UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD PRESENCIAL

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Pedagogía del Idioma Inglés.

THEME:

"BLENDED LEARNING AND SPOKEN PRODUCTION"

AUTHOR: Jason Steve Mejía Coronel.

TUTOR: Lcda. Marbella Cumandá Escalante Gamazo Mg.

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Marbella Cumandá Escalante Gamazo holder of the I.D No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic:

"**BLENDED LEARNING AND SPOKEN PRODUCTION**" investigated by Mr. Jason Steve Mejía Coronel with I.D No. 1722724778, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

…………………………………

Lcda. Marbella Cumandá Escalante Gamazo Mg.
I.D. 1802917250
SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Blended Learning and Spoken Production" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility.

Comments expressed in this report are the author's responsibility.

……………………………….
Jason Steve Mejía Coronel
I.D No 1722724778
AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic entitled "BLENDED LEARNING AND SPOKEN PRODUCTION" which is held by Jason Steve Mejía Coronel undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, July 2022

REVISION COMMISSION

Lcda. Sarah Iza Mg   Lcda. Ximena Calero M.Sc.
I.D. 0501741060   I.D. 1802884062
REVISER   REVISER

COPYRIGHT REFUSE

Jason Steve Mejía Coronel
I.D No 1722724778
AUTHOR

DEDICATION

TO:

To my family for all the support they gave me throughout this process, because despite the inconveniences and problems, they never left me alone. To my niece, who is a great motivation to change and be a better person every day.

Steve

AKNOWLEDGEMENTS

A special acknowledgement to my parents Pedro and Rocío, my sisters Milena, Nicole, Jamileth, Mayly and to my niece Aysun, who always supported me, so that I could achieve one more goal in my life. To Universidad Técnica de Ambato and my teachers for sharing their knowledge and helping me achieve one more goal in my life.

Steve

TABLE OF CONTENTS

RESUMEN EJECUTIVO

Hoy en día, promover el aprendizaje de otro idioma en la escuela es una tarea complicada, debido a la falta de motivación que tienen los estudiantes. Por ello, es necesario implementar nuevos métodos de enseñanza en el aula, como el Blended Learning que ofrece algunas ventajas y permite que los estudiantes se involucran más en el proceso de aprendizaje. El presente trabajo de investigación tiene como objetivo examinar los efectos del método Blended Learning sobre la producción oral en estudiantes de 1ro. BGU en la Unidad Educativa Sagrada Familia. Estuvo enfocado en la implementación de la tecnología y sus recursos en las clases de inglés de manera presencial y virtual, con el fin de mejorar la producción hablada en los estudiantes, ayudándolos a mejorar las habilidades sub-hablantes, tales como: gramática y vocabulario, manejo del discurso y comunicación interactiva. La investigación fue explicativa y descriptiva. La población utilizada para este trabajo de investigación fue de 50 estudiantes, hubo un grupo control y un grupo experimental, cada uno constituido con 25 estudiantes. Adicionalmente, el investigador aplicó tratamientos de Blended Learning, que consistieron en utilizar la tecnología y sus recursos tanto dentro como fuera del aula, por ejemplo, en las clases presenciales se utilizaron dispositivos tecnológicos como: laptop, proyector para mostrar contenidos, materiales y actividades de Internet, y dinamizar el ambiente del aula. Por otro lado, los alumnos fuera de clase, utilizaron algunas herramientas tecnológicas como: Voice Thread, Vocaroo, English Conversation app Speaking Pal, para grabar sus voces y practicar su producción hablada. Para la recolección de datos se tuvo en cuenta un pre-test y un post-test para comprobar el progreso de los estudiantes del grupo experimental, estos instrumentos fueron tomados del Cambridge Preliminary English Test (PET), nivel B1, que dejó un resultado de 1,18 de diferencia entre el promedio total del Pretest y el Postest. Para probar la hipótesis se utilizó Wilcoxon, que dio un P-valor de 0,000 inferior al nivel significativo de 0,005, aceptándose la hipótesis alternativa. Con la ayuda de la estadística, el pre-test y post- test fueron comparadas, lo cual demostrará que el Blended Learning influyó positivamente en el progreso de la producción hablada en los estudiantes.

Keywords: Blended learning, producción hablada, método de enseñanza, tecnología.

ABSTRACT

Nowadays, promoting the learning of another language at school is a complicated task, due to the lack of motivation that students have. For this reason, it is necessary to implement new teaching methods in the classroom, such as blended learning which offers some advantages and allows students become more involved in the learning process. The present research work aims to examine the effects of blended learning method on spoken production in students of 1st. BGU at Unidad Educativa Sagrada Familia. It was focused on the implementation of technology and and its resources in face-to-face and online English classes, in order to improve spoken production in students, helping them to improve sub-speaking skills. The research was explanatory and descriptive. The population used for this research work was 50 students, the was control group and experimental group, each one constituted with 25 students. Additionally, the researcher applied blended learning treatments, which consisted of using technology and its resources both inside and outside the classroom, for example, in face-to-face classes technological devices were used such as: laptop, projector to project content, material and activities from the Internet, and make the classroom environment more dynamic. On the other hand students outside of class, used some technological tools such as: Voice Thread, Vocaroo, English Conversation app Speaking Pal to record their voices and practice their spoken production. For the data collection, a pre-test and a post-test were taken into account to check the progress of the students of the experimental group, these instruments were taken from the Cambridge Preliminary English Test (PET), level B1, which left a result of 1.18 difference between the total average of the pre-test and the post-test. To prove the hypothesis Wilcoxon was used, which gave a P-value of 0,000 lower than the significant level of 0,005, accepting the alternative hypothesis. With the help of statistics, the pre- and post-speaking tests were compared, which showed that blended learning positively influenced the progress of spoken production in students.

Keywords: Blended learning, spoken production, teaching method, technology

CHAPTER 1.- THEORETICAL FRAMEWORK

1.1 Investigative background

In order to achieve this study, it involves previous research related, such as research thesis, scientific articles, journals, projects, and books whose information will help investigate the influence between blended learning and spoken production. Furthermore, it is vital to mention that all of these documents were conducted by specialists and cover similar topics to the one being addressed.

Firstly, Banditvilai (2016) in his research presented a case study "Enhancing Student's Language Skills through Blended Learning", which took place in an Asian university environment. The purpose of the research was to analyze how traditional learning and e-learning are related to improve the English skills of each student. For this, a comparison was made between a control group and an experimental group, in order to highlight how important technology is to develop language skills. The results of this case study were that through the use of technology, students not only improve their language skills, but it also gives them motivation to learn

Lata et al. (2017) described that the blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. According to this research, the authors mentioned the combination of traditional and current teaching, that is, that technological resources are present today within the classroom environment, to enhance and facilitate the teaching-learning process of English skills.

In addition, Chavarro & Sánchez (2017) in their research "EFL oral skills behaviour when implementing blended learning in a content-subject teachers' professional development course" mentioned that with the increase in technology in educational settings, today's teachers need to refresh their methods and techniques for teaching. The research had as participants seven teachers of other subjects from a private school in Huila, Colombia. To reach a valid conclusion, it was necessary to teach 12 lessons, which were divided into six face-to-face sessions (F2F) and six online

meetings, this process resulted in the students being able to improve their EFL oral skills behavior through the use of blended learning.

Furthermore, Moreno et al (2018) carried out a research project, "Fostering English Oral Production through Blended Learning at Secondary School ". The main objective of this project was to find a way to promote oral production through the implementation of blended learning. The research was conducted at Escuela Tecnológica-Instituto Técnico Central, a secondary public school in Bogotá, using a sequential exploratory design for developing the process of the collected data, which was collected through instruments such as: diagnostic tests, videos, transcriptions, survey and observation formats in face to face and online scerarios. Finally, the result of this research was that the students had an improvement in their fluency using blended learning, but it is important to mention that to achieve this, the students presented a better performance in the online classes than in the face-to-face (F2F).

Likewise, Tawil (2018) in his inquiry "The Blended Learning Approach and Its Application in Language Teaching" explained how direct instruction and online learning are related and facilitate the teaching and learning of a second language, since as a conclusion of this research, it was possible to show that, using blended learning in the learning environment enhances and motivates students to learn. It is a very useful and effective method, which allows to capture the attention of each student, because nowadays, implementing the use of technology in the classroom is a great idea to obtain good results and ensure that students acquire meaningful learning.

Hanapi et al (2019) carried out a research project entitled "Blended learning approach in improving student's speaking skill". This research emphasized that speaking skill is one of the most important skills in the English learning, it was carried out through quantitative research and experimental group design. The pre-test and the post-test were used as data collection instruments, in order to analyze the information collected and demonstrate that the implementation of blended learning had a contribution of around 11% in the improvement of the speaking skill of the students.

Lastly, Desvita (2019) in his research "The Effectiveness of Blended Learning in English Speaking Skill for Undergraduate Students in the Era of Industrial Revolution 4.0", it was held at the University of Sumatera Utara to the 2nd-semester students of English Department. The objective of this research was to find how blended learning influences the development of oral skills in English learners. To carry out this research, descriptive research with a mixed method was used, in order to analyze the data collected from the pre-test and post-test, which were applied to evaluate the speech of each student. Finally, after applying the post test, the results were higher than the pretest, which indicates that blended learning is effective when implemented in the learning environment.

Finally, Zeng & Teng (2022) conducted a research work in middle schools in China, entitled "The effects of Blended Learning on Foreign Language Learner's Oral English Competence". The research purpose was to find possible solutions to the low level in student's oral proficiency, so that this research implemented the blended model into the classroom of 45 junior middle school students. To obtain the results, the students took a pre-test, an immediate post-test and a deferred post-test, which resulted in the blended learning having a positive effect on the students, since they were able to improve their oral accuracy and fluency, and in this way, they had the opportunity to speed up the learning process and develop their oral production faster. It is possible to conclude that when blended learning is present in the educational environment, it is evident that there will be positive effects on the development of speaking skill.

In conclusion, these investigations were taken into account, since they are the background on which this research project is based. All the aforementioned investigations have the same conclusion, which highlights that blended learning is a very useful method to enhance the linguistic skills of English student, especially the speaking skill. In addition, the use of technology and its resources into the school environment facilitates the teaching process-learning process, since it catches the student's attention and motivates them to learn, factors that ensure meaningful learning.

1.2 Theoretical Framework

Independent variable

Teaching-learning process

Teaching-learning is a process in which both teachers and students are actively present, through this process teachers can modify the school environment, so that this environment is welcoming to students and motivates them to learn. Munna & Kalam (2021) mention that the teaching and learning process can be defined as a transformation process of knowledge from teachers to students. Ololube (2015) states that teaching-learning is a combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

Therefore, this process begins with the teaching of the different contents and ends when the learners are able to understand the information in the contents and develop new skills with what they have learned. Likewise, it is necessary to mention that to carry out this process, teachers need to establish learning objectives, to achieve them at the end of the class with the help of correct planning, in which educators choose strategies, useful techniques and follow a procedure to cover this entire process.

Teaching method

Cerghit, 2006, as cited in Landoy, et al, 2020 defines the teaching method as the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed. In addition, Gill & Kusum (2017) remarks that teaching method is overall plan for systematic presentation based on a selected approach means method is the practical realization of an approach through a procedure in a system. Through the teaching method, the teacher establishes a procedure and a set of techniques, strategies to be used in the classroom, in order to carry out the practical implementation, this practice helps students to learn and develop new skills. Within the educational system, it is important that teachers know what the different strategies and techniques are, and which are the best to use in the classroom and give clear

instructions in the classroom, to capture the attention of the student and motivate him to get involved in learning environment.

There are different teaching methods that allow to develop different English skills, but to encourage and develop correct spoken production, there is one that is in trend, since it has been very useful in teaching English, and this teaching method is the CLT.

> **CLT (Communicative Language Teaching):** García (2019) mentions that communicative approaches in language learning appeared in the 1970s, influenced by the breakaway from the concept of method, and the so-called "humanistic" new methods like Silent Way or Suggestopedia. Nowadays CLT is one of the best teaching methods to teach English, it is part of communicative approaches, and allows students to put more emphasis on interaction in learning a foreign language, which stimulates and encourages the practice of their English, creating real communication situations, so that gain more self-confidence and feel comfortable to express their ideas.

ICT (Information and communication technology) inside school environment

The term ICT within the school environment refers to the teaching mode, which uses the technology, in order to cover all the student's needs and ensure that they have a meaningful learning. Ratheeswari (2018) ICTs provide students and teachers with more opportunities to adapt learning and teaching to the individual needs of society, forcing schools to respond appropriately to this technical innovation. In addition, Hernández et al (2019) mentions that with the use of the Internet, the sources of information and evaluation are amplified, and educational agents within virtual education play an important role, reflecting on a new paradigm of learning and knowledge construction. Recently, the entire world went through a global pandemic, which allowed the education system and technology to establish an even stronger relationship than it already was in recent years, since in order to continue carrying out the teaching-learning process during the pandemic, it was necessary to use the technology and its resources, which allowed the educational system not to be affected.

Blended learning

The blended learning is a teaching method, which is focused on the combination of online resources and traditional resources within of teaching-learning process. Aguilar (2012) defines blended learning as an integration of traditional face-to-face learning and online learning aided by ICT platforms. This teaching method in recent years has been very useful to improve and facilitate the teaching-learning process, and especially to teach and learn a second language, since with technology and its resources, both teachers and students have access to a large amount of information, which helps them to have meaningful learning. This idea is reinforced by Shaykina (2015) who defines the blended learning as an innovative teaching method which combines different learning approaches supported by flexible interactive platforms and resources that offer new environments to improve skills and upgrade competences.

It is necessary to have a better understanding about what the term "blended" is about, since sometimes it is related with terms like "hybrid" or "mixed". Smith & Kurthen (2007) cited by Gruba & Hinkelman (2012) explain a taxonomy of terms related to blended learning, which will be show below:

TERM	DEFINITION
Web-enhanced	Subjects that make use of a minimal number of online materials, such as posting a syllabus and course announcements.
Blended	Subjects that use some significant online activities in otherwise face-to-face learning, but less than 45 per cent.
Hybrid	Subjects in which online activities replace 45–80 per cent of face-to-face class meetings
Fully online	Subjects in which 80 per cent or more of learning materials are conducted online.

Note: Taxonomy of terms related to blended learning by Smith & Kurthen (2007)

Taking into account the definition of the terms of this taxonomy, it is possible to define the term "blended" within the school environment, as a teaching method that uses technology and its resources, only to complement the teaching-learning process, but not to replace face-to-face classes. On the other hand, the term "hybrid" refers to the replacement of face-to-face classes, mostly.

In today's world, the teaching-learning process of a second language has become easier, obviously due to the presence of technology and the different useful resources it can provide us. Banditvilai (2016) in his study indicates that online learning can positively affect learning of all four language skills. But it is important to mention that not only with online learning, students can develop their skills faster, but also, the correct use of online resources helps them within a traditional classroom environment. So, for this reason Shaykina (2015) mentions that face-to-face courses can be organized more effectively when the significant part of the material is acquired by students on their own using any Internet learning environment or resource.

Applying online teaching or working with online resources within the traditional classroom, that is, working with the internet, laptop, projector, videos and internet material, allows both the teacher and the students to have access to more useful material, which will make the classroom environment more interactive, dynamic and, above all, will ensure that students acquire meaningful learning.

Shaykina (2015) adds that within the blended learning method there are four components that are part of it. These components are summarized below.

1. Face-to-face classroom, where teachers have the role of guides and facilitators of the different resources, in order for students to acquire knowledge and develop new skills, this type of classroom belongs to the traditional teaching-learning process of a foreign language.
2. Online learning, this essential component of blended learning emphasizes the use of the Internet and its resources in different activities, with the overall aim that students develop a profile of

researchers, that is, they seek information, analyze it and interpret it, to make sure they are gaining a deeper understanding.

3. Collaborative learning, as its name indicates, it is basically cooperative and group work carried out by learner to take advantage of the interaction to share ideas and personal thoughts. Nowadays, collaborative learning can be present both in traditional classroom environments and in online environments with the use of different programs such as zoom or teams, programs that were booming in times of pandemic.

4. Independent study, where the learner makes use of his previous knowledge to put into practice what he has already learned, so he is basically guided by the skills that were developed in the classroom. A clear example of this is the independent completion of homework or autonomous work, which are useful techniques for reinforcing the learner's knowledge.

During the interventions, researcher applied the blended learning, in order to observe if this teaching method had a positive influence and help students to improve in their spoken production. In each intervention, the use of technology was essential to facilitate the teaching-learning process and promote the learning of the second language in students, for example:

1. The use of technological devices within the class allowed students to show greater interest and were motivated to get involved in the teaching-learning process.

2. This teaching method was present in each class, since the students carried out a combination of synchronous learning and autonomous learning, that is to say that in face-to-face classes (synchronous learning), the students had to be more active, participate and practice their way of teaching. speaking, regardless of the mistakes, this allowed fostering collaborative learning, since the students had the opportunity to correct the mistakes of their classmates and reinforce their knowledge. On the other hand, through autonomous learning, the students put into practice what they had previously learned in class and developed a more

elaborate speech, taking into account the correction of errors, which were made by some of their classmates.

Advantages

Implementing blended learning within the teaching-learning process of a foreign language is very advantageous, since, as mentioned by the following author in his study. AlKhaleel (2019) indicates that 84% of the respondents stated that their language proficiency skills improved somewhat. much compared to the use of conventional teaching methods. Compared to using traditional methods within the school setting, respondents in this study reported that blended learning helps them gain a better understanding of content.

Other advantages that blended learning provide within of scholl environment are especially related with the development of the critical thinking of the students and the self-responsibility. Banados 2006 cited by Shaykina (2015) explains that students are autonomous learners who participate actively and are responsible for their learning process. For this reason, according with this explanation Shaykina (2015) list some advantages that the use of blended learning provides within of the school environment, for example:

1. Providing an individual and productive learning activity, will help learners to develop their critical thinking, and express their ideas and thoughts in a better way.

2. Using blended learning, increase the obligation of the student in learning, since this teaching method uses traditional tasks, such as: homework or autonomous work, in order for students to reinforce and acquire more knowledge. These out-of-class assignments lead students to find solutions for themselves and deepen their knowledge, using what they have at hand and that would currently be the help of technology and its resources.

3. Promote collaborative learning, it is one of the four components of blended learning. Through this component, students have the opportunity to correct their errors both with the self-assessment and peer

or team correction. Working collaboratively is a good way for students to see their strengths and weaknesses and thereby it is another advantage that this innovative teaching can provide.

Disadvantages

As every teaching method has its disadvantages, blended learning is not exception, since one of the main drawbacks it presents is that it is strongly linked to the use of technology. Luo (2021) explains that blended learning heavily depends on technical tools and resources, so educators are supposed to update digital tools timely and ensure tools are easy to use. And this inconvenience develops another, since currently some teachers and learners do not have sufficient knowledge about technology and present a total lack of motivation, and this is mentioned by Rashi et al (2021), explaining that the lack of experience in the use of technology can decrease learners' motivation.

Luo (2021) adds that this instruction mode may put economic pressure on some underfunded schools. For this reason, it is impossible not to mention that one of the main drawbacks that the Ecuadorian school system currently presents is the lack of economic resources to provide each classroom with the necessary tools to apply blended learning, since most public schools do not even have with Internet connection.

Dependent variable

Language learning

The language learning is considered as a conscious process carried out by people, in order to develop new skills that allow them to relate to other people, and thus communicate and express their thoughts, feelings, desires, etc. Banditvilai (2016) states that the language learning process is unique and different in every individual. It is true that each person has a different learning style, for this reason it is important to take into account the needs of each student, to help them achieve good results. On the other hand, according to Hulme (2012) describes that language learning is changing in a mobile technology-rich landscape and under the influence of new learner practices

stemming from personal perspectives on the best places for learning and from evolving uses of available time. After having gone through a pandemic, the educational sector had a considerable change, in regard to the use of technology in it, there were some positive changes, for example, nowadays people have the opportunity to access different platforms to learn a new language, and they can do this from anywhere and whenever they want.

English skills

Currently knowing and mastering the English language is very important, since it is a world language and knowing it will provide many opportunities in this era of globalization. Within the English learning process, there are 4 English skills that learners must take into account, know and master, if they want to acquire and learn it. Penelitian (2018) mentions that the four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. In relation to the mode of communication, it can be mentioned that productive skills are part of this mode, which are: the speaking skill and writing skill. On the other hand, there are the receptive skills, which refer to the way in which the message will be received, either using the reading skill or a listening skill.

Productive skills

They are the skills where people are challenged to produce language, in order to express their thoughts, feelings, etc. Harmer (2007) describes that the productive skills are the language skills where the students produce the language themselves. Every day, people need to communicate or interact with other people and for this, people make use of productive skills, which are very important in language learning.

Spoken production

To develop spoken production, it is important to take into account one of the productive skills, which is the speaking skill, in order to comply all the requirements that the spoken production demands. For Avila (2021), Spoken production requires the

development of speaking skills to provide learners the essential key to communication in order to achieve the goals. A correct use of grammar, vocabulary, pronunciation and fluency is important to ensure that other people understand and comprehend what the message is, and thus avoid possible confusion, either due to mispronunciation or misuse of intonation.

Speaking sub - skills

To develop a correct spoken production, it is necessary to focus on the speaking sub-skills, which are:

Grammar

This sub speaking skill refers to the correct grammatical use of the second language, which involves verb tenses, correct order of nouns, pronouns, adjectives in a sentence, etc. Munawarah et al (2018) describes grammar as the study of rules about word usage, word changes, word order, and how to form sentences. It is important to know how to use grammar correctly, in order to produce very well-structured sentences and convey the message correctly and avoid some confusion or misunderstanding.

Vocabulary

It involves knowing a large number of words and their meanings in the target language, this process is not really easy but it is necessary within the learning of another language, since through it, learners are able to combine words and create coherent sentences and logics. Alqahtani (2015) cited by Susanto (2017) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. This sub speaking skill within spoken production is essential, since the larger each learner's lexical storage, the easier it is for the learner to produce speaking, maintaining in this way a very interactive communication

Pronunciation

Pourhosein (2012) established that English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. This idea is similar to Carreño (2020) who mentions that the pronunciation can be defined as one of the most difficult speaking sub-skills to learn and improve since the production of sounds consist on several factors that affect the pronunciation and make meaning different. Pronunciation is the act of producing the sounds of words, numbers, and sentences of the target language. For some learners, this sub-speech skill is the most difficult to develop, as it requires meeting certain requirements, for example: the correct position of the tongue to pronounce vowels, the correct intonation to read or say sentences, and in this way be able to recognize if the speaker used a question, affirmative or negative sentence. For this reason, daily practice is important to develop correct pronunciation.

Fluency

Benwell (2020) cited by Rubio (2021) stated that oral fluency is the ability to speak a foreign language easily and effectively, combined with the ability to effortlessly understand others who use this spoken language. Additionally, Noroña (2021) mentions that the fluently is mostly used to measure the student's success in learning a foreign language, which is the primary purpose of communication to make listeners understand what the speaker is trying to express. Through fluency, students can produce a more interactive spoken production, which means avoiding hesitation and repetition, maintaining very good communication, thus allowing students to express their ideas, opinions and thoughts without difficulty. To be successful in learning a second language, learners must focus on developing fluency, but to produce the expected fluency, the sub speaking skill explained above must be studied and practiced first to avoid mistakes and possible confusion in the learner's brain, when expressing ideas.

1.3 Objectives

1.3.1 General Objective:

To examine the effects of blended learning method on spoken production in students of 1st BGU at Unidad Educativa Sagrada Familia

1.3.2 Specific Objective:

- To define the importance of using blended learning to improve spoken production.

- To diagnose the level of spoken production of students before and after using blended learning.

- To identify advantages and disadvantages of using the blended learning.

To define the importance of using blended learning to improve oral production, it was necessary to access information from some academic articles, such as: scientific journals, books, related to the subject, which mentioned the importance of this teaching method within of the school environment to improve spoken production in second language learners.

To diagnose the level of spoken production of students at Unidad Educativa Sagrada Familia, the researcher applied a pre-test and pos-test from Cambridge Preliminary English Test (PET), level B1. Additionally, it was necessary to use a rubric, which evaluated 4 criteria of this test, such as: grammar and vocabulary, discourse management, pronunciation and interactive communication.

In order to identify the advantages and disadvantages of using blended learning, the researcher had to read some academic articles and implement the treatments to the experimental group, to see what the pros and cons are of applying this teaching method in the school environment.

CHAPTER II.- METHODOLOGY

2.1 Materials

The materials used for this reseach work were books, articles, in order to find useful information about the topic. Additionally, it was used technological materials like laptop, projector, cellphone, online tools (Flipgrid, Vocaroo, Soundclod, Youtube, Live Worksheets and Zoom). Finally, teacher and students from Unidad Educativa Sagrada Familia participated in this research work.

2.2 Methods

The present study was based on a deductive method since the blended learning was investigated first, to analyze it and describe its advantages and disadvantages, and in the same way to identify what were the factors and shortcomings in the spoken production of the students.

In addition, this study was centered on bibliographical modality research since the information was collected from different published materials such as books, magazines, scientific articles, etc., in order to analyze and describe the variables present in the study that are blended learning, and spoken production, also to give different possible solutions to the problem.

To perform this research work, it was necessary to use exploratory research to investigate and better describe blended learning, since this type of learning is sometimes confused with hybrid learning and with other types of learning that involve the use of technology and its resources. Additionally, descriptive research was also used, to collect information to describe the definitions found in this research work, such as what are blended learning and spoken production about. This involved describing the factors, advantages and disadvantages of blended learning. On the other hand, it was also possible to describe the different sub speaking skills that are part of spoken production, such as: grammar, vocabulary, pronunciation and fluency. The use of these two types of level research made it possible to obtain a correlational research design, which made it possible to see the relationship between the dependent variable

and the independent variable and thus also see the influence that blended learning had on spoken production of the students.

The techniques used for data collection was the use of the Pre-test and Post-test of the Pet Speaking Test. With the application of the pre-test it was possible to know the English speaking level of the students after starting with the interventions. In the same way, the Post-test allowed to know how the students progressed and to observe if the treatments were useful.

A pre-test was used to identify the level of speech that the students had before applying the treatment. The instrument was the PET (Preliminary English Test) Speaking Test designed by Cambridge Assessment English. Each student that participated in the experiment, were assessed by using the rubric that belongs to the Cambridge English, level B1.

A post-test was used to determine the speaking level of the students after applying the treatment by making use of PET. (Preliminary English Test) Speaking Test.

Finally, to carry out the present investigation, a number of 50 students participated, taking into account that for this investigation, it was neccesary to use two groups, which were: the experimental group and the control group, each one constituted by 25 students. The population to investigate will be the students of Unidad Educativa Sagrada Familia. The investigation lasted approximately 2 months, meanwhile, the experiment lasted 5 weeks in which all the participants attended 12 face-to-face classes. The combination of online and traditional resources for teaching and learning was present in each class.

2.3 Procedure

For data collection, the researcher chose two groups consisting of 25 students each one, these groups belong to 1 BGU of Unidad Educativa Sagrada Familia, in order to carry out the investigation. The students of these groups were between 14-16 years old. And these were divided into the control group and the experimental group. The

process of this inquiry consisted of a period of 5 weeks in which the participants of the experimental group attended to 12 interventions taking into account from the first intervention, where the pre-test was taken to know the level of speaking of the students.

For this inquiry process, it was necessary to hold face-to-face classes and also virtual classes due to Ecuadorian National strike, 3 classes were held per week, of which 2 of 3 classes lasted 20 minutes and the last class of the week lasted 45 minutes, this was because the students were in the final period of their school term, and they needed to continue with the content of high school. The students were taught according to the parts of the PET speaking exam, remembering that the main objective of this research work is that the students develop a good level of English speaking at the end of the interventions.

In the first week, full hours of English were necessary to assess the speaking level of each student, both in the experimental group and in the control group. The student's English-speaking level was determined using the Cambridge PET Speaking Rubric, which assessed criteria such as: grammar and vocabulary, discourse management, pronunciation, and interactive communication. During this week it was possible to detect some errors that the students made to express their ideas, answer some questions, and have a conversation, these errors were worked on the following weeks, where the researcher applied the blended learning treatments.

In the second week, based on the results obtained from the pre-test, the researcher started to work with the content, focusing specially where the students presented mistakes, for example how to give personal information correctly to avoid nonsense answers and focus to give a valid answer to the question. Next, about simulating a situation, where students had to imagine a situation and describe it, but this part was only done as a practice to encourage students to speak, this part was not taken into account in the post test, since it was necessary to save time, since it was difficult to have exactly 10 minutes to evaluate 13 pairs and a group of 3 students in a scholar hour equivalent to 45 minutes. During this week, blended learning was present with some technological tools such as YouTube, Canva and VoiceThread. First, YouTube was used to present lyrics songs, which served as a warm-up and encouraged the

practice of pronunciation, and thus improve it. Second, the use of Canva was to present the material and give students feedback on the mistakes they made on the pre-test. Finally, with the use of VoiceThread, the students can practice their speaking since the researcher asked them to make a small presentation about themselves, giving personal information, this application allowed the students to record their voices.

Continually, week number 3, it was necessary to consider the other parts of the PET Speaking Test and in combination with blended learning to develop the experimental part. This part focused on the use of other technological tools to foster the spoken production in the students, in order that they were able to describe some situations and create a conversation. First, it was necessary to use YouTube again to show students examples of how some English learners described situations and created conversations with their partner. Next, Prezi is a program of dynamic presentations, through which the researcher showed a set of images with different situations, so that the students could describe them in as much detail as possible and then create and maintain an interaction, giving their point of view, ask and give opinions, express agreement and disagreement. Finally, the students carried out autonomous work, for example, by downloading some applications, such as: English Conversation app, with it, the students had access to a large amount of material to practice their speech with simulated conversations that it offers this technological tool. It was also necessary to use Vocaroo, since the researcher asked the students to describe some images and record their voices, in order for the students to better organize their ideas and avoid hesitation and repetition.

Then, the week number 4 was the last week of the blended learning treatments, the classes were in virtual way due to Ecuadorian National strike. The students were encouraged to practice their oral expression, with the contents of their English book, which is "Think 2 B Cambridge". The process for this week was to use a well-known technological tool like Zoom to teach, it is one of the platforms that reached its peak during the pandemic and is one of the most used for virtual education, and it was also necessary to use the Voice thread to carry out the practical part, so that the students can record their voices, practice their speaking and in this way know what the student's point of view was about the topics seen in class. Every week, the students had

autonomous work, downloading some applications and this week, Speaking Pal was a new technological tool, through it, the students had the opportunity to practice their reading, speaking and pronunciation, following the dialogues that offers this tool.

Finally, in the last week, the post-test was taken taking into account the full hours of English in order to evaluate the speaking of all the students, both in the experimental group and in the control group, to see the progress of the students in the group that received the blended learning treatments and thus demonstrate that this teaching method positively influenced the spoken production on them. In the same way as in the pretest, the Cambridge rubric was considered to assess the students' spoken production.

All this procedure was necessary to emphasize how a combination was made between traditional and online resources, which served to encourage spoken production in students with the use of the teaching method called "blended learning".

CHAPTER III.- RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results obtained during the investigation, for data collection instruments such as pre-test and post-test were used, which were used to evaluate 50 students from Unidad Educativa Sagrada Familia. The results were obtained by applying the pre and post-test of the Cambridge PET Speaking Test, taking into account the Cambridge English Rubric-Level B1 criteria, where the lowest score is 1 and the highest score is 5 and was evaluated 4 criteria, which are: grammar and vocabulary, discourse management, pronunciation and interactive communication.

The students were divided into two groups, which were the experimental group and the control group, in order to make a contrast between these groups, in which the experimental group received the treatments, while the control group did not receive

them and also observe the effectiveness of blended learning to develop correct spoken production in students.

The results are shown through figure and tables and it is also necessary to use analysis and a detailed interpretation to explain what the content is about. In addition, the verification of hypotheses was carried out with the help of the SPSS program.

Pre-test results

Figure 1: Pre-Test results – Experimental Group
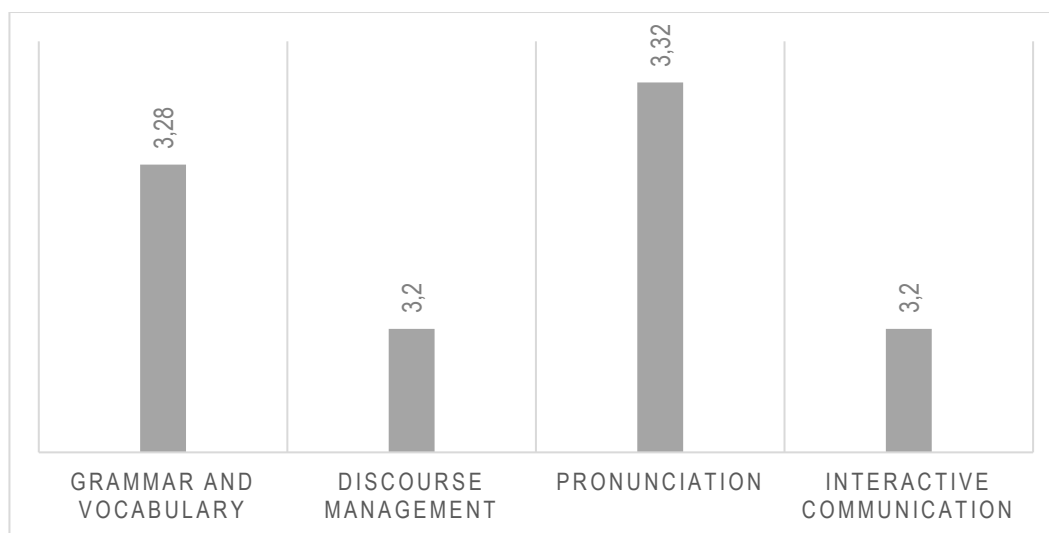
Note: Pre-test Results Before Experimental Group Treatments
Source: Field research.
Analysis and Interpretation

Figure 1 represents the average that the students of the experimental group made up of 25 students from 1 BGU "B" obtained in the Pre-Test of the PET Speaking Test. This Pre-test was carried out, in order to know the level of English speaking that the students of the Unidad Educativa Sagrada Familia Educational had. In this way the results are the following: in grammar and vocabulary the average was 3,28, in discourse management the average was 3,2, in pronunciation the average was 3,32, and finally in interactive communication the average was 3,2.

Taking into account the averages presented above, it is possible to mention that the students of this high school have a regular level of English speaking, since the total average, evaluating the 4 criteria of the rubric, is 3.25, being the criterion with the

highest score the pronunciation and with the lowest score, the discourse management and interactive communication.

In grammar and vocabulary, the total average was regular, which means that according to the rubric, the students showed a good degree of control of simple grammatical forms and used a variety of adequate vocabulary when talking about familiar topics.

The same goes for discourse management, where students scored a fair average, as they produced responses that extended beyond short sentences, despite hesitation and repetition. In addition, used basic cohesive devices to add, illustrate examples, and express cause and effect.

Pronunciation was also regular, as it was mostly intelligible, and students had some control of phonological features at both the pronunciation and word levels. And in this part, it is important to mention that most of the students presented a good pronunciation, since Unidad Educativa Sagrada Familia is a private high school and therefore they try to promote and practice English every day, and this is not the same case in public schools, where in pre-professional practices it was found that students find it difficult to have a good pronunciation.

Finally, the students presented a regular interactive communication because they initiated and responded appropriately to the questions and knew how to maintain the interaction with very little prompting and support, since the instructions did not have to be repeated many times.

Figure 2: Pre-Test results – Control Group

PRE-TEST RESULTS CONTROL GROUP

GRAMMAR AND VOCABULARY	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
3,08	3,04	3,08	3
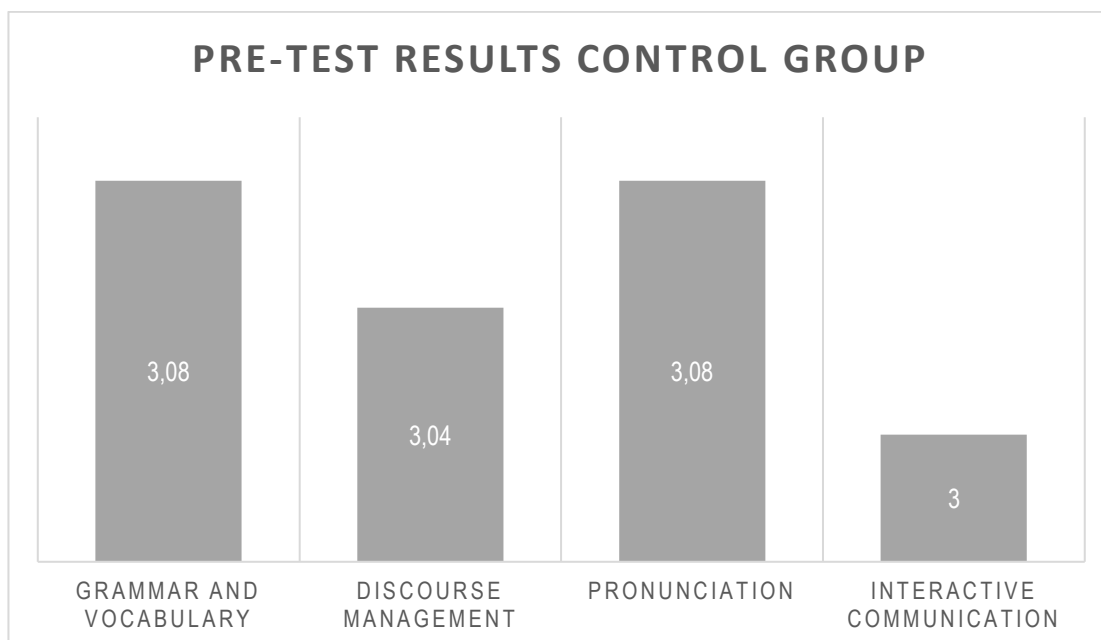
Note: Pre-test Results Before Control Group Treatments.
Source: Field research.

Analysis and Interpretation

Figure 2 represents the average that the students of the control group made up of 25 students from 1 BGU "A" obtained in the Pre-Test of the PET Speaking Test. In this way the results are the following: in grammar and vocabulary the average was 3,08, in discourse management the average was 3,04, in pronunciation the average was 3,08, and finally in interactive communication the average was 3.

Taking into account the averages presented above, the students at this high school have a regular level of English speaking, since the total average, evaluating the 4 criteria of the rubric, is 3,05, being the criterion with the highest score grammar-vocabulary and pronunciation and with the lowest score the interactive communication.

The difference found between the total average of these groups was minimal, so it can be deduced that the students had a good level of English speaking in the Pre-test, therefore, as mentioned above, it is because this high school it is private and offers a better-quality education, compared to public schools.

The mistakes that students committed in each criterion were littles, for example in grammar and vocabulary, students sometimes tended to confuse the correct use of the verb to be, verbs and their tense in past, present and future and of adjectives. In

discourse management, most of the students expressed their ideas but with difficulty and a lot of hesitation. In pronunciation, there were students who did not know the correct pronunciation of some words and even did not know how to spell their names or short words correctly. Finally, interactive communication was the criterion, where the students presented a little more difficulty, since in some cases the instructions had to be repeated.

Intervention results

Figure 3: Intervention results: Speaking practice.
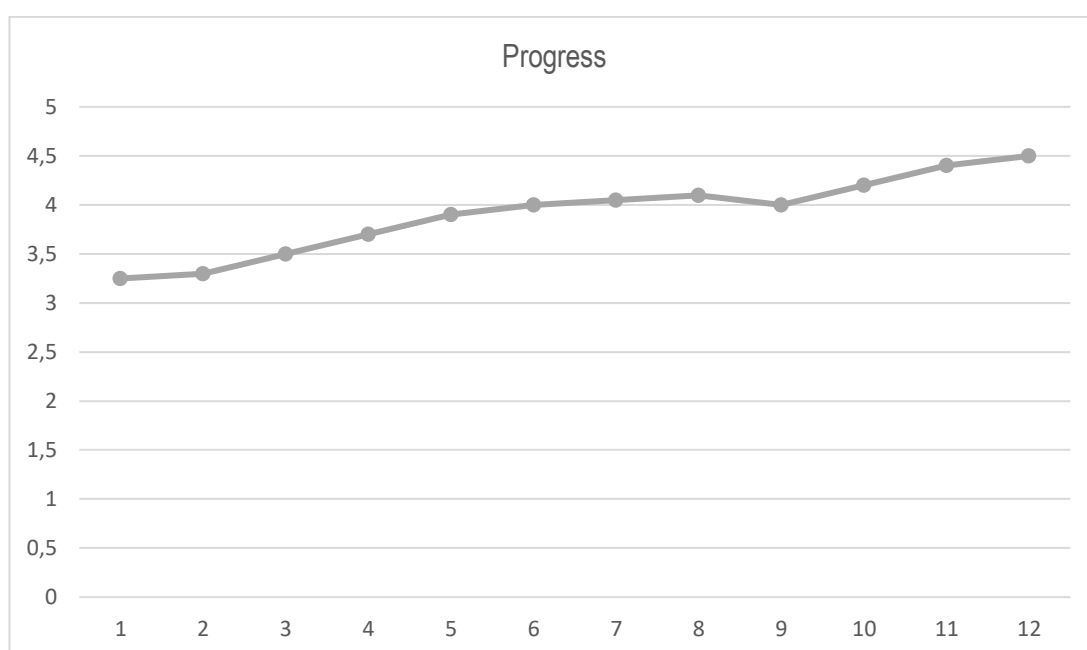
Note: Speaking practice intervention results.
Source: Field research.

Figure 3 presents the progress that the students had, during the 12-week intervention, where in each week, the objective was to encourage and develop better spoken production, taking into account criteria such as: grammar and vocabulary, speech management, pronunciation and interactive communication, to assess the progress of the student's speaking level.

To represent this progress, the process started from the first intervention, which was the pretest. Next, it was necessary to carry out some activities in class and outside of class to evaluate the oral expression of each student, techniques such as: debates, conversation in pairs, cooperative work were necessary to encourage oral production,

for example through these activities, the students they developed different ways to express their opinions and ideas correctly, also how to give and ask for opinions and express agreement and disagreement,

The average of the first intervention that was on the pre-test was 3,25, this average belongs to the experimental group, the average of this group was taken into account, since this was the group that received the 12 treatments. Despite the fact that in this first intervention, some students felt nervous and lacked confidence to speak and express their ideas correctly, they obtained a regular average, which was good, since today within the Ecuadorian educational system it is very difficult for students to have a good level of English and more in the speaking skill.

From the second to the fourth intervention, the students presented a small advance, since from the second intervention the objective was to teach the students some useful phrases to answer the questions and correct some small errors that they presented in the first intervention. In this period, students achieved a total average of 3,5.

In the next week, the students began to feel more comfortable with the presence of a new teacher and tried to participate more and more in class and in speaking practice. The total average from the fifth intervention until seventh intervention was 3,98. This week it was important to carry out some activities, where some students were chosen at random to describe some images, which were projected using technological tools, using blended learning, in this exercise their classmates helped them to identify some possible errors that they made when speaking. This was a good technique to develop a cooperative work between them and in this way, they began to express their ideas and opinions more fluently.

In the eighth and ninth intervention, the students obtained an average of 4.08 in their oral practice. This intervention was the last intervention in face-to-face class. For this, activities such as debates or oral presentations in front of the class were used, in order to give and ask for opinions, express agreement or disagreement. In this practice the students began to use expressions and phrases such as: What do you think? What is your opinion on? From my point of view, I think, I agree, I don't agree, I understand what you mean but…, phrases that would be useful in the Post test of the PET Speaking Test.

The last three interventions before the Post-test were virtual, which was more useful for this research, since it gave more possibilities of using the technology and its resources, for example tools to record their voices with which they performed the speaking exercises, which at the end of this intervention gave an average of 4,36.

Finally, in the last intervention, the Post-Test was taken from 25 students from the experimental group. The Post-Test was the same as the Pre-test, so the 4 main criteria were evaluated, such as: grammar and vocabulary, discourse management, pronunciation and interactive communication, in order to observe the progress of the students in their speaking skill, which was effective, since the final average of Post-Test was 4,43, which gave a difference of 1.18 in comparison with the pre-Test.

Post-test results

Graphic 4: Post-test
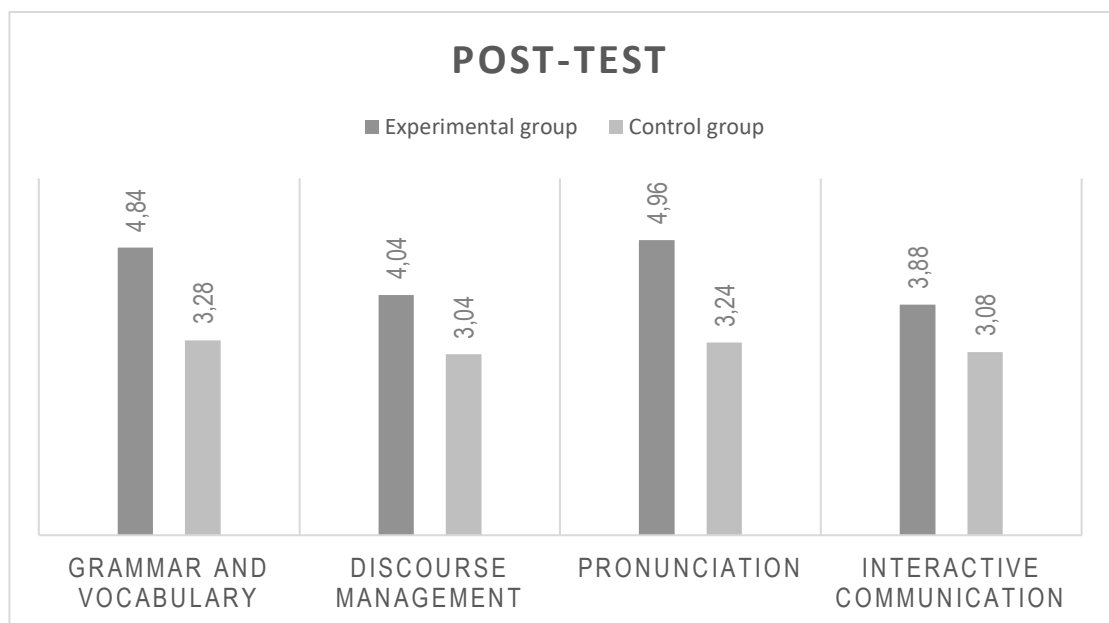
Note: Post-test results of the experimental group and control.
Source: Field research.

Figure 4 shows the results of the Post-test for both the experimental group and the control group, in order to observe the difference and the effect that the treatments had in the experimental group. The final average for the control group was 3,16, while for the experimental group it was 4,43.

First, in grammar and vocabulary, the mean of the control group was 3,28, compared to the mean of the experimental group, which was 4,84, which indicates that the students who received the treatments had an improvement on this criterion.

The second criterion, which is about the discourse management, shows a difference of 1 point between the two groups, since the average of the control group was 3,04 and the experimental group was 4,04.

In pronunciation, the students of the experimental group presented a better progress in this criterion, since most of the students took into account some advice that was given to them during the interventions. The average of the experimental group was 4,96 and of the control group was 3,24.

The last criterion, which is interactive communication, the students in the group that received the treatments, felt more comfortable and expressed their ideas and opinions more fluently and answered the questions appropriately. Therefore, the average of the experimental group was 3.88 and the control group was 3.08.

Finally, it is important to mention that within spoken production it is very difficult to adequately develop all the speaking sub-skills, such as: grammar, vocabulary, pronunciation, fluency and discourse management, but with the help of blended learning, technology and its resources, it was evidenced that the students presented a small improvement in all these aspects in 5 weeks.

3.2 Hypothesis Verification

To verify the hypothesis of this research work, it was necessary to use Shapiro-Wilk in order to test the distribution normality and also because this test helps to analyze the samples of up to 50 people, which allows verifying whether the information is reliable or not.

Table 1: Normality Test

Pruebas de normalidad

	Shapiro-Wilk		
	Estadístico	gl	Sig.
Average pretest result E.G	,826	25	,001
Average post test result E.G	,900	25	,018

Note: Normality Test results.
Source: IBM SPPS software.

Sig < 005 =H0

Sig > 005 = Ha

Table 1 represents the normality test, the values in the Sig column determine the normality of distribution, therefore values greater than 005 determine a normal distribution. On the other hand, values lesser than 005 are not normal. In this case, according to the Sign column of the Post-Test results, it indicates that the value is greater than 005, so the alternative is accepted and the null hypothesis is rejected. In addition, with this test, it is possible to determine that the results obtained are reliable for this study.

Hypothesis:

Null Hypothesis

Blended learning doesn't influence spoken production in students of 1st BGU at Unidad Educativa Sagrada Familia

Alternative Hypothesis

Blended learning influences spoken production in students of 1st BGU of the Unidad Educativa Sagrada Familia.

Table 2: Mean T- Student.

Estadísticos de muestras relacionadas

		Media	N	Desviación típ.	Error típ. de la media
Par 1	Average pretest result E.G	3,2500	25	,82285	,16457
	Average post test result E.G	4,4300	25	,40517	,08103

Note: Mean T-Student.
Source: IBM SPPS software

Table 2 shows the data of the mean t-student, which was carried out with the SPSS software. Through this table, it was possible to know the differences between the means of the two samples analyzed. In this way, the average of the pretest results of the experimental group was 3,2500 and the average of the posttest results of the control group was 4,4300.

Table 3: T-Student test.

Prueba de muestras relacionadas

		Diferencias relacionadas					t	gl	Sig. (bilateral)
		Media	Desviación típ.	Error típ. de la media	95% Intervalo de confianza para la diferencia				
					Inferior	Superior			
Par 1	Average pretest result E.G - Average post test result E.G	-1,18000	,73072	,14614	-1,48163	-,87837	-8,074	24	,000

Note: T-Student Test.
Source: IBM SPPS software

Table 3 presents the T-Student Test, which helps to know the value of sig tailed. Through this value it was possible to know if the null or alternative hypothesis can be accepted. In this case, the sig tailed value was 0.000, which is less than 0.005, so the null hypothesis is rejected and the alternative "Blended learning influences spoken production in 1st BGU students from Unidad Educativa Sagrada Familia" is accepted.

Table 4: Mean Wilcoxon

Estadísticos de contraste[a]

	Average post test result E.G - Average pretest result E.G
Z	-4,392[b]
Sig. asintót. (bilateral)	,000

a. Prueba de los rangos con signo de Wilcoxon

b. Basado en los rangos negativos.

Note: Mean Wilcoxon
Source: IMB SPSS Software.

Table 4 shows the mean Wilcoxon, this mean allowed knowing that the alternative is accepted again, since the P value is 0,000, which indicates that this value is less than 0.005 and the null hypothesis is rejected.

3.3 Discussion of results

After applying the treatments to students of 1st BGU from Unidad Educativa Sagrada Familia, it is possible to deduce that Blended Learning influenced in the spoken production of the students, since according to the results of the pre-test of the experimental group the average was 3.25 and the result of the post test was 4.43. On the other hand, the average of the control group was also taken into account, giving an average of 3.05 for the pre-test and 3.16 for the post-test, which showed that the students in this group did not have a progress in their spoken production.

It is important to mention that some authors agree that blended learning has a positive influence within the school environment, since it combines traditional teaching with technology and its resources to facilitate the teaching-learning process, for example, Aguilar (2012) establishes blended learning as an integration of traditional face-to-face learning and online learning with the help of ICT platforms. Because of this, nowadays, students are more likely to increase and deepen their knowledge by using technology. Furthermore, Ayesha (2020) in her study, observed that students in a blended learning environment can learn at their own pace and stay focused on the task, which increases learner autonomy.

Morris (2010) mentions that blended learning improves the face-to-face interface between teachers and students, using Internet-based or computer-based techniques. This is because blended learning focuses on the use of online activities but less than 45 percent, so most of the treatments were carried out in face-to-face classes using a projector, internet, laptop and web material to encourage and improve students' oral production. And this was evident according to the results obtained in the present research work, since the students improved in the 4 criteria of the PET Speaking Test at the end of the interventions. Furthermore, AlKhaleel (2019) in his study indicates that 84% of the respondents stated that their language proficiency skills improved a little. much compared to the use of conventional teaching methods.

This research demonstrates that using blended learning within the school environment is advantageous, since nowadays it is important to know that traditional teaching is not enough to ensure meaningful learning, but that it is also necessary to combine

traditional teaching with technology and its resources, which provides more possibilities to deepen the knowledge in the students.

CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results after the application of the treatments of the blended learning to students of 1st BGU at Unidad Educativa Sagrada Familia, the conclusions are the following.

The effects of the blended learning on spoken production in the students of 1st BGU, were positive, since at the end of the interventions, the students of the experimental group improved in the 4 criteria or sub speaking skills, which are: grammar and vocabulary, discourse management, pronunciation and interactive communication, meanwhile that the students of the control group didn't improve.

Blended learning is a teaching method, which it is important within the school environment, since it facilitates the teaching-learning process, since it helps students develop their critical thinking, promotes collaborative work and autonomous work to increase student commitment. These aspects were important during this research work, so that the students could express their ideas and thoughts fluently while maintaining a correct interaction with their classmates during the speaking practice.

It was necessary to use two groups, which were the experimental group and the control group to diagnose the level of oral production of the students and the progress during the treatments. Therefore, according to the results obtained in the Pre-Test, the average was regular, with 3,25 for the experimental group and 3,05 for the control group. On the other hand, after the treatments, the students in the experimental group obtained an average of 4,43, while the students in the control group obtained 3,16 in the Post-test. With this conclusion, it is possible to observe that blended learning treatments contributed to the improvement of the experimental group.

In this research work it was possible to identify some advantages such as: the development of critical thinking, the increase in student commitment and collaborative learning. On the other hand, some disadvantages were also

identified, for example, to implement blended learning, it is necessary to use technology, its resources and Internet connection, and this is almost impossible in public schools, due to the low economic budget offered by the Ecuadorian government. Another disadvantage is the lack of motivation that some teachers and students have, because most of them do not have enough knowledge about technology and its use.

4.2 Recommendations

It is necessary for the Unidad Educativa Sagrada Familia to make greater use of technology and its resources, since being a private school has many benefits such as: Internet access, having projectors in each classroom. Teachers should use them to make the class more dynamic and involve the entire group of students in the class, since there were some students who had a low level of English and need to improve.

Blended learning is a useful teaching method, so it should be implemented more in the class, to encourage the learning of the different contents, not only the English subject

For future research about this topic, it is necessary to apply blended learning in public institutions, since in these cases the students of these institutions will find it more innovative and will show greater interest when the teacher uses technology and its resources in the classroom to teach.

It is important that teachers implement more activities that encourage oral production in students. Some recommendations for this could be the use of debates, role plays and oral presentations, so that students lose their fear and nervousness and gain more confidence to express their ideas and opinions fluently.

In EFL, all skills are important, but there are needs to be more focus on the speaking skill, since this is the most difficult skill for second language learners to develop.

To apply blended learning, it is necessary to have access to an Internet connection and technological devices, therefore, this teaching method can be implemented in private schools, since Ecuadorian public schools do not have the necessary resources to apply blended learning, many of them do not even have an Internet connection.

Spoken production in students can be developed in different ways, not only by implementing blended learning within the teaching-learning process, it is important to understand that daily practice is necessary to develop correct spoken production, so teachers should encourage activities. such as: short debates, oral presentations and role plays, in order for students to lose fear and nervousness and gain more confidence to express their ideas and thoughts fluently and correctly.
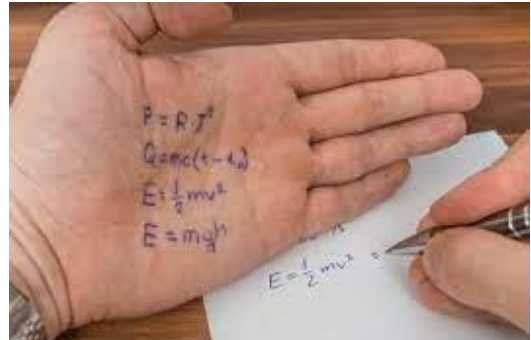
„„

REFERENCE MATERIAL

Bibliography

Alkaleed, A. (2019). The Advantages of Using Blended Learning in Studying English as a Foreign Language at the University of Tabuk. *Modern Journal of Language Teaching Methods (MJLTM).*

Bugis, R. H. (2019). Blended learning approach in improving students' speaking skill. 12.

Carreño, D. (2020). MINGLE ACTIVITIES AND SPEAKING SKILL. Universidad Técnica de Ambato.

C, B. (2016). Enhancing Students' Language Skills through Blended Learning. *The Electronic Journal of e-Learning*, 10.

Cifuentes, N., Méndez, N., & Moreno, A. (2018). Fostering English Oral Production through Blended Learning at Secondary School. *Universidad Libre de Colombia.*

Desvita, S. (2019). The effectiveness of blended learning in english speaking skill for undergraduate students in the era of industrial revolution. 4.0. 96.

Elahe Ehsanifard, Z. G. (2020). The Impact of Blended Learning on Speaking Ability and Engagement. *The Journal of Asia TEFL*, 9.

Huong P. (2018). Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam. *Hil Publishing*. 3(1), 16-21

Jameel, Q., Hisham, I., & Rasim, M. (2021). Blended Learning in Teaching English to University Students. *Palarch's Journal Of Archaeology Of Egypt/Egyptology* 18 (3), 471-481. ISSN 1567-214

Jordan E, (2013). Blended Learning in English Language Teaching: Course Design and Implementation. *Internactional Journal of Computer Assisted Language and Teaching*. 3 (4), 48-52.

Kalam, A, Munna S. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation* (IJHI) Vol. 4 No. 1, 2021

Krasulia, A. (2017). Blended Learning Advantages and Disadvantages in the Classroom. Retrieved from: https://qle.sumdu.edu.ua/images/2017/presentations/Blended_Learning.pdf

Lata, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 8.

Looi C. (2007). Incorporating online discussion in face to face classroom learning: A new blended learning approach. *Australasian Journal of Educational Technology*. 23(3), 307-326

Mansur, M., & Nat, M. (2019). Blended learning motivation model for instructor in higher education institutions. *International Journal of Educational Technology in Higher Education.*

Munawarah, J., Kasim, U & Daud B. (2018). IMPROVING SPEAKING SUB-SKILLS BY USING THE ATTENTION, RELEVANCE, CONFIDENCE AND SATISFACTION (ARCS) MODEL. *English Education Journal*. Syiah Kuala University, Banda Aceh.

Noroña, D. (2020). The Immersion Method and fluency of the English Language. Universidad Técnica de Ambato.

Rubio, O. (2020). DRAMA STRATEGIES AND ORAL FLUENCY. Universidad Técnica de Ambato.

Susanto, A. (2017). THE TEACHING OF VOCABULARY: A PERSPECTIVE. Universitas Putera Batam. Jurnal KATA : Vol 1 No. 2 Oktober 2017.

Tawil, H. (2018). The Blended Learning Approach and Its Application in Language Teaching. *International Journal of Language and Linguistics* , 12.

Tomlinson, B., & Whittaker, C. (2013). Blended Learning in English Language Teaching: Course Design and Implementation. London SW1A 2BN, UK. *British Council.*

ANNEXES

UNIDAD EDUCATIVA "SAGRADA FAMILIA" LESSON PLAN		
TEACHER: Steve Mejía	**COURSE:** 1st "A"	**TIME:** 40 minutes
TOPIC: Breaking the rules		**DATE:** May 15th 2021
AIM: Students express their views on what they think about breaking the rules, whether they agree or disagree.		
OBJECTIVES: At the end of the class teacher will be able to: • Ask and give an opinion using different useful expressions to speak • Express agreement or disagreement about "breaking the rules" • Use speaking strategies correctly		
MATERIALS: projector, laptop, youtube video, flashcards		

LESSON PROCEDURE	TIME
Warm up • Teacher greets • The teacher briefly introduces the topic of the class and what they think about the "breaking the rules", topic that the class is going to deal with.	5 min
Procedure • Teacher presents a video "Classroom rules" https://www.youtube.com/watch?v=ddvTFgzkS5M • Next, the teacher presents some flaschards, which contain images about some situations, where people break the rules. • Then, the class will be divided into pairs, and each pair will interact using the images, each student will ask and give their opinion, express their agreement or disagreement. • Each pair will choose 2 images and present to the class what they think about those situations, the rest of the class will express whether they agree or disagree with the opinions of their classmates, reminding them to always be respectful. • At the end of these activities, the teacher will ask if the students have any questions, and will resolve them if there are any. **Assessment:** **Informal Assessment: S**tudents' participation.	20min
Homework: Through the flipgrid app, students will submit a 40 second audio, telling a short story about when they broke a rule and what their experience was.	

UNIDAD EDUCATIVA "SAGRADA FAMILIA" **LESSON PLAN 12**		
TEACHER: Steve Mejía	**COURSE:** 1ˢᵗ "A"	**TIME:** 40 minutes
TOPIC: Weird laws		**DATE:** May 16ᵗʰ 2021
AIM: Students express their ideas about what they think about weird laws in a clear and fluid way.		
OBJECTIVES: At the end of the class teacher will be able to: • Express their ideas and thoughts fluently about "weird laws" • Use speaking strategies correctly		
MATERIALS: projector, laptop, youtube video, worksheets,		

LESSON PROCEDURE	TIME
Warm up • Teacher greets • The teacher briefly introduces the topic of the class and what they think about the "weird laws", topic that the class is going to deal with.	5 min
Procedure • Teacher presents a video "Weird laws from around the world" https://www.youtube.com/watch?v=X2bu3UjCxj0&t=150s • Next, the teacher presents a worksheet to the students to complete, the first part is to practice the pronunciation of the students, and the second part to complete according to their point of view on the "weird laws". • At the end of these activities, the teacher conducts a brief debate to find out the different points of view of the students on the topic, encouraging them to use a clear, correct and fluent speaking. **Assessment:** **Informal Assessment: S**tudents' participation.	40min
Homework: Through the flipgrid application, students will send a 40-second audio, mentioning what is the strangest law in Ecuador and what they think about it. **https://flipgrid.com/fa1407f6**	

1) Read the following short paragraphs about "Unusual Laws around the world"

UNUSUAL LAWS AROUND THE WORLD

A. No camouflage clothes in the Carribean ! Many Caribbean countries, such a Barbados and St. Vincent, ban the wearing of camouflage clothing, including by children.

B. You can't bring vaporisers, such as e-cigarettes into Thailand. These items are likely to be confiscated and you could be fined or sent to prison for up to 10 years.

C. Smoking and drinking alcohol in Ukraine's public places (including transports, bus stops, sports and government establishments, playgrounds and parks) is officially banned.

D. In 2009, the French town of Granville banned elephants from its beach after animals from visiting circuses were caught on the sandy shore.

E. You could face a fine for feeding pigeons in St Mark's Square, Venice. This law was enacted to reduce pigeon numbers and associated damage to historic buildings and statues.

F. In Japan, it is technically forbidden to be obese : lawmakers set a maximum waistline of 80 cm for men aged 40 and over. If they breach this limit, men will be given dieting guidance.

A sumo wrestling tournament

G. Historic sites, such as the Acropolis, have banned the wearing of high heels in Greece for fear of causing damage to ancient monuments.

H. Some people regard chewing gum as ill-mannered, but in Singapore it's a criminal offence to chew gums unless it's medicinal.

2) **Have a look of these signs. What will happen if you don't take any notice?**

You can use these ideas to complete the sentences :

> ➤ *be arrested / pay a fine / go to prison / be eaten by ... / be killed be ...*
> ➤ *be used to feed dragons / be forced to go to school to become intelligent*
> ➤ *be kidnapped by aliens*

1) If children get lost, they will _____

2) If you go beyond this point, you will probably _____

3) If you don't take notice of sign n°3, you will probably _____

4) If you don't take notice of sign n°4, you will probably _____

5) If you don't take notice of sign n°5, you will probably _____

6) If you don't take notice of sign n°6, you will probably _____