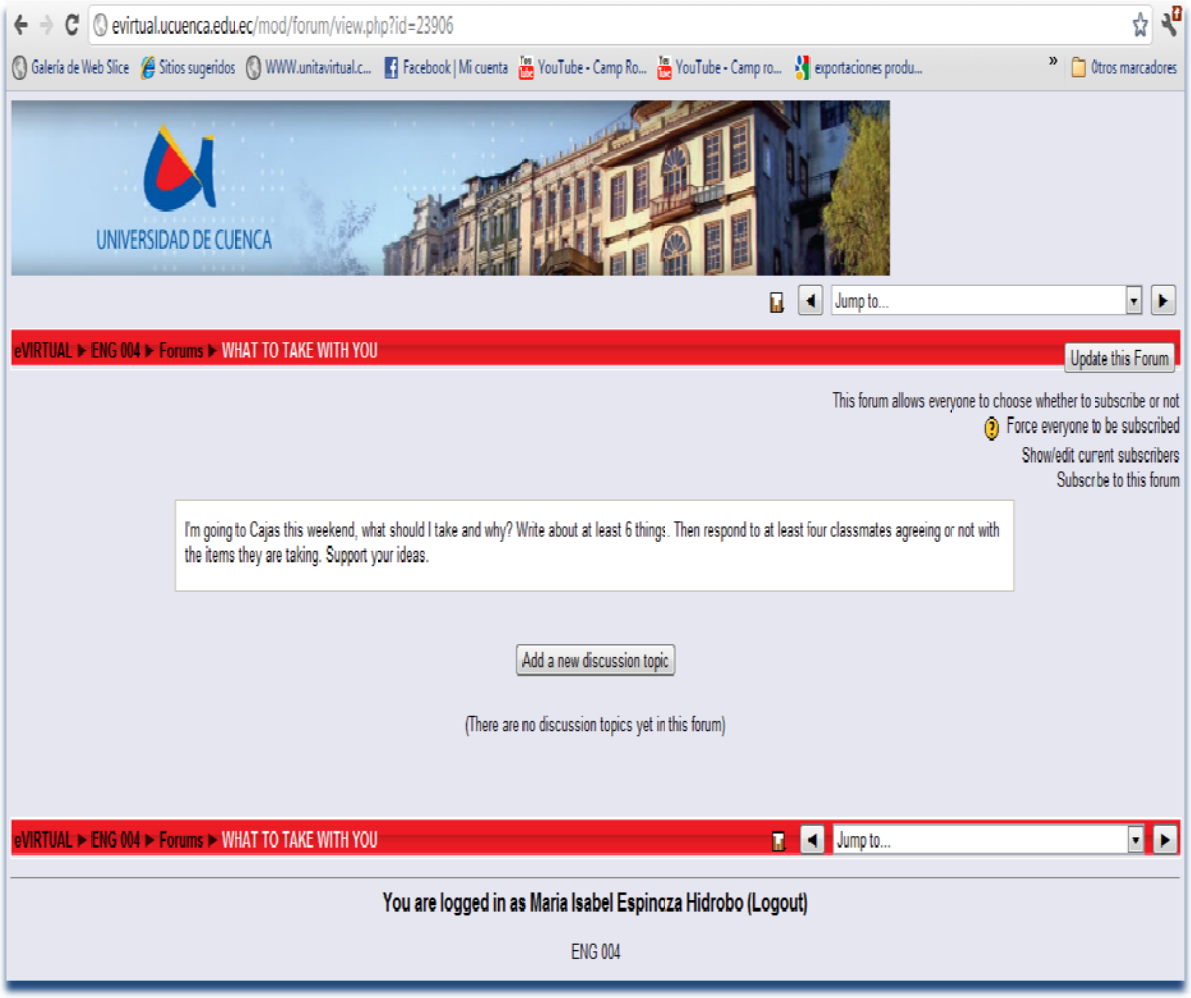

Figure 46.Screenshot showing an example for forum activities. (eVIRTUAL)

- Assignments: To expand the level of text comprehension of students along with new vocabulary words and by doing grammar exercises. Moreover, to encourage interaction and collaboration among students.

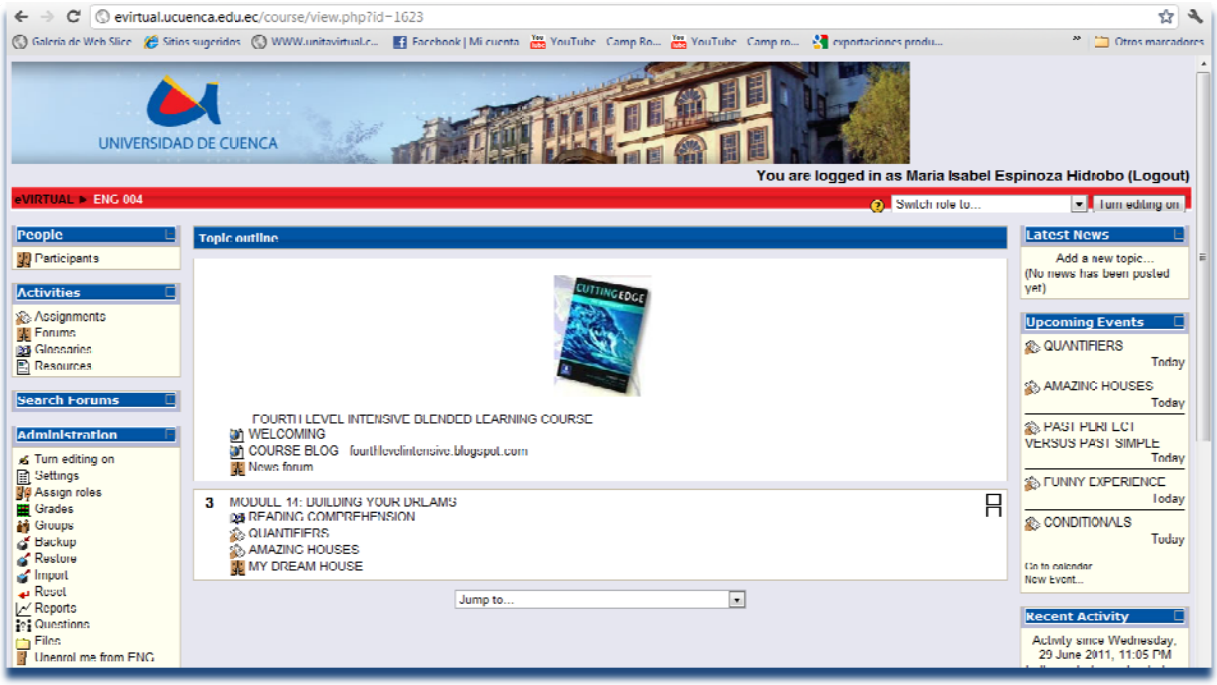

Figure 47.Screenshot showing the topic outline of the course. (eVIRTUAL).

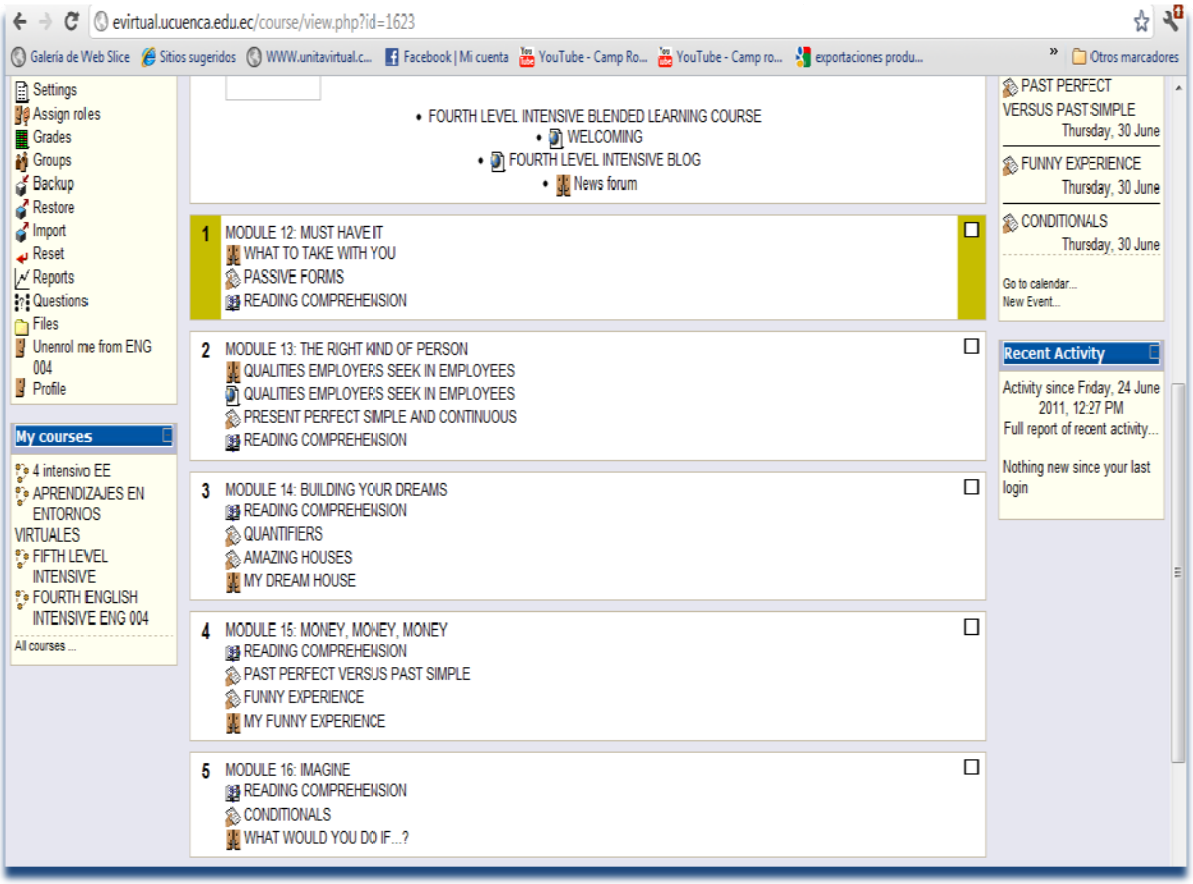

Figure 48.Screenshot showing the resources used to create the course. (eVIRTUAL).

Glossaries: Each time they read a passage, students are expected to enlarge their list and find definitions for them.

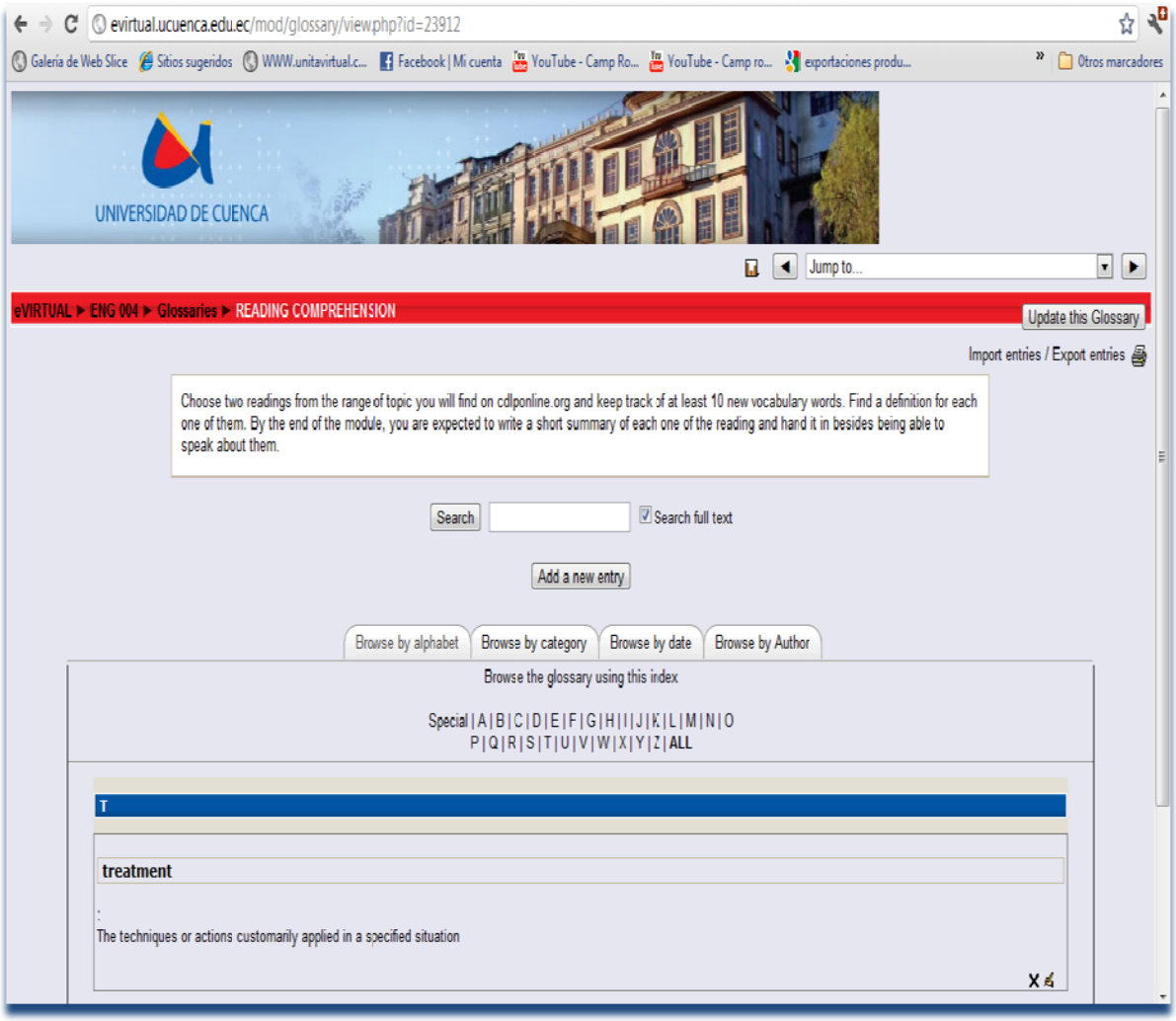

Figure 49. Screenshot showing a Glossary as a Moodle resource. (eVIRTUAL)

As an important part of the online course, a blog was created that could be accessed, so the students did some other interesting activities in order to fulfill the course requirements and course outcomes. An improved syllabus was uploaded and entries for each one of the modules with activities were posted to be enjoyed by the students while enhancing their learning in the target language.

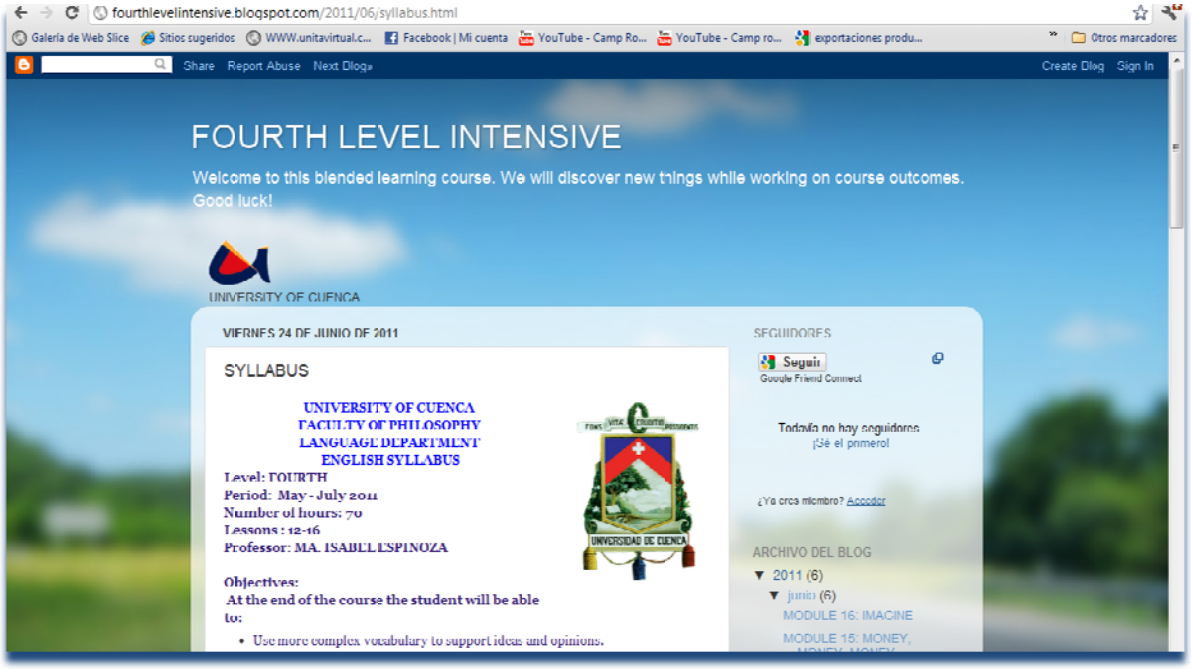

Figure 50. Screenshot showing the blog created for the course (Blogger).

Figure 51. Screenshot showing reading activities uploaded onto the blog of the course (Blogger).

Figure 52.Screenshot showing a course activity (Blogger).

Figure 53.Screenshot showing a course activity (Blogger).

It is intended that through this work students as well as teachers become more successful with their learning and teaching practices. Therefore, all the teachers are

invited to use the bonding aspects of technology available today. Neither teachers nor students need to be experts to create a blog or to open a Skype account.

The challenge is to get started and to get on the right track and to keep updating the approaches according to what the globalized world demands.

CONCLUSIONS

CONCLUSIONS

After experiencing and being part of this exciting work, the following conclusions came to the surface.

- Constructivism is the trend that higher education demands, leaving traditional methods such as Behaviorism behind. For instance, it involves a new view of learning from transmitting knowledge to transforming knowledge; the students move from passive to active participation by collaborating with one another, among other benefits.
- Blended Learning enhances the process of learning and teaching English as a foreign and target language because of the combination of face-to-face classes along with online activities. That is to say, students interact directly during the daily classes in a traditional classroom and indirectly through Moodle and web tools activities. Similarly, three presences are mandatory to succeed in building a community of inquiry: social presence, cognitive presence, and teaching presence. Each one of them, although not necessarily balanced, holds the blended approach together.
- Moodle is an important means of enhancing learning by providing resources such as forums, assignments, glossaries, resources where a huge range of information related to topics and objectives of the course are offered. Students have the chance to use the target language by using different skills and by developing their critical thinking, so they are able to give their opinion as well as to share ideas and experiences.
- Web tools are free and available online. There is a variety of common tools that can be used for teaching a foreign language; examples include video hosting with YouTube, blogging at BlogSpot, instant messaging and VoIP call like Skype, and a course management system such as Moodle.
- Neither educators nor undergraduates have to be computer experts or to be really skillful; in contrast, being aware of the modern educational demands and being willing to move with them is what is needed, so educators and students start the change from old and outdated practices to the trendy new ones.
- The students who tried online activities are more willing to continue to use what is available online. Despitethe fact that all of the students were just interested in

fulfilling the English requirement, except for two of them, cannot be avoided. However, the motivation and the vision the teacher can give to the course would make a difference; for instance, by reaching students' outcomes more effectively as well as a more successful community of inquiry.

- Unfortunately, it is difficult to conclude that blended learning is a better approach than face-to-face approach because the results show basically the same result for both groups, so further research is needed to find clearer results.
- Finally, it is important to mention that platforms have been designed mainly for virtual and semi-presentialprograms, so it seems that in a blended learning approach the teacher is not replaceable; that is to say, that in a blended course online activities have a supporting role.

RECOMMENDATIONS

RECOMMENDATIONS

After a thorough analysis of data, the following recommendations are hereby made:

- Regarding someteachers' limited understanding of constructivism, these teachers should be more active themselves in seeking more information and learning opportunities to develop their expertise in this approach. One way of doing this is by continuously conducting professional development either independently or collaboratively. Educators should be more aware of their professional learning and development in this approach not just by formal training from the university but by understanding that it involves cognitive process, personal construction, and reflective practice.
- Whenever applying the blended learning approach, it is important to pay attention to the planning as well as the activities that should go along with the course objectives.
- In order for the students to achieve educational intended outcomes, it is essential for the instructor to keep track of a careful follow-up, being the teaching presence the one that makes all three presences hold together.
- This study only looks at the experience of one teacher and two different groups of students. However, further studies could focus more on the statistical analysis of the issue, perhaps using a combination of quantitative and qualitative research approaches.
- Furthermore, since this study was carried out in just a couple of English courses, it is suggested that further study be conducted to investigate how the blended learning approach is actually being applied in the Language Department.
- Offering teachers training is critical for the success of the employment of new approaches, so the intended improvement in students' learning is reached.
- There must be a careful step-by-step implementation of blended courses due to the fact that most of the students still struggle with technology limitations such as a lack of personal Internet connection that should be available, so the students can develop all the online activities in the comfort of their own homes.

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WORKS CITED

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LIST OF TABLES AND FIGURES

TABLES

FIGURES

APPENDICES

Appendix 1

UNIVERSITY OF CUENCA

FACULTY OF PHILOSOPHY

LANGUAGE DEPARTMENT

ENGLISH SYLLABUS

Level: FOURTH

Period/Term: May – July 2010 / September – November 2010

Number of hours: 70

Lessons : 12-16

Professor: MA. ISABEL ESPINOZA

Objectives:

At the end of the course the student will be able to:

- Systematize interviews, conversations, stories, and songs.
- Produce natural conversations involving personal information, descriptions, opinions, and discussions.
- Express own ideas in a more confident way.
- Summarize authentic written material about a variety of topics.
- Write paragraphs, applications, notes, and letters.

Module 12: MUST HAVE IT

Function: Giving opinion. Making decisions.Using definitions.

Structure: The passive form. Use of that, which, who.

Vocabulary:

Activities

Extra material:

Module 13: THE RIGHT KIND OF PERSON

Function: Describing qualities of people and jobs. Writing letter of application for a job.

Structure. Present Perfect simple and continuous. How long……..?

Vocabulary:

Activities

Extra material:

Module 14: BUILDING YOUR DREAM

Function: Describing houses and apartments. Asking and giving directions.

Structure: Quantifiers. Use of prepositions**.**

Vocabulary:

Activities

Extra material:

Module 15: MONEY, MONEY, MONEY

Function: dealing with money. Comparing stories.

Structure: Past perfect. Reported speech.

Vocabulary:

Activities

Extra material:

Module 16: I IMAGINE

Function: Analyzing texts and songs

Structure: Conditional sentences.

Vocabulary:

Activities

Extra material:

CONSOLIDATION Modules 12-16

Methodology

The language courses offered by the Language Department are based on the Communicative Approach in order to develop the communicative competence in the students. The four skills should be integrated through active and meaningful activities that would lead students to a real interaction. Grammar and vocabulary are tools that help develop communication; in this sense, they will be presented in context. Individual, pair and group work should be encouraged depending on the techniques and strategies used by the teacher.

Evaluation policy:

Class participation, homework, oral and written presentations, quizzes	50
Tests	20
Final Exam	30
TOTAL	100

Textbook: AMERICAN CUTTING EDGE: Book 3

Focus on

Speaking: Talking about life experiences, plans, ambitions

Writing : Writing a composition

Appendix 2

PERMISSION/CONSENT FORM

Estimados (as) estudiantes:

El proceso de investigación tendrá lugar en dos etapas. La primera consistirá en recolectar información correspondiente a una clase FACE-TO-FACE que es en la que ustedes participarán. Este significa que se desarrollará el curso en forma tradicional. La segunda etapa consistirá en trabajar con un grupo de estudiantes con BLENDED LEARNING la que se desarrollará durante los meses de Septiembre – Octubre 2010. Blendedlearning significa que los contenidos al igual que las actividades serán desarrolladas tanto en clase al igual que por medio de la plataforma virtual de la universidad (on-line). Los resultados serán analizados posteriormente para verificar la hipótesis y ver si es que actividades con BlendedLearning influencian el rendimiento académico en el aprendizaje de Inglés como idioma extranjero (EFL). La información será manejada en forma confidencial y muy profesional.

Por favor lea la autorización y fírmela si su deseo es participar en este proceso.

Gracias por su colaboración.

Atentamente,

MA. ISABEL ESPINOZA HIDROBO

Yo, _____
firmo el presente documento con el objeto de voluntariamente ser parte en el proceso de investigación de la **primera etapa** de la tesis***, "THE INFLUENCE OF BLENDED LEARNING ACTIVITIES IN ACADEMIC PERFORMANCE IN THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, LANGUAGE DEPARTMENT, UNIVERSITY OF CUENCA."*** que se desarrollará durante los meses Mayo – Julio 2010.

Autorizo en forma voluntaria a la Lic. Ma. Isabel Espinoza Hidrobo, Profesor agregado de la Universidad de Cuenca y egresada de la maestría en Lengua Inglesa y Lingüística Aplicada de la Facultad de Filosofía de la U. de Cuenca, hacer uso de la información que mi desempeño académico proporcione al igual que manifiesto mi disposición de expresar libremente datos por medio de encuestas, entrevistas, etc. a más de cualquier otra información que se requiera para colaborar en el éxito de este proceso investigativo.

En tal consideración, no tengo ningún inconveniente en participar en este estudio.

DIRECCIÓN ELECTRÓNICA:_____

FIRMA: _____ Cuenca, ____ de mayo de 2010

Appendix 3

PERMISSION/CONSENT FORM

Estimados (as) estudiantes:

El proceso de investigación tendrá lugar en dos etapas. La primera consistirá en recolectar información correspondiente a una clase FACE-TO-FACE que es en la que ya participaron estudiantes del Cuarto DE del ciclo Mayo-Julio 2010. La segunda etapa consistirá en trabajar con ustedes con BLENDED LEARNING la que se desarrollará durante los meses de Septiembre – Noviembre 2010. Blendedlearning significa que los contenidos al igual que las actividades serán desarrolladas tanto en clase al igual que por medio de la plataforma virtual de la universidad (on-line). Los resultados serán analizados posteriormente para verificar la hipótesis y ver si es que actividades con BlendedLearning influencian el rendimiento académico en el aprendizaje de Inglés como idioma extranjero (EFL). La información será manejada en forma confidencial y muy profesional.

Por favor lea la autorización y fírmela para participar en este proceso.

Gracias por su colaboración.

Atentamente,

MA. ISABEL ESPINOZA HIDROBO

Yo, _____
firmo el presente documento con el objeto de voluntariamente ser parte en el proceso de investigación de la **segunda etapa** de la tesis***, "THE INFLUENCE OF BLENDED LEARNING ACTIVITIES IN ACADEMIC PERFORMANCE IN THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, LANGUAGE DEPARTMENT, UNIVERSITY OF CUENCA."*** que se desarrollará durante los meses Septiembre – Noviembre 2010.

Autorizo en forma voluntaria a la Lic. Ma. Isabel Espinoza Hidrobo, Profesor Agregado de la Universidad de Cuenca y egresada de la maestría en Lengua Inglesa y Lingüística Aplicada de la Facultad de Filosofía de la U. de Cuenca, hacer uso de la información que mi desempeño académico proporcione al igual que manifiesto mi disposición de expresar libremente datos por medio de encuestas, entrevistas, etc. a más de cualquier otra información que se requiera para colaborar en el éxito de este proceso investigativo.

En tal consideración, no tengo ningún inconveniente en participar en este estudio.

DIRECCIÓN ELECTRÓNICA:_____

FIRMA: _____Cuenca, _____de Septiembre de 2010

Appendix 4

UNIVERSITY OF CUENCA

LANGUAGE DEPARTMENT

INTENSIVE COURSE - FOURTH LEVEL

PRE-TEST

NAME……

DATE: ……..

Professor: Ma. Isabel Espinoza

VOCABULARY

1. **Fill in the blank with the missing word. Choose a word from the box. There are more words than needed so choose the correct one.(5)**

billfold	**sympathetic**	**towel**	**owe**
planets	**mess**	**demonstration**	**speech**

a. You can keep money in a _____.
b. If you have a problem and someone listens and is very kind, he or she is _____.
c. You can use a _____ to dry yourself after taking a shower.
d. In the US, when a man gets married his best friend usually makes a _____ at the party.
e. If you disagree with the government you can go on a _____ on the street.

2. **Word formation. Complete each sentence with the correct form of one of the words from the box.(4)**

DRIVE	**OPEN**	**PEACE**	**IMAGINE**

a. Sam Taylor doesn't have very much _____.
b. Has anybody seen my _____ license?
c. It's very _____ here by the ocean.
d. Have you got a can _____?

3. **Math the word with the correct definition. (6)**

1. Profit	__	a. A person whose job is to buy and sell houses for other people.
2. Exchange rate	___	b. You have enough money to pay for something.
3. Afford	___	c. Money that a company earns by buying and selling things.
4. Suburb	___	d. Showing that you understand other people's feeling or problems.
5. Realtor	___	e. How much it costs to buy money from one country with money from another country.
6. Sympathetic	___	f. Part of the city away from the center.

GRAMMAR

4. Choose a verb and put it in the correct ACTIVE or PASSIVE form. Make sure you use the correct tense (Present Simple, Past Simple or the Future with will).(5)

wear	**delay**	**tell**	**hurt**	**finish**

a. The new art gallery _____ before the end of next year.
b. We _____ Redman the bad news yesterday.
c. In Japan, kimonos _____ for special occasions, for example when a woman gets married.
d. Two people _____ when their car went over a bridge last night.
e. I'm sorry I'm late. My train _____.

5. Circle the correct preposition in the following sentences. (6)

a. The World Health Organization spent $20 million dollars ***on/for*** AIDS research last year.
b. Don't ask me! I'm not very good ***in/with*** numbers.
c. I lent my copy of the book ***to/from*** John.
d. In the alphabet, B is ***between/behind*** A and C.
e. The Titanic was found ***on top of/at the bottom of*** the sea.
f. At the start of a chess game the black pieces are ***above/opposite*** the white ones.

6. **Conditionals. Fill in the blanks with a suitable form of the verb in parentheses. Think about whether the situation is real or imaginary.(4)**
   a. If you _____ (give) me your email address, I _____ (send) you the information.
   b. If I _____ (have) my cellphone with me I _____ (call) them now.
   c. What _____ you _____ (do) if you _____ (win) the lottery?
   d. If you _____ (leave) your telephone number I _____ (ask) Steve to call you later.
7. **Reported speech. Rewrite the following sentences in reported speech.(4)**
   a. "I have a lot of homework." She told me _____.
   b. "I don't want to watch television." Your told me _____.
   c. "I didn't speak to Mr. Clinton." He told them _____.
   d. "I won't be late." You told me _____.

READING

8. **Read the text and answer the questions. (7)**

HURRICANES AND TORNADOES

Two of the most dangerous storms which afflict America are hurricanes and tornadoes. They are very much feared by anyone who may live in the path of their destruction and cause millions of dollars worth of damage to life and property every year.

Hurricanes which usually develop between July and October are similar to cyclones and originate over the waters in the Caribbean Sea. They move upwards hitting the mainland of America somewhere in the Gulf of Mexico or the Atlantic Ocean. Once they hit land they carry tremendous power with driving rain and wind. These winds can attain speeds of over 75 mph. And cover an area of over 500 miles in diameter. At the center of the storm there is an "eye" with relatively fair weather and warm, dry air aloft. The diameter of the eye is usually about 32 kilometers. When the eye passes the relief is only temporary but soon the wind and rain will suddenly reappear from the opposite direction.

Every year homes are destroyed by their fury and often lives are lost. Most people who live near the coast are forced to evacuate their homes and to move to safer areas until the storm passes. Floods are caused along the coasts by both the heavy rain and a storm tide that is considerably above normal water level. The high winds, coastal flooding and torrential rains associated with a hurricane cause enormous damage.

People living in the wake of a storm are given ample warning to protect their homes. Flashlights or candles are prepared in case of electric-power failures and plenty of fresh water should be saved as precautions against the pollution of water supplies by flooding.

If one should travel inland across the Great Plains and the prairie states of America, one will most likely not encounter a hurricane, but there is another kind of storm in the Midwest which is equally feared. It is called a tornado. Tornadoes are violent low-pressured storms with an intense updraft near their center which is capable of lifting quite heavy objects from the ground. A tornado, therefore, is a dark, funnel-shaped cloud containing violently rotating air. It can pick up trees and cars right into the air and even uplift heavier objects such as homes and railway cars. Like a vacuum cleaner across a rug, it sucks up into the air anything which may lie in its path. These storms occur most often during the summer months and are noticeable by their strong wind and lack of rain. The sky turns black as dust is sucked up into the air. Tornadoes travel normally at around 60 kilometers per hour and the winds can reach 800 kilometers per hours in the most violent storms. Tornadoes are most frequent in the United States east of the Rocky Mountains and especially in the central plains area of the Mississippi basin where about 150 occur each year. Tornadoes may also strike the southern states in winter and have even been known to develop in the northeast.

Both hurricanes and tornadoes cause millions of dollars worth of damage each year. Today they can be predicted more easily than in the past, but they cannot be stopped or ignored. When they come they must be endured with the hope that one survives their fury and wrath.

1. What are two of the most dangerous storms which afflict America?
   - o _____.
2. At which part of the year do hurricanes usually develop?
   - o _____.

3. What is the center of a hurricane called?
   o _____.
4. Which is not true of tornadoes? Circle the answer.
   a. They occur only during the summer.
   b. They cause millions of dollars worth of damage.
   c. They can be found not only in the Midwest but also in the northeast.
   d. The sky turns black as dust is forced up into the air.
   e. They can be more easily predicted today that in the past.
5. Which of the following was not mentioned in the article?
   a. The damage caused by Hurricanes and tornadoes.
   b. The tremendous power of these storms.
   c. The number of people killed each year by these storms.
   d. The time of year when they are most likely to strike.
   e. The speeds at which they travel.
6. What's your opinion about natural disasters?

   _____

   _____

WRITING

9. Read the paragraph below. Then, read the sentences that follow the paragraph. Check the three sentences that are good topic sentences for this paragraph. (3)

My Grandmother

_____. She was born 77 years ago in England. When she was a baby, her family moved to the United States. After high school, she worked in a bakery until she married my grandfather. She can still make delicious cakes! My grandfather died five years ago, so she lives with us now. My grandmother is not patient, but she never gets angry with me. She always listens to me and helps me with my problems.

_____ 1. My grandmother is tall and thin.
_____ 2. I think my grandmother is a wonderful person.
_____ 3. An important person in my life is my grandmother.
_____ 4. My grandmother had five children.
_____ 5. Let me tell you about Grandma.
_____ 6. My grandmother can make me laugh when I am sad.

Write a topic sentence for this paragraph.(2)

A Teacher to Remember

_____.he was a tall, thin man with red hair, and he wore thick glasses. In the classroom, he was always moving. He never sat still. When he was teaching, he always walked around, swung his arms, or tapped his feet. Mr. Jenkins put his energy into teaching us literature and drama at my high school. He was an excellent teacher. He taught us to love literature. Also, he helped the students present two school plays every year. Mr. Jenkins cared a lot about his students, too. He always had time to talk to students about their problems. I hope that I can be like him when I am a teacher.

10. **You are one of the people traveling to Hero. You have just landed on the new planet. Write a letter to a friend back on Earth. Describe: (6)**

• The planet	• The journey there
• What you thing of the other people you are with	• How you feel at the moment.

Dear _____,

Well, here I am on the planet Hero! We've been here for _____ days now, and _____

_____

_____

_____

_____

_____

Appendix 5

DEPARTMENT OF LANGUAGES
INTENSIVE COURSE – FOURTH LEVEL
TEST 1 (MODULES 12 & 13)
STUDENT'S NAME: _____ DATE: __
PROFESSOR: Ma. Isabel Espinoza

1. **Circle the correct verb form in the following sentences. (5)**

- Tom and I are good friends. We **have known/have been knowing** each other for six years.
- Hi! I **tried/'ve been trying** to phone since three o'clock. How are you?
- How long **have you had/have you been having** your car?
- Between 1998 and 2000 The Juice Bar **opened/has been opening** over 200 new stores around the world.
- I **shopped/'ve been shopping** all morning! Let's have lunch.

2. Write the letter for the right definitions. (8)

• well-qualified	____	a. You have enough money to pay for something.
• accurate	____	b. To keep money to buy something special.
• sympathetic	____	c. Completely correct, with no mistakes.
• pull down	____	d. The business of persuading people to buy products and services.
• phrasebook	____	e. Someone who has a lot of qualifications.
• afford	____	f. Showing that you understand other people's feelings or problems.
• advertising	____	g. A small book containing useful sentences in a foreign language.
• save up for	____	h. To destroy a building, wall, etc. completely.

3. Read the passage and circle the correct answer. (10)

The Choking Dog

"Come on, come on, move it, idiot!"

Joanne beat impatiently on the steering wheel of her Mercedes sports car. How stupid to get caught up in the rush hour! She had planned to leave work early this afternoon, at three o'clock, to give herself a chance to relax and have a bath before going out to a meeting of her local tennis club. But just at ten to three a client had arrived, and it was two hours before she had finished dealing with the man. When she came out of her office, all the other staff in the Highlight Advertising Agency had already left. Now she was stuck in a traffic jam in central Birmingham at 5:30, and at 6:30 she was expected to be chairing a meeting of the tennis club. There would be no time for any hot bath.

Ahead of her, the traffic was moving at last, and she swung quickly out into the

centre lane to turn right, and raced the last half-mile through the quiet suburban streets to her house. Pulling up on the driveway, she leapt out of the car and ran for the house. As she opened the door, she nearly tripped over Sheba, who was standing behind it.

"Hey, Sheba, hello," she said, bending down to stroke the large Alsatian dog's head, "I've got no time for you now, but I'll take you out as soon as I get back from the tennis club."

It was then that she noticed something worrying about the dog. Sheba seemed to be coughing or choking, her stomach pumping repeatedly as if she was trying to vomit something up. She was obviously in real discomfort and could hardly breathe; her sad eyes gazed up at Joanne helplessly.

"Oh damn, this is all I need now," said Joanne to herself, dropping her briefcase and bending down to take a closer look, "a sick dog, today of all days!" On closer examination, Sheba did look very sick, and Joanne realized she would have to take her down to the vet immediately. Luckily, the vet's surgery was only a few streets away, and Joanne quickly loaded the dog, still coughing and choking, into her car for the short drive.

When she got there, the surgery was just about to close for the day. Luckily, Dr. Sterne had not left yet, and when he saw the state of Sheba, he brought her quickly into his office.

"It looks like something is stuck in her throat," said Dr. Sterne. It shouldn't take me too long to get it out."

"Listen, doctor, I'm really in a rush to get to a meeting -- can I leave her with you, and go and get changed? I'll be back in ten minutes to pick her up, then I'll take her on to the meeting with me. Is that OK?"

"Sure," said the doctor. "You get going. I'll see you in ten minutes."

Joanne jumped back into her car again, and made the quick trip round to her house in a couple of minutes. As she was once more entering the hallway, the phone on the table by the door began to ring. She picked it up, annoyed by this additional interruption to her plans.

"This is Dr. Sterne," said an anxious voice. "Is that you, Joanne?"

"Of course it's me," said Joanne, surprised at the sound of his voice, "no-one else lives here."

"I want you to get right out of that house immediately," said the doctor's voice. "Right now. I'm coming round right away, and the police will be there any time now. Wait outside for us." The phone went dead. Joanne stared at it. She was confused, but she was also a little frightened by the obvious fear in the voice of the doctor. She replaced the receiver, then quickly backed out of the door and ran into the street.

At that moment, a police car with its lights flashing swung round the corner and screeched to a stop outside the house. Two policemen got out. After briefly checking that she was the owner of the house, they ran into the house through the still open door, without explaining anything. Joanne was by now completely confused and very frightened. Then the doctor arrived.

"Where's Sheba? Is she OK?" shouted Joanne, running over to his car.

"She's fine, Joanne. I extracted the thing which was choking her, and she's OK now."

"Well what's this all about? Why are the police in my house?"

Just then, the two policemen reappeared from the house, half-carrying a white-faced figure, a man in a dark grey sweater and jeans, who, it seemed, could hardly walk. There was blood all over him.

"My God," said Joanne, "how did he get in there? And how did you know he was there?"

"I think he must be a burglar," said the doctor. "I knew he was there because when I finally removed what was stuck in Sheba's throat, it turned out to be three human fingers. I don't think he's a very happy burglar."

1. Wheredid Joanne work?

a) anadvertisingagency
b) a vet'ssurgery
c) a Mercedes dealer's office
d) the text does not say

2. Why was she angry at the beginning of the story?

a) Shewaslost.
b) She had lost a client at work.
c) She was stuck in a traffic jam.
d) Herdogwassick.

3. Why did she take the dog to Dr. Sterne's surgery?

a) It was time for Sheba's checkup.
b) The dog couldn't breathe properly.
c) She wanted to get her out of the house.
d) The doctor had asked to see her.

4. Why did she leave the dog at the surgery and drive home again?

a) She wanted to catch a burglar.
b) The dog was too sick to come home.
c) The doctor wanted to keep her.
d) Joanne wanted to change her clothes.

5. How long did it take Joanne to drive home from the surgery?

a) two minutes
b) ten minutes
c) anhour
d) the text does not say

6. What happened as she arrived home for the second time?

a) Thepolicearrived.
b) Thephonerang.
c) Thedogdied.
d) A burglar was just escaping.

7. Why did the doctor tell her to get out of the house?

a) There was a dangerous dog in there.
b) Itwasonfire.
c) He knew there was a burglar inside.

d) He wanted to meet her outside.

8. Why did the burglar look very sick?

a) The police had caught him, and he would probably have to go to prison.
b) He had caught a disease from the dog.
c) He hadn't found any valuable things to steal.
d) The dog had bitten off his fingers.

9. The story says that the dog "gazed up at Joanne helplessly". "Gazed" means

a) stared
b) cried
c) barked
d) laughed

10. A "vet's surgery" is probably

a) a serious operation
b) a minor operation
c) an animal doctor's office
d) a police station

4. **Describe what they do and the qualities they need for the following jobs.(8)**

a. doctor**:**

……

b. architect:

……

c. accountant

……

d. lawyer

……

Appendix 6

DEPARTMENT OF LANGUAGES
INTENSIVE COURSE – FOURTH LEVEL
TEST 2 (MODULES 14 & 15)
STUDENT'S NAME: _____ DATE: _____

PROFESSOR: Ma. Isabel Espinoza

5. **Three of the sentences below are correct. Check (√) the correct ones and correct the others.. (6)**

- People shouldn't spend too many time on their computers without a break. ___
- There aren't many beaches in the south. ___
- We had to cancel the concert because not enough people bought tickets. ___
- Rafael Nadal didn't win no matches in the last championship. ___
- A few students knew the answer, but not many. ___
- A lot people play computer games just to relax. ___

6. **Rewrite the following sentences in reported speech.(5)**

- "I didn't speak to Mr. Clinton." He told them _____.
- "They won't be late." You told me _____.
- "He's been there before." She said _____.
- "It's my birthday today." He said _____.
- "I'd bought the present yesterday." You told me _____.

7. **Write the letter for the right definitions. (8)**

• Noise		i. A thing that you use to shave with.
• Profit		j. Someone who is like that behaves is a very polite way.
• Village		k. A very small town in a country area.
• Suburb		l. Money that a company earns by buying and selling things.

• Well-mannered		m. A part of a city away from the center.
• Well-qualified		n. A person whose job is to buy and sell houses for other people.
• Razor		o. Sound that is unpleasant and that disturbs you.
• realtor		p. Someone who is like that for a job has a lot of qualifications.

8. READING. Read the texts. Choose and write the correct answers. (9)

1. Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street	2. Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should between 18 and 26. Call 366 - 76564 for more information.
3. Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at	4. Teacher Needed: Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56
5. Part Time work available: We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information	6. University positions open: The University of Cumberland is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the

contact us by calling	University of Cumberland for more information.

Which position is best for these people? Choose ONLY ONE position for each person.

1. Jane Madison. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.

    - The best job for Jane is __#_____

2. Jack Anderson. Jack graduated from the University of Trent with a degree in Economics two years ago. He wouldlikeanacademic position.

    - The best job for Jack is __#_____

3. Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can onlywork in theevenings.

    - The best job for Margaret is __#_____

4. Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. Sheislookingfor a full time position.

    - The best job for Alice is __#_____

5. Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

    - The best job for Peter is __#_____

6. Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.

    - The best job for Vincent is __#_____

GLOBAL ENGLISH

The global English of our times has all the benefits of the standardizing process we

have been describing. There is a recognized standard in Britain and America. There is alsoan agreed, standardized vocabulary and spelling system. Or nearly. Global English speakswith two voices: British and American. A student in, say, Japan or Saudi Arabia isconfronted with not one version, but two, a distinction recognized by the main languageschools, like Berlitz, who offer either British English or American English to their pupils.The differences are essentially differences of accent, inflection, spelling and, above all,vocabulary: apartment versus flat, buddy versus mate, candy versus sweets, diaper versusnappy. There are so many different expressions that America's Associated Press andBritain's Reuters news agencies have to translate English into English. The Reuters officein New York has a twelve-page list of common terms requiring translation and many arethe books that compile jokes about box, knock up and fag.

1.**Are the following statements true or false? (1 point)**

a. Great Britain and America have different language standards. _____

b. Americans do not understand some British expressions. _____

2. Choose a, b or c in each question below. Only one choice is correct. (2 points)

1. The standard in America

    a. is different from the standard in Britain.

    b. is the same as the standard in Britain.

    c. can also be found in Japan and Saudi Arabia.

2. Some students of English as a foreign language

    a. can only learn British English.

    b. can only learn American English.

c. can choose between British and American English.

3. Berlitz is

a. a British word.

b. a language school.

c. a news agency.

4. Some English words at Reuters

a. have to be translated into English.

b. cannot be translated.

c. have to be translated into another language.

9. <u>Write directions. 1. Where's the university? 2. Where's a butcher? (4)</u>

1. _____

_____

_____

2. _____

_____

_____

Appendix 7
UNIVERSITY OF CUENCA
LANGUAGE DEPARTMENT
INTENSIVE COURSE - FOURTH LEVEL

POSTTEST

NAME……

DATE: ……..

Professor: Ma. Isabel Espinoza

VOCABULARY

11. Fill in the blank with the missing word. Choose a word from the box. There are more words than needed so choose the correct one.(5)

billfold	**sympathetic**	**towel**	**owe**
planets	**mess**	**demonstration**	**speech**

f. You can keep money in a _____.
g. If you have a problem and someone listens and is very kind, he or she is _____.
h. You can use a _____ to dry yourself after taking a shower.
i. In the US, when a man gets married his best friend usually makes a _____ at the party.
j. If you disagree with the government you can go on a _____ on the street.

12. Word formation. Complete each sentence with the correct form of one of the words from the box.(4)

DRIVE	**OPEN**	**PEACE**	**IMAGINE**

e. Sam Taylor doesn't have very much _____.
f. Has anybody seen my _____ license?
g. It's very _____ here by the ocean.
h. Have you got a can _____?

13. Math the word with the correct definition. (6)

7. Profit __ g. A person whose job is to buy and sell houses for other people.
8. Exchange rate ___ h. You have enough money to pay for something.
9. Afford ___ i. Money that a company earns by buying and selling things.
10. Suburb ___ j. Showing that you understand other people's feeling or problems.
11. Realtor ___ k. How much it costs to buy money from one country with money from another country.
12. Sympathetic ___ l. Part of the city away from the center.

GRAMMAR

14. Choose a verb and put it in the correct ACTIVE or PASSIVE form. Make sure you use the correct tense (Present Simple, Past Simple or the Future with will).(5)

wear	**delay**	**tell**	**hurt**	**finish**

f. The new art gallery _____ before the end of next year.
g. We _____ Redman the bad news yesterday.
h. In Japan, kimonos _____ for special occasions, for example when a woman gets married.
i. Two people _____ when their car went over a bridge last night.
j. I'm sorry I'm late. My train _____.

15. Circle the correct preposition in the following sentences. (6)

g. The World Health Organization spent $20 million dollars ***on/for*** AIDS research last year.
h. Don't ask me! I'm not very good ***in/with*** numbers.
i. I lent my copy of the book ***to/from*** John.
j. In the alphabet, B is ***between/behind*** A and C.
k. The Titanic was found ***on top of/at the bottom of*** the sea.
l. At the start of a chess game the black pieces are ***above/opposite*** the white ones.

16. Conditionals. Fill in the blanks with a suitable form of the verb in parentheses. Think about whether the situation is real or imaginary.(4)

e. If you _____ (give) me your email address, I _____ (send) you the information.

f. If I _____ (have) my cellphone with me I _____ (call) them now.

g. What _____ you _____ (do) if you _____ (win) the lottery?

h. If you _____ (leave) your telephone number I _____ (ask) Steve to call you later.

17. Reported speech. Rewrite the following sentences in reported speech.(4)

e. "I have a lot of homework." She told me _____.

f. "I don't want to watch television." Your told me _____.

g. "I didn't speak to Mr. Clinton." He told them _____.

h. "I won't be late." You told me _____.

READING

18. Read the text and answer the questions. (7)

HURRICANES AND TORNADOES
Two of the most dangerous storms which afflict America are hurricanes and tornadoes. They are very much feared by anyone who may live in the path of their destruction and cause millions of dollars worth of damage to life and property every year. Hurricanes which usually develop between July and October are similar to cyclones and originate over the waters in the Caribbean Sea. They move upwards hitting the mainland of America somewhere in the Gulf of Mexico or the Atlantic Ocean. Once they hit land they carry tremendous power with driving rain and wind. These winds can attain speeds of over 75 mph. And cover an area of over 500 miles in diameter. At the center of the storm there is an "eye" with relatively fair weather and warm, dry air aloft. The diameter of the eye is usually about 32 kilometers. When the eye passes the relief is only temporary but soon the wind and rain will suddenly reappear from the opposite direction.

Every year homes are destroyed by their fury and often lives are lost. Most people who live near the coast are forced to evacuate their homes and to move to safer areas until the storm passes. Floods are caused along the coasts by both the heavy rain and a storm tide that is considerably above normal water level. The high winds, coastal flooding and torrential rains associated with a hurricane cause enormous damage.

People living in the wake of a storm are given ample warning to protect their homes. Flashlights or candles are prepared in case of electric-power failures and plenty of fresh water should be saved as precautions against the pollution of water supplies by flooding.

If one should travel inland across the Great Plains and the prairie states of America, one will most likely not encounter a hurricane, but there is another kind of storm in the Midwest which is equally feared. It is called a tornado. Tornadoes are violent low-pressured storms with an intense updraft near their center which is capable of lifting quite heavy objects from the ground. A tornado, therefore, is a dark, funnel-shaped cloud containing violently rotating air. It can pick up trees and cars right into the air and even uplift heavier objects such as homes and railway cars. Like a vacuum cleaner across a rug, it sucks up into the air anything which may lie in its path. These storms occur most often during the summer months and are noticeable by their strong wind and lack of rain. The sky turns black as dust is sucked up into the air. Tornadoes travel normally at around 60 kilometers per hour and the winds can reach 800 kilometers per hours in the most violent storms. Tornadoes are most frequent in the United States east of the Rocky Mountains and especially in the central plains area of the Mississippi basin where about 150 occur each year. Tornadoes may also strike the southern states in winter and have even been known to develop in the northeast.

Both hurricanes and tornadoes cause millions of dollars worth of damage each year. Today they can be predicted more easily than in the past, but they cannot be stopped or ignored. When they come they must be endured with the hope that one survives their fury and wrath.

7. What are two of the most dangerous storms which afflict America?
   - o _____.
8. At which part of the year do hurricanes usually develop?
   - o _____.

9. What is the center of a hurricane called?
   o _____.
10. Which is not true of tornadoes? Circle the answer.
    a. They occur only during the summer.
    b. They cause millions of dollars worth of damage.
    c. They can be found not only in the Midwest but also in the northeast.
    d. The sky turns black as dust is forced up into the air.
    e. They can be more easily predicted today that in the past.
11. Which of the following was not mentioned in the article?
    a. The damage caused by Hurricanes and tornadoes.
    b. The tremendous power of these storms.
    c. The number of people killed each year by these storms.
    d. The time of year when they are most likely to strike.
    e. The speeds at which they travel.
12. What's your opinion about natural disasters?

    _____

    _____

WRITING

19. Read the paragraph below. Then, read the sentences that follow the paragraph. Check the three sentences that are good topic sentences for this paragraph. (3)

My Grandmother

_____. She was born 77 years ago in England. When she was a baby, her family moved to the United States. After high school, she worked in a bakery until she married my grandfather. She can still make delicious cakes! My grandfather died five years ago, so she lives with us now. My grandmother is not patient, but she never gets angry with me. She always listens to me and helps me with my problems.

_____ 1. My grandmother is tall and thin.
_____ 2. I think my grandmother is a wonderful person.
_____ 3. An important person in my life is my grandmother.
_____ 4. My grandmother had five children.
_____ 5. Let me tell you about Grandma.
_____ 6. My grandmother can make me laugh when I am sad.

Write a topic sentence for this paragraph.(2)

A Teacher to Remember

_____.he was a tall, thin man with red hair, and he wore thick glasses. In the classroom, he was always moving. He never sat still. When he was teaching, he always walked around, swung his arms, or tapped his feet. Mr. Jenkins put his energy into teaching us literature and drama at my high school. He was an excellent teacher. He taught us to love literature. Also, he helped the students present two school plays every year. Mr. Jenkins cared a lot about his students, too. He always had time to talk to students about their problems. I hope that I can be like him when I am a teacher.

20. You are one of the people traveling to Hero. You have just landed on the new planet. Write a letter to a friend back on Earth. Describe: (6)

• The planet	• The journey there
• What you thing of the other people you are with	• How you feel at the moment.

Dear _____,

Well, here I am on the planet Hero! We've been here for _____ days now, and _____

_____

_____

_____

_____

_____

Appendix 8

TERM: MAY - JULY 2010
INTENSIVE COURSE
LEVEL: 4 DE
RESEARCH PROJECT
FACE-TO-FACE CLASS
PARTICIPANTS GROUP 1

	NAME	E-MAIL ADDRESS
1	Astudillo Iván	ivancho_84@yahoo.com
2	Ávila Marcia	elizabethpiscis_26@hotmail.com
3	Cabrera Marina	marina0584@hotmail.com
4	Campoverde Gabriela	gabycha83@hotmail.com
5	Cedillo Johanna	johanna50688@hotmail.com
6	Culcay Lourdes	luli191986@hotmail.com
7	Culcay Martha	marthacp2009@hotmail.com
8	García María	mary_nena106@hotmail.com
9	Guerrero Jacqueline	jacquisoyyo@hotmail.com
10	Jara Adriana	adrianajaratitu@yahoo.com.mx
11	Juca Mirian	1alexj@latinmail.com
12	Masapanta Julio	armandorelajo84@yahoo.com.ec
13	Méndez Xavier	xsantiago23@hotmail.com
14	Molina Fanny	nena_300185@yahoo.com
15	Ochoa Verónica	vero8ac@hotmail.com
16	Paute Fausto	
17	Pazmiño Valeria	nathep_89@hotmail.com
18	Quizhpi Gabriela	lagabita87@hotmail.com
19	Ramírez Javier	xavi.xxx@hotmail.com
20	Rodríguez Rosa	grodriguez21@hotmail.com
21	Romero Armando	armonia929fm@hotmail.com
22	Romero Xavier	lxavrr@hotmail.com
23	Segarra Carlos	carlossegarra09@hotmail.com
24	Vidal Alejandro	aleviap@hotmail.com
25	Zúñiga MA. José	maria_zuniga89@hotmail.com

Appendix 9

TERM: SEPTEMBER - NOVEMBER 2010
INTENSIVE COURSE
LEVEL: 4 EE
RESEARCH PROJECT
BLENDED CLASS
PARTICIPANTS FOCUS GROUP

	NAME	E-MAIL ADDRESS
1	Buñay Catalina	kat-thinly@hotmail.com
2	Campoverde Anita	ann-yes@hotmail.com
3	Castillo Jéssica	jess_jacs318@hotmail.com
4	Chamba Johanna	johanna.chamba@hotmail.com
5	Escandón Silvana	silvanapink_11@hotmail.com
6	Fernández Libia	may0689_cc@hotmail.com
7	García Juliana	julycgb@hotmail.com
8	GuanuquizaMélida	bacha_207@hotmail.es
9	Guzmán Mönica	monkmgn@gmail.com
10	Hernández Ligia	lishimer@hotmail.com
11	Lata Mariela	marylp4@hotmail.com
12	Medina Paola	paomorellana@hotmail.es
13	Molina Alexandra	alexcriss03@hotmail.com
14	Mora Estefanía	nenitatefym@hotmail.com
15	Morocho Priscila	pichijs99@hotmail.es
16	Morocho Sandra	sandra.morocho@hotmail.com
17	Narváez Diana	diany.estefy@hotmail.es
18	Ramón Gabriela	gaby21_249@hotmail.com
19	Tenezaca Juan	juan_fer44@hotmail.com
20	Torres Ana Elisa	anelita2001@hotmail.com
21	Vicuña Alexandra	alexitanegrit@hotmail.com
22	Vidal Esteban	jesteban vidal@hotmail.com
23	Vintimilla Silvana	silvi-88tva@hotmail.com
24	ZhagüiJanneth	janne_zh1988@hotmail.com

Appendix 10

ENCUESTA 4DE

Fecha: _____
Edad:_____ Género: Masculino ☐ Femenino ☐

LA PRESENTE ENCUESTA NO INFLUIRÁ DE NINGUNA MANERA EN SUS CALIFICACIONES. POR EL CONTRARIO SE LE AGRADECE SU TIEMPO Y COLABORACIÓN EN ESTA INVESTIGACIÓN AL RESPONDER CON LA MAYOR HONESTIDAD A LAS SIGUIENTE PREGUNTAS.

1. ¿Tomó usted el tercer nivel el ciclo anterior?

   SI ☐ NO ☐

2. Si su respuesta a la pregunta No. 1 es NO ¿Cuándo lo hizo? Explique la razón.

   RAZÓN: _____

   CUÁNDO TOMÓ EL 3ER. NIVEL:_____

3. Si su respuesta a la pregunta No. 1 es SÍ ¿Qué tipo de curso tomó?

   CURSO GENERAL ☐ CURSO INTENSIVO ☐ OTRO:☐
   Cuál?_____.

4. ¿Considera que se ha aprovechado al máximo los recursos como el libro, hojas adicionales de trabajo, minidictionary, etc. en este curso FACE-TO-FACE (CLASE PRESENCIAL)?

   ☐ Siempre
   ☐ Casi siempre
   ☐ Regularmente
   ☐ Casi nunca
   ☐ Nunca

5. Las actividades de vocabulario realizadas apoyadas en el Minidictionary de acuerdo a su criterio han sido:

   ☐ Muy beneficiosas
   ☐ Beneficiosas
   ☐ No han hecho ninguna diferenciaUn tanto
   ☐ perjudicial
   ☐ Muy perjudicial

6. Las lecturas proporcionadas tanto en actividades en clase así como en Tests en relación a elevar comprensión en su criterio han sido, en escala de 1 al 5, siendo 5 la nota más alta:

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

7. Las tareas y actividades de escritura realizadas durante el curso, ¿Le han ayudado a mejorar su destreza en escritura?

☐ Bastante
☐ Mucho
☐ Más o menos
☐ No mucho
☐ Nada

8. ¿Cree usted que incluir actividades, tareas y evaluaciones usando medios tecnológicos disponibles para el aprendizaje del idioma Inglés sería:

☐ Muy beneficioso
☐ Beneficioso
☐ No han hecho ninguna diferencia
☐ Un tanto perjudicial
☐ Muy perjudicial

9. Si usted tuviera la opción de escoger entre FACE-TO-FACE (clase netamente presencial) y una BLENDED LEARNING CLASS (clase presencial combinada con recursos tecnológicos), ¿cuál escogería?

Face-to-face ☐ Blended learning ☐

¿Porqué?:
……
……

OBSERVACIONES/SUGERENCIAS: ……

……

Appendix 11

ENCUESTA 4EE

Fecha: _____

Edad:_____ Género: Masculino ☐ Femenino ☐

LA PRESENTE ENCUESTA NO INFLUIRÁ DE NINGUNA MANERA EN SUS CALIFICACIONES. POR EL CONTRARIO SE LE AGRADECE SU TIEMPO Y COLABORACIÓN EN ESTA INVESTIGACIÓN AL RESPONDER CON LA MAYOR HONESTIDAD A LAS SIGUIENTE PREGUNTAS.

1. ¿Tomó usted el tercer nivel el ciclo anterior?

   SI ☐ NO ☐

2. Si su respuesta a la pregunta No. 1 es NO ¿Cuándo lo hizo? Explique la razón.

   RAZÓN:

   _____

   CUÁNDO TOMÓ EL 3ER.

   NIVEL:_____

3. Si su respuesta a la pregunta No. 1 es SÍ ¿Qué tipo de curso tomó?

   CURSO GENERAL ☐ CURSO INTENSIVO ☐ OTRO: __ ☐

   Cuál?_____.

4. ¿Considera que se ha aprovechado al máximo los recursos como el libro, hojas adicionales de trabajo, minidictionary, plataforma virtual, etc. en este curso con BLENDED LEARNING)?

   ☐ Siempre
   ☐ Casi siempre
   ☐ Regularmente
   ☐ Casi nunca
   ☐ Nunca

5. Las actividades de vocabulario realizadas apoyadas en el Minidictionary de acuerdo a su criterio han sido:

   ☐ Muy beneficiosas
   ☐ Beneficiosas
   ☐ No han hecho ninguna diferencia
   ☐ Un tanto perjudicial
   ☐ Muy perjudicial

6. Las lecturas proporcionadas tanto en actividades en clase así como en Tests y plataforma virtual en relación a elevar comprensión en su criterio han sido, en escala de 1 al 5, siendo 5 la nota más alta:

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

7. Las tareas y actividades de escritura realizadas durante el curso, ¿Le han ayudado a mejorar su destreza en escritura?

☐ Bastante
☐ Mucho
☐ Más o menos
☐ No mucho
☐ Nada

8. ¿Cree usted que incluir actividades, tareas y evaluaciones usando medios tecnológicos disponibles para el aprendizaje del idioma Inglés es:

☐ Muy beneficioso
☐ Beneficioso
☐ No han hecho ninguna diferencia
☐ Un tanto perjudicial
☐ Muy perjudicial

9. Para la realización de las actividades online, usted accedió al internet mediante:
   a. Laboratorio de computación de la universidad _____
   b. Biblioteca de la universidad _____
   c. Conexión a Internet en su casa ____
   d. Conexión a Internet en su trabajo ____
   e. Cyber Café
   f. Otro____ Especifique: _____

10. Si usted tuviera la opción de escoger entre FACE-TO-FACE (clase netamente presencial) y una BLENDED LEARNING CLASS (clase presencial combinada con recursos tecnológicos), ¿cuál escogería?

Face-to-face ☐ Blended learning ☐

¿Porqué?:

……

……

11. Para realizar las tareas mediante la plataforma virtual, ¿cómo accedió a una conexión de internet?

- Usó los laboratorios disponibles en la universidad? ____
- Usó la biblioteca de la universidad? ____
- Tuvo acceso al internet en su trabajo? ____
- Tiene una conexión de internet en casa? _____
- Acudió a un cyber café para hacer las tareas? _____
- OTRO: ESPECIFIQUE.....

OBSERVACIONES/SUGERENCIAS:

……

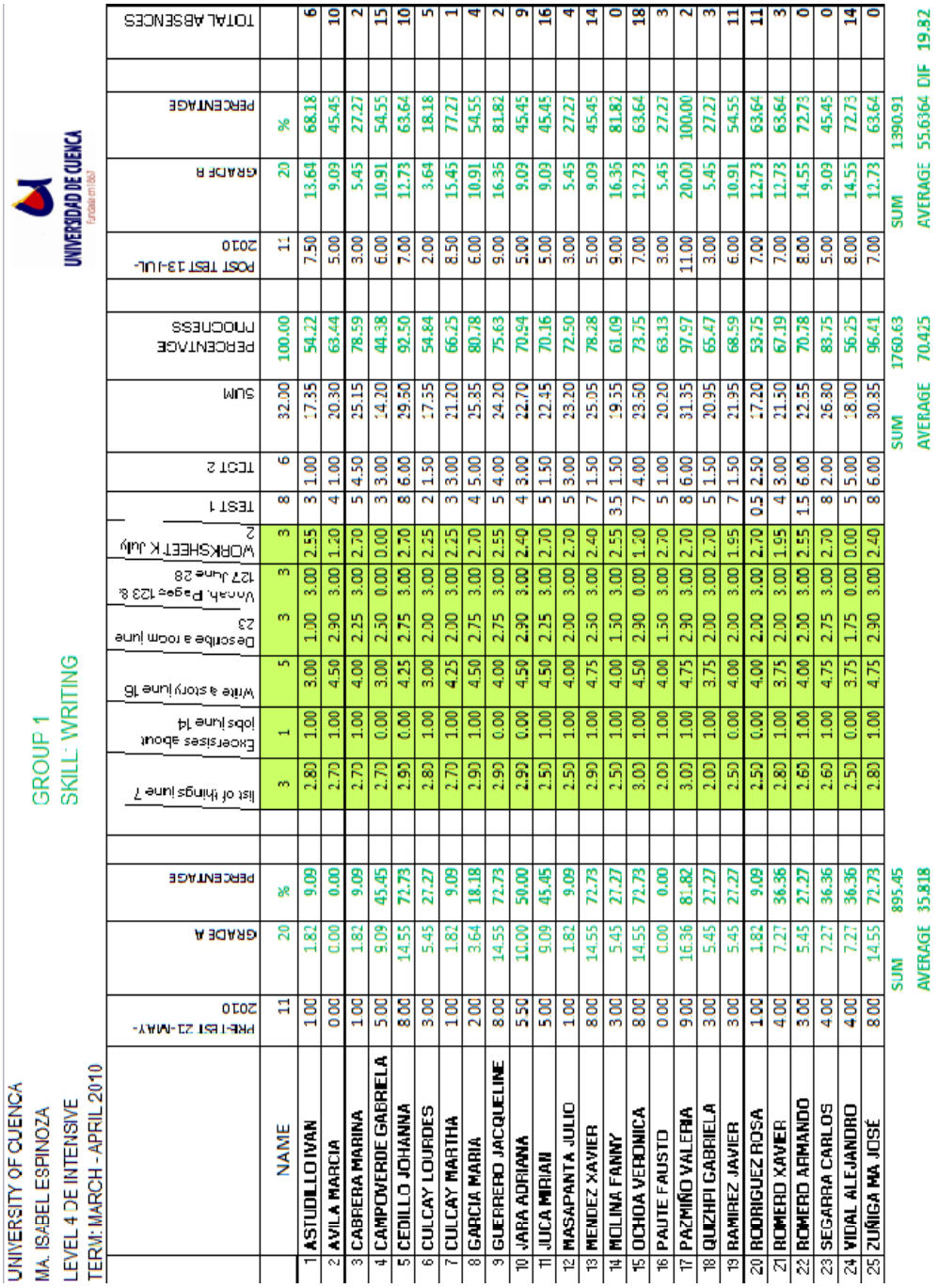
Appendix 12

UNIVERSITY OF CUENCA
MA ISABEL ESPINOZA
LEVEL 4 DE INTENSIVE
TERM: MARCH - APRIL 2010

GROUP 1
SKILL: READING

	NAME	PRE-TEST 21 MAY 2010 NO. DIFFICULTIES	GRADE A	PERCENTAGE		Vocab. Quiz May 31	Vocab quiz june 1	vocab quiz june 7	Vocab. Mod. 13 June 14	Resource pack: WORSHEET June 11	vocab. 12B June 16	Draw a description of a house june 21	test 1	test 2	sum	PERFORMANCE GRADE	PERFORMANCE	POST TEST 13-JUL-2010	GRADE	PERCENTAGE	PROGRESS PERCENTAGE	number of absences
		41	20	%		5	5	5	2	3	1	2	23	28	74	50	%	41	20 %	%	%	
1	ASTUDILLO IVAN	15.50	7.56	37.80		0.75	1.00	1.50	1.00	0.00	1.00	2.00	16	20.00	43.25	29.22	58.45	19.00	9.27	46.34	8.54	6
2	AVILA MARCIA	13.00	6.34	31.71		3.50	4.50	3.50	2.00	1.91	0.50	2.00	17	20.00	54.91	37.1	74.20	19.00	9.27	46.34	14.63	10
3	CABRERA MARINA	12.50	6.10	30.49		2.50	4.50	4.50	2.00	2.36	1.00	2.00	19	24.00	62.35	42.14	84.28	26.00	12.68	63.41	32.93	2
4	CAMPOVERDE GABRIELA	23.00	11.22	56.10		3.00	4.00	4.00	0.00	0.00	1.00	2.00	17	17.00	48	32.43	64.86	24.00	11.71	58.54	2.44	15
5	CEDILLO JOHANNA	25.00	12.20	60.98		3.00	4.50	4.50	2.00	2.36	1.00	2.00	20	22.00	61.85	41.8	83.59	25.00	12.20	60.98	0.00	10
6	CULCAY LOURDES	18.50	9.02	45.12		3.25	4.00	2.75	1.00	1.91	0.00	2.00	11	25.00	50.91	34.4	68.80	26.00	12.68	63.41	18.29	5
7	CULCAY MARTHA	14.00	6.83	34.15		0.50	2.25	1.75	1.00	2.45	0.50	2.00	8	23.50	41.95	28.35	55.70	22.00	10.73	53.66	19.51	1
8	GARCIA MARIA	18.00	8.78	43.90		3.50	5.00	5.00	2.00	3.00	1.00	2.00	19	19.00	59.5	40.2	80.41	29.00	14.15	70.73	26.83	4
9	GUERRERO JACQUELINE	25.00	12.20	60.98		4.00	4.75	5.00	0.00	1.91	1.00	2.00	22	23.00	63.65	43.01	86.03	30.00	14.63	73.17	12.20	2
10	JARA ADRIANA	26.00	12.68	63.41		4.00	5.00	4.00	2.00	2.32	1.00	2.00	17	24.50	61.82	41.77	83.54	18.50	9.02	45.12	-18.29	9
11	JUCA MIRIAN	19.50	9.51	47.56		0.00	0.00	2.00	1.00	2.31	1.00	2.00	16	22.00	46.31	31.29	62.58	20.00	9.76	48.78	1.22	16
12	MASAPANTA JULIO	18.00	8.78	43.90		0.50	3.50	2.75	2.00	1.70	1.00	2.00	14	21.00	48.45	32.74	65.48	22.00	10.73	53.66	9.76	4
13	MENDEZ XAVIER	16.50	8.05	40.24		3.25	5.00	3.50	2.00	1.23	1.00	2.00	22	24.50	64.43	43.57	87.13	26.00	12.68	63.41	23.17	14
14	MOLINA FANNY	23.00	11.22	56.10		0.75	1.75	3.00	2.00	2.36	0.50	2.00	17	14.50	44.35	29.98	59.95	17.50	8.54	42.68	-13.41	0
15	OCHOA VERONICA	22.00	10.73	53.66		5.00	4.75	4.00	2.00	1.77	1.00	0.00	17	24.00	59.52	40.22	80.43	30.00	14.63	73.17	19.51	18
16	PAUTE FAUSTO	8.50	4.15	20.73		0.50	1.00	0.75	2.00	2.73	0.50	2.00	16	18.50	43.98	29.71	59.43	18.00	8.78	43.90	23.17	3
17	PAZMIÑO VALERIA	23.50	11.46	57.32		5.00	5.00	5.00	2.00	3.00	1.00	2.00	21	26.50	70.5	47.64	95.27	30.00	14.63	73.17	15.85	2
18	QUIZHPI GABRIELA	15.00	7.32	36.59		2.75	4.00	3.75	2.00	1.77	1.00	2.00	16	17.50	50.77	34.3	68.61	18.00	8.78	43.90	7.32	3
19	RAMIREZ JAVIER	16.50	8.05	40.24		2.00	3.25	2.75	1.50	3.00	1.00	2.00	18	21.50	55	37.16	74.32	24.00	11.71	58.54	18.29	11
20	RODRIGUEZ ROSA	16.00	7.80	39.02		3.00	1.00	2.00	0.00	0.55	0.50	2.00	12	17.00	38.05	25.71	51.42	19.00	9.27	46.34	7.32	11
21	ROMERO XAVIER	16.50	8.05	40.24		3.00	5.00	5.00	2.00	2.30	1.00	2.00	19	10.50	50.3	33.98	67.97	25.00	12.20	60.98	20.73	3
22	ROMERO ARMANDO	13.50	6.59	32.93		0.00	1.50	1.25	2.00	2.36	0.50	2.00	7	25.00	42.11	28.46	56.91	17.00	8.29	41.46	8.54	0
23	SEGARRA CARLOS	18.00	8.78	43.90		1.75	3.00	4.75	0.00	2.30	1.00	2.00	16	25.50	56.8	38.38	76.75	29.00	14.15	70.73	26.83	0
24	VIDAL ALEJANDRO	23.00	11.22	56.10		5.00	4.50	3.50	0.00	1.77	1.00	2.00	20	25.00	62.77	42.41	84.83	27.00	13.17	65.85	9.76	14
25	ZUÑIGA MA JOSÉ	25.50	12.44	62.20		5.00	5.00	5.00	2.00	2.18	1.00	2.00	22	24.50	68.63	46.41	92.81	39.00	19.02	95.12	32.93	0
			sum	1135.37											sum		1824.74		sum	1463.41	328.05	
			averag	45.41											average		72.99		averag	58.54	13.12	

Appendix 13



UNIVERSITY OF CUENCA
MA. ISABEL ESPINOZA
LEVEL 4 DE INTENSIVE
TERM: MARCH - APRIL 2010

GROUP 1
SKILL: WRITING

UNIVERSIDAD DE CUENCA

	NAME	PRE-TEST 23-MAY-2010	GRADE A	PERCENTAGE	list of things june 7	Exercises about jobs june 14	Write a story june 16	Describe a room june 23	Vocab. Page 123 & 127 June 28	WORKSHEET K July 2	TEST 1	TEST 2	SUM	PERCENTAGE PROCONESS	POST TEST 13-JUL-2010	GRADE B	PERCENTAGE		TOTAL ABSENCES
		11	20	%	3	1	5	3	3	3	8	6	32.00	100.00	11	20	%		
1	ASTUDILLO IVAN	1.00	1.82	9.09	2.80	1.00	3.00	1.00	3.00	2.55	3	1.00	17.35	54.22	7.50	13.64	68.18		6
2	AVILA MARCIA	0.00	0.00	0.00	2.70	1.00	4.50	2.90	3.00	1.20	4	1.00	20.30	63.44	5.00	9.09	45.45		10
3	CABRERA MARINA	1.00	1.82	9.09	2.70	1.00	4.00	2.25	3.00	2.70	5	4.50	25.15	78.59	3.00	5.45	27.27		2
4	CAMPOVERDE GABRIELA	5.00	9.09	45.45	2.70	0.00	3.00	2.50	0.00	0.00	3	3.00	14.20	44.38	6.00	10.91	54.55		15
5	CEDILLO JOHANNA	8.00	14.55	72.73	2.90	0.00	4.25	2.75	3.00	2.70	8	6.00	29.50	92.50	7.00	12.73	63.64		10
6	CULCAY LOURDES	3.00	5.45	27.27	2.80	1.00	3.00	2.00	3.00	2.25	2	1.50	17.35	54.84	2.00	3.64	18.18		5
7	CULCAY MARTHA	1.00	1.82	9.09	2.70	1.00	4.25	2.00	3.00	2.25	3	3.00	21.20	66.25	8.50	15.45	77.27		1
8	GARCIA MARIA	2.00	3.64	18.18	2.90	1.00	4.50	2.75	3.00	2.70	4	5.00	25.35	80.78	6.00	10.91	54.55		4
9	GUERRERO JACQUELINE	8.00	14.55	72.73	2.90	0.00	4.00	2.75	3.00	2.55	5	4.00	24.20	75.63	9.00	16.36	81.82		2
10	JARA ADRIANA	5.50	10.00	50.00	2.90	0.00	4.50	2.90	3.00	2.40	4	3.00	22.70	70.94	5.00	9.09	45.45		9
11	JUCA MIRIAN	5.00	9.09	45.45	2.50	1.00	4.50	2.25	3.00	2.70	5	1.50	22.45	70.16	5.00	9.09	45.45		16
12	MASAPANTA JULIO	1.00	1.82	9.09	2.50	1.00	4.00	2.00	3.00	2.70	5	3.00	23.20	72.50	3.00	5.45	27.27		4
13	MENDEZ XAVIER	8.00	14.55	72.73	2.90	1.00	4.75	2.50	3.00	2.40	7	1.50	25.05	78.28	5.00	9.09	45.45		14
14	MOLINA FANNY	3.00	5.45	27.27	2.50	1.00	4.00	1.50	3.00	2.55	3.5	1.50	19.55	61.09	9.00	16.36	81.82		0
15	OCHOA VERONICA	8.00	14.55	72.73	3.00	1.00	4.50	2.90	0.00	1.20	7	4.00	23.50	73.75	7.00	12.73	63.64		18
16	PAUTE FAUSTO	0.00	0.00	0.00	2.00	1.00	4.00	1.50	3.00	2.70	5	1.00	20.20	63.13	3.00	5.45	27.27		3
17	PAZMIÑO VALERIA	9.00	16.36	81.82	3.00	1.00	4.75	2.90	3.00	2.70	8	6.00	31.35	97.97	11.00	20.00	100.00		2
18	QUIZHPI GABRIELA	3.00	5.45	27.27	2.00	1.00	3.75	2.00	3.00	2.70	5	1.50	20.95	65.47	3.00	5.45	27.27		3
19	RAMIREZ JAVIER	3.00	5.45	27.27	2.50	0.00	4.00	2.00	3.00	1.95	7	1.50	21.95	68.59	6.00	10.91	54.55		11
20	RODRIGUEZ ROSA	1.00	1.82	9.09	2.50	0.00	4.00	2.00	3.00	2.70	0.5	2.50	17.20	53.75	7.00	12.73	63.64		11
21	ROMERO XAVIER	4.00	7.27	36.36	2.80	1.00	3.75	2.00	3.00	1.95	4	3.00	21.50	67.19	7.00	12.73	63.64		3
22	ROMERO ARMANDO	3.00	5.45	27.27	2.60	1.00	4.00	2.00	3.00	2.55	1.5	6.00	22.55	70.78	8.00	14.55	72.73		0
23	SEGARRA CARLOS	4.00	7.27	36.36	2.60	1.00	4.75	2.75	3.00	2.70	8	2.00	26.80	83.75	5.00	9.09	45.45		0
24	VIDAL ALEJANDRO	4.00	7.27	36.36	2.50	0.00	3.75	1.75	0.00	0.00	5	5.00	18.00	56.25	8.00	14.55	72.73		14
25	ZUÑIGA MA. JOSÉ	8.00	14.55	72.73	2.80	1.00	4.75	2.90	3.00	2.40	8	6.00	30.35	96.41	7.00	12.73	63.64		0
		SUM	895.45										SUM	1760.63		SUM	1390.91		
		AVERAGE	35.818										AVERAGE	70.425		AVERAGE	55.6364	DIF	19.82

Appendix 14

UNIVERSITY OF CUENCA
MA. ISABEL ESPINOZA
LEVEL FOURTH EE INTENSIVE
SEPTEMBER-NOVEMBER 2010

GROUP 2
SKILL: READING

UNIVERSIDAD DE CUENCA

	NAME	PRE-TEST	GRADE	PERCENTAGE	reading 1	reading 2	reading 3	reading 4	reading 5	[illegible]	worksheet 2	worksheet K	TEST 1	TEST 2	SUM	GRADE	PERCENTAGE	POST TEST	grade	PERCENTAGE	PROGRESS PERCENTAGE	[illegible]
		41.00	20.00	%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5.00	4.00	24.00	23.00	28.00	[illegible]	20.00	%	41.00	20.00	%	%	
1	BUÑAY CATALINA	13.00	6.34	31.71	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.75	0.48	18.00	20.00	23.00	[illegible]	17.24	86.21	30.00	14.63	73.17	41.46	8
2	CASTILLO JESSICA	12.00	5.85	29.27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		0.00	18.00	16.00	20.00	[illegible]	15.47	77.37	21.50	10.49	52.44	23.17	10
3	CHAMBA JOHANNA	15.00	7.32	36.59	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		0.00	19.00	17.00	18.00	[illegible]	13.85	69.27	19.00	9.27	46.34	9.76	4
4	ESCANDÓN SILVANA	14.00	6.83	34.15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.00	0.55	18.00	17.00	18.50	[illegible]	15.47	77.36	20.00	9.76	48.78	14.63	2
5	FERNÁNDEZ LISIA	12.00	5.85	29.27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	11.00	15.00	20.00	[illegible]	14.54	72.71	25.50	12.44	62.20	32.93	4
6	GARCIA JULIANA	14.00	6.83	34.15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.00	0.55	17.00	15.00	14.00	[illegible]	13.86	69.31	22.00	10.73	53.66	19.51	6
7	GUANUQUIZA MELIDA	15.00	7.32	36.59	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.00	0.55	18.00	20.00	17.00	[illegible]	15.40	76.98	19.50	9.51	47.56	10.98	6
8	GUZMAN MONICA	17.00	8.29	41.46	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	18.00	18.00	21.00	[illegible]	16.51	82.57	26.00	12.68	63.41	21.95	0
9	FERNANDEZ LIGIA	18.00	8.78	43.90	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.75	0.86	18.00	15.00	19.00	[illegible]	14.25	71.25	26.00	12.68	63.41	19.51	0
10	LATA MARIELA	10.50	5.12	25.61	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.00	0.55	18.00	16.00	18.00	[illegible]	14.39	71.97	21.50	10.49	52.44	26.83	4
11	MEDINA PAOLA	12.00	5.85	29.27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.75	0.48	18.00	14.00	15.00	[illegible]	14.33	71.66	19.00	9.27	46.34	17.07	8
12	MOLINA ALEXANDRA	12.00	5.85	29.27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.75	0.86	18.00	18.00	15.00	[illegible]	14.24	71.19	14.00	6.83	34.15	4.88	4
13	MORA ESTEFANIA	20.50	10.00	50.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	19.00	18.00	24.00	[illegible]	17.30	86.48	23.00	11.22	56.10	6.10	8
14	MOROCHO SANDRA	10.00	4.88	24.39	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	18.00	13.00	16.00	[illegible]	14.13	70.67	21.00	10.24	51.22	26.83	4
15	MOROCHO PRISCILA	20.00	9.76	48.78	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	17.00	17.00	19.00	[illegible]	14.45	72.25	20.00	9.76	48.78	0.00	6
16	NARVAEZ DIANA	16.00	7.80	39.02	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.75	0.48	18.00	15.00	22.00	[illegible]	16.47	82.35	27.50	13.41	67.07	28.05	14
17	RAMON GABRIELA	18.00	8.78	43.90	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	18.00	17.00	18.00	[illegible]	15.68	78.39	20.00	9.76	48.78	4.88	4
18	TENEZACA JUAN	14.00	6.83	34.15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		0.00	18.00	12.00	18.50	[illegible]	13.02	65.09	20.00	9.76	48.78	14.63	10
19	TORRES ANA ELISA	25.00	12.20	60.98	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.75	0.86	15.00	18.00	26.00	[illegible]	16.92	84.62	34.00	16.59	82.93	21.95	10
20	VICUÑA ALEXANDRA	12.50	6.10	30.49	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.00	0.73	17.00	14.00	18.00	[illegible]	13.29	66.45	20.50	10.00	50.00	19.51	6
21	VIDAL ESTEBAN	13.00	6.34	31.71	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.75	0.48	11.00	17.00	16.00	[illegible]	14.92	74.62	20.00	9.76	48.78	17.07	0
22	VINTIMILLA SILVANA	23.00	11.22	56.10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.75	0.86	15.00	18.00	21.50	[illegible]	15.80	78.98	32.00	15.61	78.05	21.95	8
23	ZHAGUI JANNETH	10.50	5.12	25.61	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.75	0.48	17.00	14.00	10.00	[illegible]	12.32	61.62	18.50	9.02	45.12	19.51	2
			SUM	846.34												SUM	1719.37		SUM	1269.51	423.17	
			AVERAGE	36.80												AVERAGE	74.76		AVERAGE	55.20	18.40	

Appendix 15

UNIVERSITY OF CUENCA
FOURTH INTENSIVE EE
TERM: SEPTEMBER - NOVEMBER 2010
PROFESSOR: MARIA ISABEL ESPINOZA

GRUPO 2
SKILL: WRITING

UNIVERSIDAD DE CUENCA

		PRE TEST WRITING 23-sep-2010	grade A	PERCENTAGE		WRITING 1	WRITING 2	WRITING 3	WRITING 4	WRITING 5	vocabulary mod. 12-13	description of house	vocab mod 14-15	cajas forum	employers forum	celebrity houses	describe a dream house	funny experience	unlikely situation	TEST 1	TEST 2	SUM	GRADE	PERCENTAGE	POST TEST WRITING 17-NOV-2010	GRADE B	PERCENTAGE	PROGRESS PERCENTAGE	TOTAL NUMBER OF ABSENCES
	NAME	11.00	20.00	%		3.00	3.00	3.00	3.00	3.00	4.00	2.00	5.00	4.00	4.00	4.00	4.00	4.00	3.00	8.00	6.00	63.00	20.00	100.00	11.00	20.00	%		
1	BUÑAY CATALINA	2.00	3.64	18.18		2.50	2.50	2.75	2.50	2.00	3.75	2.00	0.50	4.00	3.90	3.75	4.00	3.00	3.00	4.00	4.00	48.15	15.29	76.43	6.00	10.91	54.55	36.36	8
2	CASTILLO JESSICA	3.00	5.45	27.27		3.00	3.00	3.00	2.50	1.00	3.00	2.00	0.50	4.00	3.90	3.25	4.00	3.00	2.00	4.50	5.50	48.15	15.29	76.43	6.00	10.91	54.55	27.27	10
3	CHAMBA JOHANNA	2.00	3.64	18.18		2.50	3.00	3.00	2.50	3.00	4.00	2.00	0.50	4.00	4.00	3.90	4.00	3.00	2.00	3.50	4.00	48.90	15.52	77.62	2.00	3.64	18.18	0.00	4
4	ESCANDÓN SILVANA	6.00	10.91	54.55		2.00	2.50	2.00	2.00	2.00	4.00	2.00	0.50	4.00	3.00	3.00	3.50	2.00	2.50	7.00	3.00	45.00	14.29	71.43	5.00	9.09	45.45	-9.09	2
5	FERNÁNDEZ LIBIA	2.00	3.64	18.18		1.00	2.90	2.50	2.80	2.90	4.00	2.00	0.50	4.00	3.50	3.50	3.75	2.50	2.50	7.50	4.00	49.85	15.83	79.13	4.00	7.27	36.36	18.18	4
6	GARCÍA JULIANA	1.00	1.82	9.09		2.50	2.00	2.50	1.50	1.50	4.00	1.00	0.25	3.00	3.50			3.00		4.50	4.50	33.75	10.71	53.57	1.00	1.82	9.09	0.00	6
7	GUANUQUIZA MELIDA	3.00	5.45	27.27		3.00	2.00	2.00	2.00	2.00	4.00	2.00	0.50	4.00	3.00	3.25	3.25	3.00	2.00	5.50	3.00	44.50	14.13	70.63	5.00	9.09	45.45	18.18	6
8	GUZMAN MONICA	3.00	5.45	27.27		3.00	1.50	2.00	2.00	2.00	4.00	2.00	0.50	4.00	3.90	3.50	4.00	3.00	2.50	5.50	5.50	48.90	15.52	77.62	6.00	10.91	54.55	27.27	0
9	HERNANDEZ LIGIA	0.00	0.00	0.00		2.00	3.00	2.75	2.50		4.00	2.00	0.50	4.00	3.00	3.50	3.50	3.50	2.50	7.00	2.00	45.75	14.52	72.62	5.00	9.09	45.45	45.45	0
10	LATA MARIELA	3.00	5.45	27.27		3.00	2.50	2.50	2.50	2.00	3.75	2.00	0.50	4.00	1.00	3.00	3.50	3.00	2.00	4.00	4.00	43.25	13.73	68.65	5.00	9.09	45.45	18.18	4
11	MEDINA PAOLA	2.00	3.64	18.18		3.00	2.00	2.50	2.50	2.00	4.00	2.00	0.50	4.00	3.50	3.50	3.50	3.00	1.50	4.00	1.00	42.50	13.49	67.46	7.00	12.73	63.64	45.45	8
12	MOLINA ALEXANDRA	0.00	0.00	0.00		2.00	2.00	2.00	2.50	2.00	4.00	2.00	0.50	4.00	3.90	3.50	3.80	3.00	2.00	5.00	5.00	47.20	14.98	74.92	1.00	1.82	9.09	9.09	4
13	MORA ESTEFANIA	9.00	16.36	81.82		1.00	1.50	2.90	2.25	2.90	3.75	2.00	0.50	4.00	1.00	3.00	3.90	3.50	3.00	4.00	5.00	44.20	14.03	70.16	7.00	12.73	63.64	-18.18	8
14	MOROCHO SANDRA	0.00	0.00	0.00		2.00	1.00	2.00	2.00	1.50	4.00	2.00	0.50	3.75	3.00	3.00	3.25	3.00	2.00	4.00	1.00	38.00	12.06	60.32	3.00	5.45	27.27	27.27	4
15	MOROCHO PRISCILA	5.00	9.09	45.45		3.00	2.50	2.00	2.00		4.00	2.00	0.50	4.00	3.90	3.50	3.25	3.00	1.50	4.00	6.50	45.65	14.49	72.46	7.50	13.64	68.18	22.73	6
16	NARVAEZ DIANA	2.00	3.64	18.18		1.50	2.00	2.00	2.50	2.00	2.75	2.00	0.50	4.00	2.00	3.25	3.00	3.50		7.00	5.00	43.00	13.65	68.25	5.00	9.09	45.45	27.27	14
17	RAMON GABRIELA	6.00	10.91	54.55		2.00	2.00	2.50	2.75	2.00	4.00	2.00	0.50	4.00		3.00	1.50	3.00	2.00	6.00	4.50	41.75	13.25	66.27	6.00	10.91	54.55	0.00	4
18	TENEZACA JUAN	3.00	5.45	27.27		1.00	3.00	2.50	2.00		2.00	2.00	0.50	3.75		3.00	2.75	3.00	2.50	4.00	5.00	37.00	11.75	58.73	6.00	10.91	54.55	27.27	10
19	TORRES ANA ELISA	9.00	16.36	81.82		3.00	3.00	2.50	2.50	3.00	4.00	2.00	0.50	4.00	4.00	3.90	4.00	3.50	3.00	5.00	6.00	53.90	17.11	85.56	8.00	14.55	72.73	-9.09	10
20	VICUÑA ALEXANDRA	3.00	5.45	27.27		2.00	2.50	2.50	2.50	2.00	4.00	2.00	0.50	4.00	3.50	3.25	3.50	3.00	2.50	7.00	5.00	49.75	15.79	78.97	4.00	7.27	36.36	9.09	6
21	VIDAL ESTEBAN	3.00	5.45	27.27		2.00	2.50	2.50	2.75	2.75	2.00	2.00	0.50	4.00	3.90	3.50	4.00	3.00	2.00	4.00	5.00	46.40	14.73	73.65	3.00	5.45	27.27	0.00	0
22	VINTIMILLA SILVANA	9.00	16.36	81.82		2.00	2.50	2.50	3.00	2.50	4.00	2.00	0.50	4.00	3.50	3.90	4.00	3.50	3.00	4.00	6.00	50.90	16.16	80.79	8.00	14.55	72.73	-9.09	8
23	ZHAGUI JANNETH	4.00	7.27	36.36		2.00	2.00	2.50	2.00		3.25	2.00	0.50	4.00	2.00	3.25	3.25	3.00	2.00	3.00	4.00	38.75	12.30	61.51	2.00	3.64	18.18	-18.18	2
		sum	145.45	727.27																			sum	1643.17		sum	1022.73	295.45	
		averag	6.32	31.62																			averag	71.44		averag	44.47	12.85	