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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**Implementation of a blended-learning B2 First Preparation
Course in a Private Language Institution in Lima**

Tesis para optar el Grado de
Magister en Educación con mención en Enseñanza de Inglés como Lengua
Extranjera

Liliana Martina Cheneder Rueda

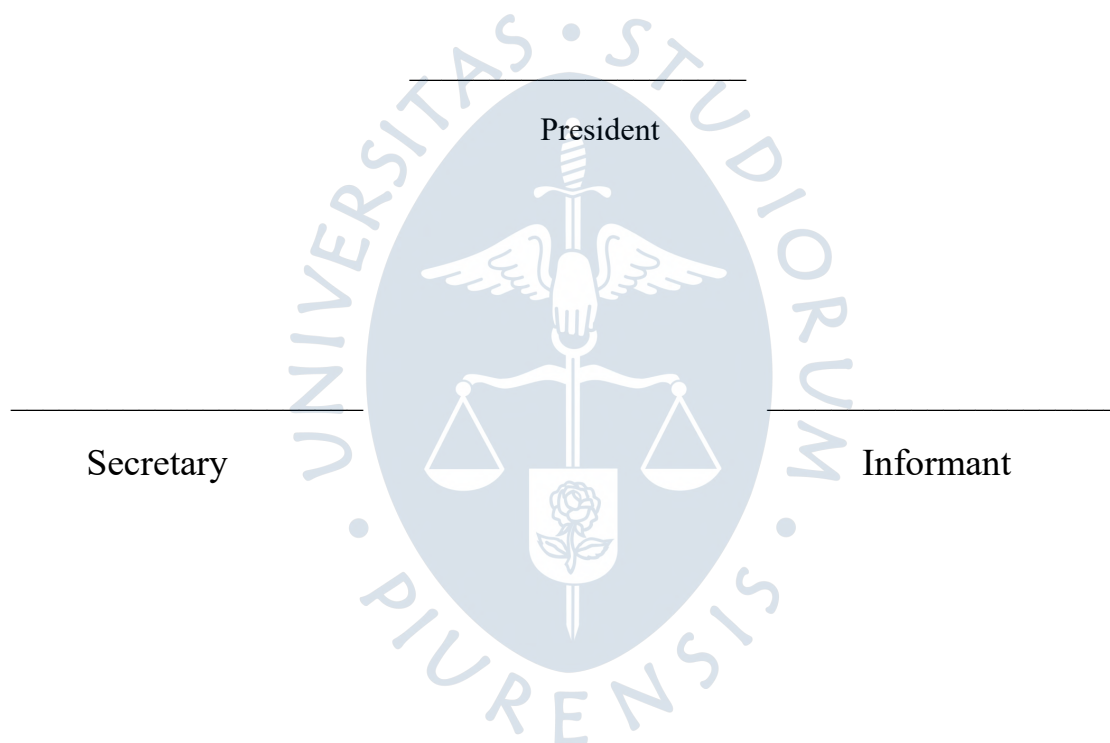
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Lima, diciembre de 2019



Approval

The thesis titled “**Implementation of a blended-learning B2 First Preparation Course in a Private Language Institution in Lima**”, presented by **Liliana Martina Cheneder Rueda** in accordance with the requirements of being awarded the degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Mgtr. María Luisa Mu Hoyos and defended on before a Jury with the following members:





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To my mum and grandma, for their example of life; for all their support, for being my guardian angels and made me who I am now.





Resumen Analítico - Informativo

Implementation of a blended-learning B2 First Preparation Course in a Private Language Institution in Lima

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Tesis.

Magíster en Educación con mención en Enseñanza de Inglés como Lengua Extranjera

Universidad de Piura. Facultad de Ciencias de la Educación.

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Palabras claves: Modalidad mixta de metodología/ contenido en línea/ balance entre contenido presencial y en línea/ uso de herramientas web.

Introducción: La preparación para obtener la certificación B2 First de la Universidad de Cambridge es importante para los profesores de inglés porque este nivel es un requerimiento del Ministerio de Educación y por el efecto que tiene en el ámbito laboral. Sin embargo los profesores de inglés no disponen de mucho tiempo para dedicar a un curso de preparación para obtener esta certificación debido a su carga laboral por un lado y responsabilidades familiares por otro. La modalidad mixta (blended-learning) constituye una alternativa para poder disponer del material que se necesita y el soporte que brindan las herramientas web.

Metodología: Este estudio inició con una revisión de la literatura para encontrar trabajos similares y la mejor manera de diseñar el curso. Se encontró que un balance del 50% de contenido presencial y en línea era el mejor diseño y se entrenó a los profesores en el uso de las herramientas web que permitirían el trabajo en línea. La duración del curso fue de 20 sesiones en un lapso de 4 meses incluyendo dos simulacros de exámenes. También se recogió información de la percepción de los involucrados sobre esta modalidad a través de instrumentos de investigación cualitativa como encuestas y observaciones.

Resultados: De los datos recogidos se observó que hubo una ligera mejoría en los participantes que realizaron la mayor parte del trabajo online y que trabajaron de una manera constante con el contenido del curso tanto presencial como en línea. Incluso en un caso, la participante subió un nivel según el CEFR. Sin embargo, solamente uno de los participantes explotó el uso de las aplicaciones para celular.

Conclusiones: Según el análisis de los datos, se manifestó una ligera mejoría en los participantes que realizaron un trabajo online más consistente que en aquellos que no.. En general, hay aún varios aspectos que mejorar como el de familiarizar a los participantes con las ventajas de las herramientas web y la plataforma para que así puedan aprovechar la inmediatez del feedback.

Fecha de elaboración del resumen: 02 de diciembre de 2019

Analytical-Informative Summary

Implementation of a blended-learning B2 First Preparation Course in a Private Language Institution in Lima.

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Tesis

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Keywords: blended-learning/ B2First preparation course/ online content/ balance online and face-to-face content/ web tools

Introduction: Obtaining the B2 First Certificate from Cambridge University is important for teachers of English because it is a requirement of the Ministry of Education on the one hand and it implies a promotion in their working context. However, preparing for this exam is really hard for teachers because of the amount of time it demands considering their family and working responsibilities. It is for this reason that the blended-learning modality becomes a good alternative to access the course material and supporting activities by using the free web tools available to consolidate knowledge and improve their preparation skills.

Methodology: After the literature review that gave insights into how to plan the blended-learning course, it was found that a 50-50 percent of online and face-to-face content would be the best to provide balance that would make participants prepare in a more effective manner. To support this input, some free web tools were used and the course was designed for 20 sessions scattered in 4 months including two mock tests. Since this is preliminary research, it was also important to collect information about the participants' perception about this modality. This was done through surveys and class observations.

Results: The information gathered in this research demonstrated that some participants showed a slight improvement in their performance, particularly those who had a more active participation in the online platform and that completed the face-to-face tasks. One of the participants managed to improve her proficiency level.

Conclusions: Data analysis showed a slight improvement in the performance of the participants who completed the face-to-face tasks as well as the online work. Since this is preliminary research, there is still a lot to improve, for example more familiarization of participants with web tools and platform so they can take advantage of the immediate feedback these provide.

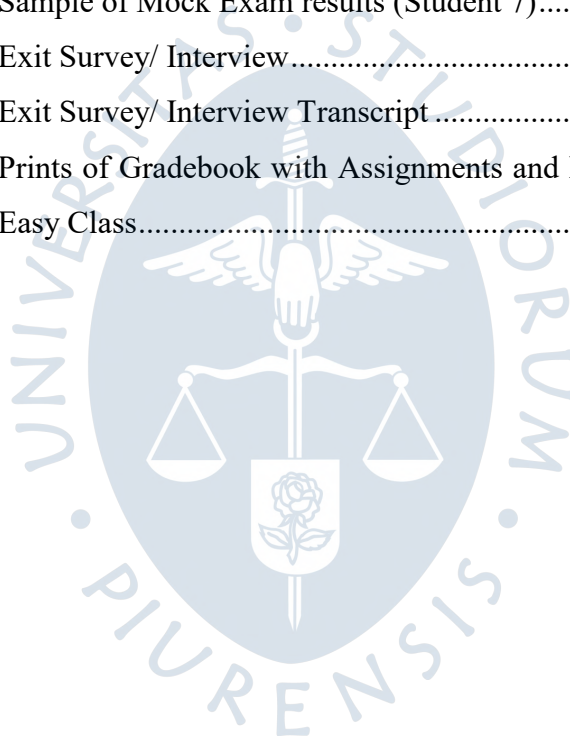
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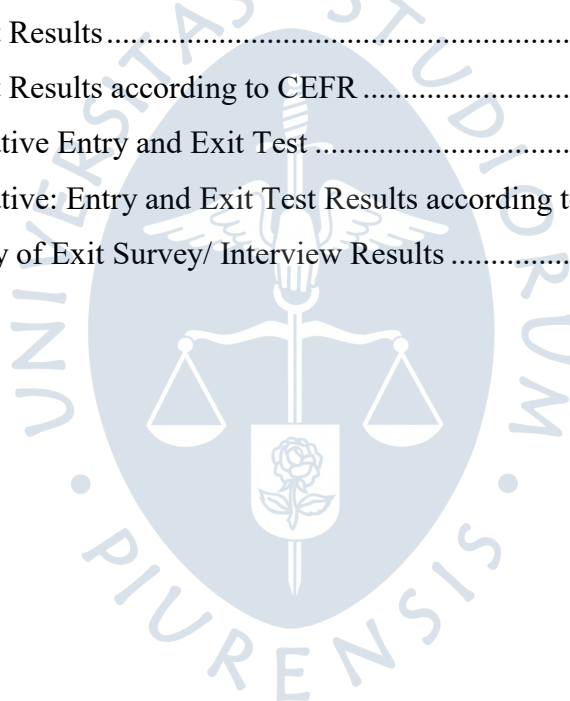
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Introduction

Blended learning is defined by Nicky Hockley, a specialist in the theme, as “...any combination of face-to-face teaching with computer technology (online and off-line activities/materials)”, and according to this author, “it has grown considerably in ELT”.Hockley (2018)

According to Al Khaleel (2018), “the difficulty that shapes blended learning is to connect (blend) what occurs face-to-face with the online activities so that they strengthen each other to produce a unified course”. The same author refers that one important advantage of the blended-learner is the positive impact that the asynchronous part of the blended course has on learners since it increases the time they are exposed to the material-which in turns, allows them to create good connections between what they are just learning and what they already know (Khaleel, 2018, p.2).

Among the several characteristics the literature review has mentioned about blended learning (collaboration, support materials, assessments), it is the asynchronous aspect that increases the time learners spend on course material what the sample population in this research appreciate the most. Being the sample made up of practicing teachers who work in different institutions to make ends meet, being able to access the content material anytime and anywhere made a blended-learning course really suitable for their needs. (Roesser, 2017)

To begin this action research, a survey was run to collect information about the perception teachers had of blended learning considering the advantages and drawbacks they anticipated if pursuing a blended learning course. And then literature about how to design a blended learning course was revised. All this information was gathered in this document and organized as follows:

Chapter 1 summarizes the design of the investigation which is basically Action Research, and revision of literature focused on similar issues such as creating a Blended Learning Course.

Chapter 2 deals with all the Theoretical Background about Blended Learning, Teachers of English Academic needs and all aspects related to this type of learning.

In Chapter 3, the process of elaboration of the course has been explained together with the collection of information and in Chapter 4, the information is analyzed to make up some statements about the benefits of a blended learning course for exam preparation.



Capítulo 1

Investigation Outline

1. Formulation of the problem

In all working environments, qualifications of different sources are required to show that the personnel is up to the required level of expertise. In the ELT world, one of these qualifications is the B2 First Cambridge Certification formerly known as Cambridge First or FCE. In fact, according to the document *Resolución de Secretaría General N. 2060-2014-MINEDU* from Nov 10th 2014, it is expected that all teachers of English obtain a B2 level of language proficiency, the level that successfully passing this exam requires. The question is where to find the time needed for exam preparation when most teachers feel that they can hardly manage with class preparation, teaching, marking papers and coordination meetings (and meeting the parents in the case of school teachers).

The private institution where this research took place already offered face-to-face preparation courses for teachers of English of diverse backgrounds with urgent need for qualifications. This institution was founded in 2010 and has been run more than as a business enterprise as a language-teachers professional institution providing teachers of English of public and small private schools with courses on methodology (customized to institutions' needs and TKTs) and language improvement, all under the face-to-face modality.

Additionally, the institution is known by running courses for a small population (the maximum number of students per course is 12). They have offered exam preparation courses from Preliminary English Tests (PET) to C1Advanced (CAE) with varied results. It is not possible to attach the statistics of the percentage of exam approvals since this is confidential information for the institution but some information about the B2 First (FCE) courses is shared below.

The length of the B2First face-to-face courses varies between 34 to 36 sessions of three hours each with a frequency of 3 hours twice a week plus paper-based exam practice and mocks once or twice a month. These mock exams are the same that have been used in the online component of the blended learning course which is the object of this research.

However, in spite of the dedication and effort invested in their course preparation, not many students passed the exam and the same situation happened with students in other language institutions as could be gathered from informal conversations with their coordinators (For confidential reasons, statistics are not available to support this information).

Therefore, some alternative solutions were needed to be used to expand the time teachers were exposed to the material- which some of them claimed was the reason for their failure.

Blended learning, has been defined by different authors as a combination of face-to-face and autonomous learning and it has been proposed here as a possible solution to increase exposure bearing in mind that the students in this research have other responsibilities- mainly work- so reducing class time hours will benefit them. Besides, thanks to the face-to-face sessions, these learners could benefit from the networking and interaction between them and the other students.

Then the question to solve the problem of maximizing exposure and consolidation time and the need for the B2 First (FCE) certification could be stated as: Can a blended learning course help teachers of English of a Peruvian private institution improve their B2 First exam training?

Since the purpose of this research is not to make generalizations but to provide alternatives for teachers who feel at loss by the pressure they receive in their institutions and the need to manage their time so as to maintain a pace that will allow them train for the exam, an action research study was outlined to explore the response of a group of teachers of English of a small private language institute in Lima to the blended-learning modality.

From the literature review, we know that “A blended learning course combines the best of face-to-face and online learning. Technology facilitates some types of learning, and class time can be used for activities that better lend themselves to face-to-face interaction”. (Cornell University, Centre for Teaching Innovation, 2019). The course that was designed in this research is intended to be a blended learning course according to the characteristics mentioned in this paper which summarizes as: It is learner-centred, it guides students in learning, provides frequent feedback, there are online quizzes and class time is used for more interactive activities.

The main difficulty found in the creation of this blended learning course is to connect what occurs in face-to-face situations with the online activities so as to strengthen each other and this way produce a unified course. Even more, “the learners in a blended course create more and comfortable networks between what they are learning and what they already know...” (Zhao, 2005, quoted in Alaa AL Khaled 2019).

2. Hypothesis

Prior to the design of a course, it is necessary to focus the aim of the course, what we want our learners to be able to do or to know and then choose what learning activities will provide learners with opportunities to develop or what the learning outcomes of our course are (Cornell University, Centre for Teaching Innovation, 2019). In this case, the aim of this course is provide learners with the tools they need to improve their preparation for passing the B2 First Cambridge Exams. For this, they need to demonstrate they have reached a B2 level according to the CEFR and knowledge and mastery of the skills needed to pass this particular exam. Since in this case, the learners are practicing teachers with varied workload that cannot attend sessions more than once a week, it was necessary to think of a way where they could be exposed to activities that could allow them gain the skills needed to attempt the B2First exam.

The aim of this research is then to explore the possibility of implementing a course that would expand the exposure to content and exam material providing support with interactive activities, quizzes and mock exams. Bearing this in mind, and after revising literature on the characteristics of Blended Learning, the Research hypothesis is:

A blended learning preparation course for B2 First Exam helps teachers of English train for the exam more effectively.

3. Delimitation of the objectives

3.1. General objective. To create a blended learning course to support teachers' training for obtaining the Cambridge B2 First Exam Certificate for teachers of English with varied levels of language proficiency.

3.2. Specific objectives

- To choose the best online material for supporting the teaching/learning process
- To choose the web tools that provide the online support for the course
- To organize a blend between the face-to-face and online material that would support students' learning.

4. Justification of the investigation

Since the sample group consisted of a heterogeneous group of teachers (different ages, working hours, working institutions, etc.), it was interesting to find out their perception of blended learning as a way to help them reach their goals (obtaining the Cambridge B2 First Certificate).

From the data collected by means of the exit survey (Appendix 16), there could be some insights into how much participants value the additional online learning resources provided, which some of them saw as clear learning opportunities as they had repeated access to the material, also, what drawbacks they could find in this methodology.

On the other hand, The Ministry of Education in the document Resolución de Secretaría General N. 2060-2014-MINEDU from Nov 10th 2014 has stated the following objective:

Fortalecer las capacidades de los docentes de idioma inglés, a fin que alcancen el nivel B2 del Marco Común Europeo de Referencia de Lenguas, como estándar mínimo definido, y estén preparados para el manejo pedagógico de los recursos disponibles, a través de actividades de formación en el idioma y la acreditación de nivel del idioma, de acuerdo al MCER.

This is to say that they are setting B2 level as the minimum standard for teachers of English so that they could access and use the resources that the Ministry has made available for them.

Therefore, online and blended learning came as a sensible possibility for teachers who did not find the time to prepare for this exam on their own or by attending a fully face-to-face course.

It is true that the time that teachers need for mastering the exam skills varies according to each teacher's proficiency and that is why a thoughtful selection of

materials both for face-to-face and online material was needed, as well as a sensible programme with enough time for remedial work (for those who did not have the required level) and exam practice (in order to familiarize with the exam papers and tips).

5. Limitations of the investigation

Perhaps the main limitation of this investigation is not having been able to find specific research on blended-learning courses for exam preparation, B2First in particular. In fact, a table was made up with the little information that was collected about Institutions that offer blended-learning courses for B2 First exam preparation (Appendix 1). However, from the data collected using other tools along the research, there could be some insights into how much participants value the additional online learning resources provided- which some of them saw as clear learning opportunities from having repeated access to the material- and what drawbacks they could find in this methodology.

Another challenge of this research will be to see how committed the participants will be to the demands of the online activities. It is very possible that some of them do not take part in the online activities at all or do them to a certain extent but even so, this will provide useful information of the reasons behind this behavior.

Yet another limitation is done by the fact the characteristics of the online material are not fully interactive- as it is expected in this modality- except for some vocabulary work; this is mainly because of the characteristics of the exam preparation course. Even more, some of the material presented online is a summary of the main items of the course book units that have not been presented in the face-to-face sessions besides the exam practice and online consolidation material. Due to the fact that participants' course books and workbooks have their respective keys, they may not feel the pressure of covering these units and may be delaying their work to times when they are not under so much work pressure.

In fact, this was evident when revising the Easy Class Grade book (platform and LMS that was used for storing and retrieving the online material), the participation and production in the last two months (end of school bimester) was very poor compared to that of the beginning of the course. (Appendix 17).

6. Antecedents of the investigation

One of the first reviews that helped to elaborate the course was the one from Cornell University, Centre for Teaching Innovation (2019). They claim that some reflections need to be made before designing a Blended Learning course. The first one is about the outcome of the course, “what students are required to be able to do, know or value as a result of taking the class”, the second concerns the learning activities and assessments that will provide students with opportunities to demonstrate achievement of these learning outcomes and the last one – though not the least important, is about analyzing these activities to decide which would be appropriate for an online format and what could be the best combination.

They also provide a list of Online learning and In-class activities and some suggestions to integrate them. The main focus of which is to check how these components work together to address the learning outcomes and accommodate the different learning modalities to allow students to engage with the content in a meaningful way.

Another consideration that has been mentioned is to “consider time-on-task so that the online activities become more than just time-intensive” (Cornell University 2019) - which is the main reason for having created this course.

An additional issue that the Centre for Teaching Innovation contemplates is the preparation of Students for Blended Learning, which seems to be neglected according to the information gathered rather informally from conversations with other tutors where they manifest that students in their institutions are offered face-to-face and blended courses and they register in what they consider is more suitable for them without any knowledge of the advantages and drawbacks of each.

All this information was very useful for this investigation because it provided a good guideline for preparing the course schedule and set aside time for orientation to the technology required in the course as well as information of where to go for additional support.

Additionally, as part of the preparation of students for blended learning, as mentioned in this research, frequent discussions of time management strategies were held in the face-to-face sessions and also suggestions for the expected time-on-task for

online learning activities. The handout Study Tips for Distance and Online learners (Appendix 2) was distributed as part of the preparatory activity for students' blended learning course.

Another important piece of information reviewed came from Concordia University (2019). Here they propose four steps to planning the blended course: (1) Identifying goal courses (2) Determining goals and learning outcomes (3) Planning learning activities (4) Determining sequences. Some of these steps were taken into account when preparing this research to create the course since the aim of the course of this thesis was to help students prepare for an exam and most of the focus was on reviewing past papers. However, the Course planner provided based on Stein & Graham 2014, quoted in the article, proved to be useful when starting the research and designing this blended-learning course. They also provided a Module planner to plan weekly sections of the course or to plan activities and assessments around a particular course goal.

To create the completed plan for the blended course, they propose grouping all learning activities and assessments into modules or weeks and determine the sequence of each of the activities in each module as well as determining the environment for each activity and assessment (i.e. online or face-to-face). For the online activities, they suggest making notes about which tool will be used for the activity and what development is required to get it online (recording a video, entering a quiz, activities for the LMS, etc.). All this information guided the planning of the blended course in this research.

There is also another important information reviewed in HOW, a Colombian Journal for Teachers of English. Ochoa, C. and Roberto, E. (2011). The study presents some integrative components of Blended Learning and how they have been applied in several researches done in different contexts. They also present some considerations to keep in mind when designing, implementing and evaluating this model. Besides, it encourages teachers to reflect upon Blended Learning (BL) as a potential and different way to approach learning EFL, paying special attention to the new Internet tools.

These researchers regard planning a virtual learning environment that is appealing to students but is also a challenge and for that reason they claim that Khan model (Khan 2011) is the most suitable for this since it takes into account the following aspects: Ethical, Institutional, Pedagogical, Technological, Interface design, Evaluation, Management and Resource support. From all these, they claim "the pedagogical aspect

is crucial for guaranteeing learners' progress" (Ochoa, 2011). In this regard, awareness of this aspect has been a great contribution to this research since it allowed the organization of the Face-to-face and online component in such a way that the aim of effective learning could be achieved.

In this paper, the authors also mention some research done in different institutions where the effectiveness of the online component based on the pedagogical aspect has been noted. One of these refers specifically to language learning: an action research project led by Liang and Bonk 2009 that took place in Taiwan and was about the use of blended learning to encourage teachers to develop strategies to implement and evaluate the teaching and learning process basing them in "textual, social and technological interaction, concluding that the combination of Blended learning is well adapted in Foreign language classes" (Ochoa, 2011).

After reading this paper and with the certainty that this research produced, the planning and elaboration of this exam preparation course was better supported even though no information about specific elaboration of a blended course for exam preparation was provided. There was a quote in particular that provided encouragement throughout this research: "Many times students do not feel motivated enough to learn a foreign language because they think it is a hard process. When students use technology, they might enjoy it a lot" (Ochoa, 2011).

Another research paper that was taken into account to develop two of the research tools (entry and exit survey) was the one done by Means, B. Toyana, Y., Murphy, R., Baki, M., 2013. This paper was designed to produce a statistical synthesis of studies contrasting learning outcomes for fully online, blended learning conditions and face-to-face classroom instruction. They used a population of students in college or earlier years of education and learners in Online and Blended Learning graduate programs or professional training. The meta-analysis found that, "... on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction". (Means et al. 2013).

"The advantage over face-to-face classes was significant in those studies contrasting blended learning with traditional face-to-face instruction but not in those studies contrasting purely online with face-to-face conditions". (Means et al. 2013).

The importance of this research in this current study is that from all the effects of blended- learning, that related to additional learning time may be the one that accounts

for the slight improvement of blended-learning over the other methodologies. In their study, they also mention instructional resources, that is videos, web tools, etc, and course elements that encourage interactions among learners implying the possibility that one or all of these other practice variables contributed to the particularly positive outcomes for blended learning.

In this research, the authors examined two hypotheses about the proportion of time devoted to online activities in blended courses. The first related to student perceptions of blended learning, in which they seem to prefer blended learning environments over the other traditional face-to-face and fully online modalities for a variety of reasons including “convenience, flexibility, wanting some face-to-face social interaction, and a desire not to be over-burdened with technology” (Means et al 2013)

They also tried to suggest a hypothesis about the proportion of online time students most prefer in blended courses, and from the literature they revised in their research, it was concluded that 50% online is what students will choose when given the free choice of participating face-to-face or online.

Likewise, the literature these authors revised on course performance suggested that students tend to perform best when at least 50% of a course is online, so it follows that they would tend to prefer approximately this proportion. All this theoretical framework, supported the decision of producing the course schedule (Chapter 3) with 10 online sessions scheduled out of 20 sessions.

Owston, R. and York,D., (2018) also presented an article discussing the issue of how much time should be devoted to face-to-face classes and how much time to online activities when designing a blended course.

The novelty of this research relies on the authors’ desire of going beyond comparative studies among blended, online or face-to-face, to investigate factors that moderate or influence the impact of blended learning on students. Among these factors they consider amount of time spent online, instructional design, student preferences, technologies employed, and even instructor.

Twenty fine arts, professional, and liberal arts undergraduate courses were studied. Their courses had been redesigned by their instructors from a traditional lecture format to a blended instructional model and two hypotheses were studied and demonstrated:

- (1) Students tend to perceive blended learning more favourably as the proportion of online time increases up to 50%.
- (2) Students in a 50% blend of online and face-to-face will perform higher relative to the other three blends studied (more than 50%, less than 30%, 60% to 80%).

They also stated that the decision for using a blended approach is providing more convenience and flexibility to students or better utilization of classroom space; what is important is that it is assured that students will achieve at least as well as they would in face-to-face classes. Although, this thesis does not aim to compare the effectiveness of a face-to-face vs a blended- learning course, it is true that the search for more flexibility for students led to considering this latter modality. (Owston, R. and York, D. 2018)

As for this paper, one piece of information that was particularly useful is that related to students' perception. This issue was included in the entry survey used in this research so as to establish some relationship between this and students' participation. In Owston's research (2018), results showed that despite the convenience offered by adding the online component of a blended-learning course-in the research issues such as increased learning flexibility, reduced student travel time, and cost savings for commuting, traditional undergraduate students did not show great enthusiasm about the amount of technology they will have to handle in this type of course. In our research, on the contrary, most students participated more in the online part regarding additional material than in the part where they had to develop course book material that had been presented online.

Summing up, the value of this piece of research for this current thesis lies on the background information it provides regarding students' perception of a blended-learning course and some other factors to consider when planning one.

Another important conclusion of this research was to establish that 50-50% was the most appropriate rate for online and face-to-face components of the blended learning course

The outcome of this research was taken into account when designing the course syllabus.

Finally, Johnson Ch., Marsh D. (2014) conducted research for Laureate International Universities on identifying effective and appropriate best practice blended

learning models and for that they set up a study with 36 experienced ELT teachers in the blended modality to take part in focus groups discussions sessions.

These authors found that in order to reduce anxiety and promote more effective language acquisition, it was necessary “to establish strong rapport with and among students in the online portion” Johnson Ch., Marsh D. (2014). In this study, the teachers in the sample admitted that they did not have any online contact with students other than checking grades in the LMS. They also mentioned that they used the F2F part of the courses to present material and do mechanical drills and in general very few of the interaction activities these sessions are meant to. The teachers in this research also admitted that if they had incorporated the web 2.0 tools that were available in the platform, they would have benefited the students more and would have had more interaction with them. (Johnson Ch., Marsh D. 2014)

Johnson and Marsh’s research (2014) influenced the design of the B2 First Online course regarding the content of the online material. It is true that some of this material consisted of presentation of the new units, but the way it was done was more flipped-learning like. Additionally, by using Quizlet, students had the possibility of practicing vocabulary (idioms and phrasal verbs) and assess themselves on it which was more motivating for them. And for the communicative part, we kept using WhatsApp and emails to keep in touch with students besides the Class Wall section of Easy Class.



Chapter 2

Theoretical framework

1. Blended learning

Blended learning has its origin in distance learning where face-to-face sessions were combined with distance sessions. In the past, the distance sessions were supported by print/radio/TV and the face-to-face by telephone when the former was not possible (Cambridge Papers in ELT series, 2016). The same body of research provides a definition of the term “blended learning” by referring it to every time teachers mix different media with classroom interaction, maximizing input to support learners’ output and skills development.

Maximizing input is a key concept in this research since our sample consists of teachers of English who, in our country, are subjected to lots of pressure to achieve language qualifications while dealing with work and family demands. This information was provided in the first survey and in the interview (exit survey) and judging from the results, the students who showed more steady participation in the course, both attending the Face-to-Face and doing the online work were mostly the ones who did not have a family to look after. Therefore, because of the time the formers need to invest in working so as to make ends meet, the need for more exposure in the shortest time (blended learning) was more urgent.

Obtaining the B2 level is crucial for teachers of English in Peru when considering that in 2014, the Ministry of Education decreed that by 2021, our country should have reached bilingualism (British Council, English in Peru, 2015) and that all teachers of English should obtain a B2 level of language proficiency (Resolución de Secretaría General N. 2060-2014-MINEDU)

An important issue of blended learning is how to find “the right blend” (how many face-to-face sessions and how many online?) where teachers can enjoy not only a more supportive learning environment but also a more effective and, at the same time, enjoyable learning process. Moreover, let’s not forget that one of the claims of teachers is lack of time to devote to learning in a face-to-face environment, which is sometimes unaffordable in terms of time and money. In this context, a blended learning course may constitute a more economical alternative for both teachers and institutions as it reduces students’ travelling and cost savings for commuting on the side of students and the cost

of classroom space and maintenance on the part of institutions. (Johnson Ch., Marsh D. 2014)

Caulfield (2011) suggests considering some critical questions when planning a blended course:

- 1) How the blended format propitiates new opportunities for students to learn the difficult concepts and what online activities could help deal with them.
- 2) How can face-to-face and online activities be cohesively integrated?
- 3) How the specific characteristics of the course participants influence the design of the course?

These three questions are based on the definition of blended learning and the requirements found in the literature review. (Cornell University, 2019) provided a list of Online learning and In-class activities and some suggestions to integrate them, the main focus of which is to check how these components work together to address the learning outcomes and accommodate the different learning modalities to allow students to engage with the content in a meaningful way.

Concordia University (2019) also proposed a step-by-step model adapted from Stein and Graham design (2014). It is called a "backward" design approach, which aligns course goals and objectives with course assessments and activities.

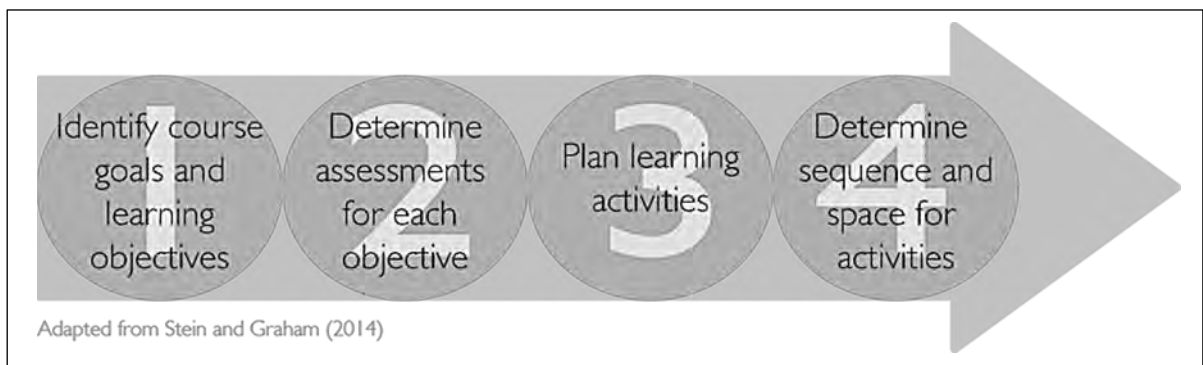


Figure 1. The Backward design approach
Source: Adapted from Stein and Graham (2014)

The steps mentioned by this author are:

1. To identify course goals: explicit statements that answer the question: What skills, knowledge or attitudes will the students demonstrate to successfully complete the course?

2. To determine the nature of the assessments that might serve as evidence that students meet each of the outcomes: When simple facts are required, quizzes might be an efficient way of measuring learning. However, when students must use higher-order thinking skills to analyse and evaluate, real world problems and scenarios are more appropriate
3. Plan learning activities: The learning activities include any course activities the students must complete in order to help them meet the course objectives and goals.
4. Determine sequence and environment for each activity: putting all the pieces together and mapping out what the course will look like.
(Concordia University, 2019)

This design was found quite useful for the planning process of the blended course since whether it is true that the ultimate aim of an exam preparation course is to pass the exam, it is important that learning also takes place. The outcome of this approach is seen in the Course Syllabus prepared for the blended learning course (Chapter 3 and Appendix 4).

Another source, Cornell University (2019) made a distinction between Online and Face-to-Face activities. This distinction can be seen in Table 1.

Table 1. Online and In-class Learning Activities

| Online Learning Activities | In-Class Learning Activities |
|--|--|
| Work collaboratively: You can use wikis or blogs. | Pick one or two samples of online student work to discuss in more detail in class. |
| Prepare for in-class activities: Provide video tutorials or documentaries. | Use active learning techniques, for example working in pairs to answer questions, searching online or quizzing their neighbours. |
| Engage all students in discussions: online discussions accommodates a large variety of learning preferences. | Prepare students for collaborative work with team-building activities so students can get to know each other, set expectations, and work together. |
| Develop self-assessment and peer-assessment skills: because of the facility to give and receive feedback. | |

Source: Getting Started when designing a Blended Learning Course. Elaboration: My own

When using this information to prepare this research, it was needed to think that because it had been impossible to find in the literature previous research on blended learning exam preparation courses, the focus of the course had to be very similar to that of the face-to-face courses the institution currently runs. This is to say that most of the

activities of the course are focused on improving grammar knowledge and using tips to deal with the different papers of the exam. For this reason, there was no collaborative work assigned in the course and no discussions were encouraged apart from the contact and communication participants had according to the affinity they had one for another. What was possible to develop was peer assessment and feedback in both speaking and writing activities but unlike the table, they were saved for the face-to face sessions.

1.1. Benefits of Blended Learning. Online learning provides learners with the ability to be connected to a community without the boundaries of space and time. The online environment must be developed to provide support to the learners' needs, at the same time; it helps them become independent learners. Alkhaleel (2019), mentions a compared study of three graduate courses: traditional, online and blended and found that students in the blended course measured highest in a sense of community, similar to those students in the face-to-face section. This led to the conclusion that the blended learning modality offers the convenience of having freedom to perform some of the course contents at their own flexibility without feeling isolated-this latter is one of the main drawbacks participants of a fully online course usually mention.

Blended learning offers students a lot of materials and resources for both online and off-line activities so that they can integrate what they learn in the classroom with what they learn on their own through the use of virtual platform (Spiro, 2019), this is probably one of its most important benefits.

In addition, the time lag offered in an asynchronous activity (as some of the online activities of a blended learning course are) allows learners to become more thoughtful and reflective. Even more, the asynchronous model has more potential to "produce a learner-centered environment by encouraging interpersonal, two-way communications between the instructor and an individual student, as well as among students." (Means, B et al. 2013)

Another advantage is that students familiarize more with technology through the use of virtual resources. An EFL blended course requires a "carefully organized methodology so students must be trained first in how to use the technological devices but bear in mind that technology does not solve the methodological and learning problems teachers and students go through". (Cornell University, 2019)

1.2. Models of Blended Learning. The Christensen Institute talks about four models that almost all blended learning in the classrooms can be grouped into. The first is called the rotation model. Students “rotate on a fixed schedule or at teacher’s discretion between learning modalities, at least one of which is online learning” (Christensen Institute, 2017). This approach follows the foundations of rotation stations in the classroom; the difference is that instead of having different sources of input in every station, here there are different modalities per stations that are time ranges. This is to say, students spend some time with the full face-to-face sessions, then another time with blended learning, another with fully online, another with task-based and project-based so as to experience all kinds of modalities and make judgments about their effectiveness.

The second model is the Flex model where learning is online, but there are also times where students work offline. This model allows students to

move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support (Christensen Institute, 2017).

As in the first model, the idea is expose students to online activities but with face-to-face support of a varied length.

The third type of blended learning described by the Christensen Institute is an A La Carte model which is a course done entirely online that is a part of the student’s schedule at a school where he or she has other classes that are face-to-face. “This is not like full-time online learning because the student’s entire schedule is not done online” (Christensen Institute, 2017). In this case, the fact that the other classes are face-to-face caters for the social aspect of learning that students claim is so important and with the support students can find among each other. In fact, one of theses issues was mentioned by one participant in the exit survey.

The last blended learning type is called the Enriched Virtual model where students are required to meet for classes, but a majority of their learning and practice is done

online. The work does not have to be completed in the classroom however and students do not meet every day together (Christensen Institute, 2017). From what can be gathered by the characteristics of this model, this last one is the one that better resembles the majority of blended learning courses.

No matter which approach a teacher takes on blended learning, the common place is that they will be doing face-to-face teaching while incorporating an online learning component in order to increase learning. Studies have shown that “using a blended learning approach improved students’ achievement scores as compared to other approaches and had improvement effects on students’ attitudes” (Khaled, 2019).

Sal Khan (2011), the creator of Khan Academy, has become one of the most revered online instructors in the world and with his website has begun to change the way that education is obtained. Students, from anywhere in the world, can access relevant, high quality instruction free. However, the teacher is not replaced but what is gained is an opportunity to incorporate the blended learning environment into the classroom. Khan uses video instruction and this approach is becoming more popular amongst teachers, being mathematics teachers the most enthusiastic.

Interesting feedback Khan got about the online instruction videos from students is that instead of hearing the information once they were able to pause, rewind, and re watch pieces that they did not understand (Khan, 2011). This way students can take advantage of the benefits of blended learning and throw light at the research result that states that students’ attitudes and overall performance are improving with blended-learning. Blended learning creates a different responsibility for the teacher in the classroom since they become less of an instructor and more of a facilitator. (Khan, 2011)

Edutopia interviewed Peter McIntosh (2012), an educator that has implemented the blended learning environment in his classroom where students utilize their laptops to access the instruction. He had the opportunity to work with specific students or groups while the rest of the class continues to stay engaged (Edutopia, 2012). The online practice and immediate feedback has been a great benefit and has encouraged students to keep moving through the problems. McIntosh in Edutopia, 2012 said,

Their behavior, their habits were changing. We started to notice that kids were staying engaged by looking at screens of our coaching data seeing kids repeatedly trying, watching the videos, taking some hints, taking an

ownership, and developing an attitude that they are going to figure this out. (Edutopia, 2012).

Summarizing all this information, blended learning can have different appearances but research indicates that the combination of face-to-face teaching and using online learning resources to supplement instruction is definitely a success.

1.3. Blended vs. Traditional Learning Overview. Means et al (2013) investigated the differences of the effects of blended and traditional courses on students' learning achievements and academic press, as well as the correlation between students' learning achievements and academic press. The results showed that “there was a statistically significant difference on students' learning achievements between the blended learning and traditional learning approach, with the first group learners having a significantly higher learning achievements than the traditional counterparts” Means et al (2013).

Researchers from the Centre for Teaching Innovation at Cornell University (2019) proposed the following table showing the differences between Blended and Traditional Learning.

Table 2. Differences between Blended vs. Traditional Learning

| Component | Traditional Learning | Blended Learning |
|----------------------|--|--|
| Instructor Role | <ul style="list-style-type: none"> • Authority • Assesses with quizzes, tests, and papers a few times a semester (“high-stakes” grading) | <ul style="list-style-type: none"> • Facilitator • Guides students in learning • Provides frequent feedback with many small assessments |
| Student Role | <ul style="list-style-type: none"> • Attend class • Do homework • Take tests • Depend on instructor to cover materia; | <ul style="list-style-type: none"> • Individual or collaborative work • More responsibility for learning |
| Learning Environment | <ul style="list-style-type: none"> • Class lectures • Perhaps some material is posted or organized online | <ul style="list-style-type: none"> • Class time shortened and/or used more for interactive learning activities • Class activities partially online and partially face-to-face |
| Approach | <ul style="list-style-type: none"> • Teacher-centered • Passive • Individual | <ul style="list-style-type: none"> • Learner-centered • Active • Collaborative |
| In-Class Time | <ul style="list-style-type: none"> • Class time primarily used for lecturing | <ul style="list-style-type: none"> • Less time lecturing • More time engaging in active learning activities such as problem solving, group work, case studies, or presentation |
| Out-of-Class Time | <ul style="list-style-type: none"> • Group assignments • Studying for quizzes, mid-terms, and exams | <ul style="list-style-type: none"> • Online learning activities. • Online discussions and providing feedback to others' posts |

| Component | Traditional Learning | Blended Learning |
|-----------|--|--|
| | <ul style="list-style-type: none"> • Reading text book and other course materials | <ul style="list-style-type: none"> • Watching videos • Reading or searching for materials • Online quizzes • Posting reading responses • Collaborative writing assignments with wikis and blogs |

Source: Centre for Teaching Innovation, Cornell University

As can be seen in this table, there are several differences between traditional learning and blended learning regarding aspects such as the role of the teacher, the role of the student, the learning environment and the approach. These aspects are very important for students to make decisions about how they want to learn and their particular contexts.

One of the most important for the objectives of this research is that of students accepting more responsibility for their learning. The material is there, the activities are in the platform, the tutor (facilitator) is available and there is a lot of flexibility regarding when and where to access the input. If a student does not take advantage of all this, it is important to find the cause for this.

2. ICT in language learning

ICT (Information and Communication Technology) is defined as the use of technology to convey information and communication particularly in the area of education. ICT includes information – processing technologies, such as computers, internet, mobile phones, networks, broadband, and so on (Al-Kamel 2018)

It has been claimed that ICT in language learning affects the intimacy of students-teacher relationship that, in turn, affects students' affective feelings in the process of learning, probably because of the amount of time students remain connected to the Internet and their gadgets. However, ICT appears as a 'bridge' to break the distance and 'survive' the learning as Al-Kamel (2018) states in the use of ICT Tools in English Language Teaching and Learning. In case of distance, teachers can use ICT through video conference to enable them teach or monitor the students learning process. Therefore, the development of ICT is seen as a better way of teaching and learning a certain language compared to the existing methods.

Language education is an area where social networks based on ICT, online courses, free resources and virtual classrooms are being increasingly used to give learners access to information and, at the same time, promote interaction and communication and in this way improve their digital literacy skills. However, something that needs to be taken into account to maximize the potential of ICT in language teaching, is that it is used in a pedagogically so way according to the individual needs of the learners. (European Centre for Modern Languages of the Council of Europe, 2019)

These same authors also claim that blended-learning help students pick out the elements through which they can meet their learning strategies, something that not always happens with face-to-face methodology. The availability of sources like images, animations, audio and video clips is very stimulating because they support the learners in presenting and practicing a language in a different way and it is not only for the students but also the teachers who rely more and more on these tools to produce, prepare, store and retrieve the materials of learning at ease. (European Centre for Modern Languages of the Council of Europe, 2019)

Al-Kamel, 2018 summarizes the contribution of ICT to education as “enhanced training and learning through its dynamic, interactive and engaging content”.

2.1. Web tools. From the information about the contribution of ICT to language learning, it is clear that Internet has now become a place for collaboration and interaction.

As strongly supported in the literature, “technology can provide more learner-centred classrooms and give learners more responsibility for their own learning”. (Basal, 2016). Among these technologies, Web 2.0 tools can create interactivity and collaboration, which are crucial for language learning, so if these tools are integrated properly into language lessons, teachers can create a more “engaging, interactive and motivating learning environment in their lessons”. (Basal, 2016)

Basal (2016), also mentions the underlying reasons for using web 2.0 tools in educational settings:

- a) The types of learning activities these tools offer are closely in line with the theories of learning
- b) they provide a more learner-centred learning environment

c) the students are already accustomed to using these tools.

Some of the Web 2.0 tools used in educational settings include blogging, wikis, video sharing (e.g. You Tube), social networking sites (e.g. Facebook and Twitter) and podcasting. In our research, for the blended learning course, a platform with an LMS in its free version was selected (Easy class) and tools with mobile apps such as Quizlet for consolidation and assessment and WhatsApp for interaction and communication were chosen since they were all free and were quite user-friendly.

2.1.1. *Easyclass*. Easyclass is a non-profit organization offering free Learning Management System (LMS) that allows educators to create digital classes whereby they can store the course materials online; manage class discussions; give assignments, quizzes and exams; monitor due dates; grade results and provide students with feedback all in one place. (Easy Class 2013)

Easyclass is a free platform that relies on the idea that a platform with millions of students and instructors is very valuable as “it could be leveraged for distributing content such as educational applications, videos and digital books”. (EdTEch Review 2014)

Easyclass.com provides a collaborative learning platform that allows schools to integrate online education, classroom management, and social networking through a user-friendly interface. “The website offers interactive features such as discussion forums and extends the classroom to a safe and engaging online environment”. (EdTEch Review 2014)

This platform and their software development team is composed of highly experienced professionals from different countries, which allows them “to better understand the needs of the global learning community.” (Easy Class 2013)

The main characteristics of Easyclass are:

- Easyclass platform targets only educators and students.
- Digital classes on Easyclass.com are created and managed by the teachers/ professors.
- Teachers/Professors have full administrative rights on student participation in their class.

- Students need an access code to join the class. If a student shares the code outside the class, the teacher can change it, without affecting students who are already enrolled in the class.
- Teachers can delete posts and remove class members.
- The content created within the digital classes can be viewed by the class members only.
- Students may only communicate to the whole class or the teacher, which reduces opportunities for cyber-bullying.
- Easyclass does not have any advertisements. (Easy Class 2013)
- All these characteristics made this platform really appropriate for this pilot course, and its best feature for this research is “that the platform targets only teachers and students, which makes the platform really appropriate for educational purposes.” (Easy Class 2013)

Benefits to teachers regarding blended:

- **It's easy to learn and use:** The interface works like Facebook but it is easier to use since it is not overloaded with too many features and presents a user-friendly interface.
- **Time saving.** Easyclass helps grading the multiple choice tests that could have been created in the quiz section, up to a number of 50. All of this can be done online for the assignments, tests and quizzes.
- **Enhanced learning:** In today's classrooms, there is often limited time to cover topics fully. When Easyclass is used as a learning platform, additional resources can be used to enhance learning.
- **Great platform for Blended Learning initiatives:** This platform is a perfect fit for incorporating more digital content in the curriculum and it is completely affordable since it is free.
- **Safe environment:** With no advertisements and a process which gives full control to the teachers/professors for managing the classes, Easyclass addresses the fundamental concerns of privacy and safety. The content

created within the digital classes can be viewed by the class members only.

- **Digital citizenship:** Easyclass provides teachers the opportunity to teach responsible interaction via digital means, reinforcing good digital citizenship among students. (Easyclass 2013).

Most students in this research found this platform easy to use and appropriate even for those who were not keen at using technology. In fact, all the contents of the blended-learning course were uploaded in this platform as well as the quizzes and progress tests and students did not find any inconvenient in downloading the information and uploading their tasks.

Benefits to students regarding blended:

- The platform is so easy that lower elementary students can be taught to use it.
- Online resources and materials stored in digital classes are easy to retrieve immediately.
- Easyclass allows students not only to learn from their teachers but also from other students.
- When students interact with their teachers outside the class, their attitude towards the teachers' changes dramatically in a positive way.
- Students build their skills of becoming independent and responsible by logging in to view and submit assignments and hence monitor progress. Students can submit quizzes and see their results immediately (except for short answer questions).
- Easyclass promotes student confidence. Some of the teachers on Easyclass say that one student who isn't comfortable speaking up in the classroom is opening up online.
- *Students enjoy the interaction Easyclass brings in the classroom on this 24/7 online environment.* (Easy Class 2013)

Although there are some features of Easy class that have not been used, particularly those of providing interaction, the communication of some of them with the teacher encouraged them to complete assignments and tasks since due to the posts they could

read in the Class Wall, it was possible for them to better understand what they had to do. This was information that had been informally released in one of the classes (Appendix 11).

2.1.2. Quizlet. Quizlet is a free website for teachers and students that helps them create digital flashcards, matching games and games that can be used to get students playing quiz show-style games in the classroom. Quizlet can automatically generate interactive games and even tests of the material that is entered into it. (Quizlet 2018)

Quizlet can be accessed via a website or app. Sign up is easy and the app in particular is easy to use. The free version is ad-supported which can be a bit distracting but it's obvious where the advert begins and ends keeping distraction to the minimum. (Warwick, 2017). However, none of the students complained about the ads in the free version.

Reviewing vocabulary is an activity that learners have problems with besides being so important for language learning, particularly in exam preparation courses where vocabulary acquisition is crucial for good results. The ability to remember the meaning of a word or recall a word is essential for the development of reading, writing, listening and speaking skills. This tool provides learners of all levels with the opportunity to memorize new words and phrases efficiently and in a fairly engaging way in and out of the classroom. (Warwick 2017).

Quizlet employs user-generated sets of terms and descriptions. Quizlet is a popular language-learning tool; students often use it to make flashcard sets and quiz themselves on what they should have learned. (Quizlet 2018)

Quizlet offers six study modes. Users can cycle through simple flashcards (Cards), or use the fill-in-the-blank mode (Learn) to practice spelling. It also includes a pair of games. In Scatter, users drag corresponding items onto one another. Gravity, meanwhile, asks users to type definitions before terms disappear. In both instances, Quizlet tracks time so students can compete against one another. This characteristic of Quizlet allows introducing Gamification features in the language classroom and students enjoy competing for higher scores. However, the majority of teachers that participate in this blended-learning course did not download the app or showed any enthusiasm for these features.

“Additionally, when you create a study set of language vocabulary, you program into Quizlet the language used for one side of the flashcard and the other. This programming allows the app to speak words aloud so the learner can hear them” (Quizlet 2018). This feature, on the other hand, was really appreciated by the participants of this research and they found it attractive for using in their own classrooms.

2.1.2.1. How Quizlet helps with Blended Learning.

- a) Quizlet reads the word and definition to the student out loud, enhancing students’ grasp of pronunciation.
- b) Quizlet provides targeted spelling feedback.

In the speller’ studying mode, students hear the target word spoken out loud and see a written definition on the screen. Their task is to type the target word using its correct spelling. If they make mistakes, Quizlet visually corrects the error, re-reads the word, and reads the spelling one letter at a time. For students who particularly struggle with spelling, this specific, multi-modal feedback is a wonderful resource.” (Quizlet 2018).

- c) Quizlet generates involving written, matching, multiplechoice, or true/false questions, the tests may be taken on a computer or smartphone and are automatically graded, or they may be printed out and distributed in class. This is useful for students’ self-assessment, which is critical in building long-term memory of learned materials (Warwick 2017), so the more students test themselves, the better their performance will be in the future.
- d) Quizlet generates interactive games to help students study course content and can be used at home or on the go. As long as students have links to their course materials on Quizlet’s website, they can study independently at home or else use Quizlet’s mobile website.
- e) Quizlet can be used to generate paper handouts, flash cards, or game materials. (Quizlet 2018)

All the study modes provide feedback and errors corrections that make autonomous learning highly effective. Moreover, users have more options of how to use each mode such as answering with terms or definition, playing audio or not, and studying all the

terms or specific ones. The main advantages of Quizlet are represented in its simplicity to use and configure, its excellency for self-learning through many learning modes and the various features that are available in its free version. (Sanosi 2018)





Chapter 3

Methodology of the research

1. Type of investigation

The nature of this investigation is qualitative and exploratory because of the problem that was intended to be solved, the qualitative instruments and the performed analysis (Nunan, 2005). The purpose of this research is not to generalize information but to explore possibilities to solve a problem that has been observed in the author's teaching practice.

Qualitative and quantitative research methods are often regarded as representing two different world views. In quantitative contexts, qualitative research is considered lightweight because it involves small samples which may not be representative of a larger population, "it is seen as not objective, and the results are assessed as biased by the researchers' own experiences or opinions". (Nunan, 2005)

Qualitative methods are used to answer questions about experience, meaning and perspective, most often from the standpoint of the researcher. Qualitative research techniques include 'small-group discussions' when the focus is to investigate beliefs, attitudes and concepts of normative behaviour; 'semi-structured interviews', to find out opinions on a focused topic or, with key informants, for background information; 'in-depth interviews' to understand a condition, experience, or event from a personal perspective; and finally 'analysis of texts and documents', such as government reports, media articles, websites, to learn about private knowledge. (Hammarberg, Kirkman and Lacey 2016)

Burns, Ann (2015) suggests that the action research framework is most appropriate for researchers who recognize the existence of a problematic situation in their educational activities and who would like to adopt some initial position about the problem, formulate a plan, carry out an intervention, evaluate the outcomes and develop further strategies.

This same author recommends that to make judgments about the quality of the research it is important to consider that the research aims are compatible with educational aims, that the understandings gained from research has been cross-checked against the perspectives of all the subjects involved. In the case of this research, the aims are compatible with the aims of blended learning courses in terms of purposes and

advantages and as an alternative methodology suitable for the type of students. These have also been interviewed about how the blended-learning course has met their needs and expectations. Lastly, the research design and data-collection methods are compatible with the demands of teaching this particular sample of students-teachers preparing for passing the B2First Cambridge exam. (Burns, 2015)

- Action researchers employ qualitative techniques common in exploratory research. There are essentially two main sources for data-gathering: observing and recording what people do; and asking people for their views and opinions. This is the reason why surveys have been used as data-gathering instruments as well as observations and interviews/discussions at the beginning and end of this research. To this regard, observations done during class time and online students' behaviour has been recorded in a log that was elaborated along the course. (Burns, 2015) (Appendix 6)
- Non-observational data collection are interviews and surveys or questionnaires. Structured, semi-structured or unstructured (open-ended conversational interactions) interviews can be used to address a specific focus and purpose. To increase reliability, interviews are frequently recorded, In fact, the exit survey that was used as a tool for recording data was a semi-structured interview with course participants. (Nunan, 2005)

The questions used for the interview are registered in Appendix 15 and the tapescript of some of the answers in Appendix 16

2. Investigation design

This research lies under the model of Action Research since it is mostly situational, concerned with the identification and solution of problems in a specific context as it is teaching for exams in a private institution. It also comprises a question, data and interpretative analysis. The data is provided by means of a Survey, and a pre-experimental group with a Pre-Test and Post-Test but without a control group. (Nunan, 2005)

Prior to the actual research, some information was collected regarding other offers of Blended courses for people (not exclusively teachers) interested in passing the B2 First exam.

In Peru, information about just one institution that offers blended learning course for preparing students for B2 First was obtained but out of the country, information about two other institutions was collected (Appendix 1).

Their description of the online part of their courses was interesting to note since not all of them fit in what the teachers participating in this research need. An important issue to notice is that in one of them, they expect the students to have the required level (B2 CEFR) as the course only trained in exam tips and mocks. However, the Peruvian reality is that most of the teachers who want to take the B2: First do not have the required level. The implication is that most courses run in this private institution should somehow level up the students first and then familiarize them with the exam papers and provide them with tips.

Several research questions can be posed from this Research:

- What activities will the Online part of the Course present?
- What free Web 2.0 tools could be chosen?
- Do younger participants perform better when online work is involved?
- Does the issue lack of time refer to the time the preparation course lasts or the time that each individual devotes to preparing for the course?

3. Variables

Since this is an Action Research investigation, the research variables are:

Independent variable: Effectively train for the B2 First exam (measured by the mock exams)

Dependent variable: Blended learning course

As not all the participants register for the official Cambridge B2: First Exam, for research purposes the only evidence there is of “effective training” is the result of the Mock Exams, where a system similar to the one used by Cambridge has been used to assess the different papers.

4. Population and Study Sample

4.1. The Institution. The research was carried out by a small private institution specialized in running methodology courses for improving the professional practice of teachers of English located in Lima, Peru. This is a Cambridge Preparation Centre that focuses on keeping the number of students in their courses small so as to be able to provide a more customized follow up of their needs.

The maximum number of participants in every course is 12 and one of their main characteristics is the frequency and intensity of the communication with the participants of the course via WhatsApp, Facebook and e-mails. Besides, they are always encouraging participants to improve their time management and work out a schedule to supplement their study plan. They also send customized mails with specific activities and material to overcome the weaknesses of individual participants based on their performance.

4.2. The course. This institution currently offers two B2: First Preparation Courses per year, fully face-to-face but with supplementary material (worksheets, online exercises) that are sent by mail.

The course usually lasts 36 weeks and the frequency of sessions is three hours twice a week. Along the course there are Progress Tests, Mock Exams both paper-based and Internet-based (using the code from the Coursebook).

4.3. The Face-to- Face material: coursebook. The coursebook that has been used for teaching the B2: First Courses is Ready for First (previously known in earlier editions as Ready for FCE) and it consists of a Coursebook with 14 Units that cover most of the topics that are dealt with in the exam as well as a heavy load on the Grammar that B2 students should manage. The contents of the Unit have been broken down in Vocabulary, Grammar and then introduction to and practice with the different exam papers. (Appendix 5)

The course material offered the chance to purchase the book with or without key to the exercises. In this research, the version with key was chosen so participants could access the correct answers and analyze their mistakes.

The Coursebook is accompanied by a workbook that has been divided in the corresponding Units and that provides consolidation practice in the grammar and vocabulary topics of the unit plus more practice on specific sections of the different papers of the exam (not necessarily the same that come in the book).

Besides the coursebook and workbook there is an online component that accompanies the coursebook and consists of two exam practices.

4.4. The Online material. From the literature review, it is clear that in a blended learning course the selection of the online material and the tools to access it should suit the ethnographic characteristics of the participants as well as the learning outcomes (Caufield, 2011).

Since this is an exam preparation course, there was not much room for interactive activities to develop skills that were not relevant for the exam. Therefore, priority was given to the following items: consolidation of the participants' knowledge of grammar, particularly because none of them had reached the B2 level required for the course (the intended aim was to focus on exam preparation and not on leveling up). This information was empirically collected by the files the institution had on most of the participants for having been former students of methodology courses and workshops and once the research started by the Entry Test.

Another focus was to familiarize with exam papers. For this, there is plenty of material online: links, blogs, web pages, etc. and the coursebook series also has Progress Tests that could be used along the online section.

To accommodate all this, Easyclass, a free platform that includes an LMS and that allows all the material to be stored in just one place was chosen as the repository of material, evaluation and feedback. It is easy to use and the material can be stored as consolidation for each unit and for exam papers. Additionally, because of the LMS, students could monitor their own progress. Details of this tool are provided in another section.

Limited Vocabulary for Speaking and Writing tasks was also noted in the observation and assessment stages and that is why Quizlet, another free web tool, was chosen to allow participants to practice using flashcards and to assess themselves in a game-like situation.

Therefore, the main purpose of the online material was to consolidate the face-to-face components of the course by keeping it in the platform available for each students' pace and to propitiate opportunities for self-assessment (Quizlet activities, Appendix 12).

The online material was mainly videos with grammar explanations, online exercises (and depending on the grammatical structures, grammar explanations), pages with exercises on the different parts of the paper and tutorials for Easyclass and Quizlet. (See Appendix 5 for a sample of the material for presentations used).

Tutoring was made possible via WhatsApp, e-mail and Inbox message from Easyclass. In fact, some students preferred to use e-mail to send their completed online work instead of uploading it to Easy Class. Or they used the Inbox message from Easy Class to inform that they had done the homework but several times they did not send it for evaluation, particularly those from online sources that produce immediate feedback.

4.5. The participants. Twelve teachers of English registered in the course, they came from different institutions, mainly small private schools (9) and public schools (3), there was only one male teacher and he was one of the youngest

Information about the participants was collected in order to answer some of the research questions: age, work load and experience at sitting for International Exams. The information from this Entry survey helped to suggest some answers to the research questions and to some of the instruments such as the Entry Survey.

The first piece of information collected was age since judging from the information in the literature review; this could be a factor for the success of online and blended learning initiatives as the older the participant, the harder was for him/her to use apps to access course activities.

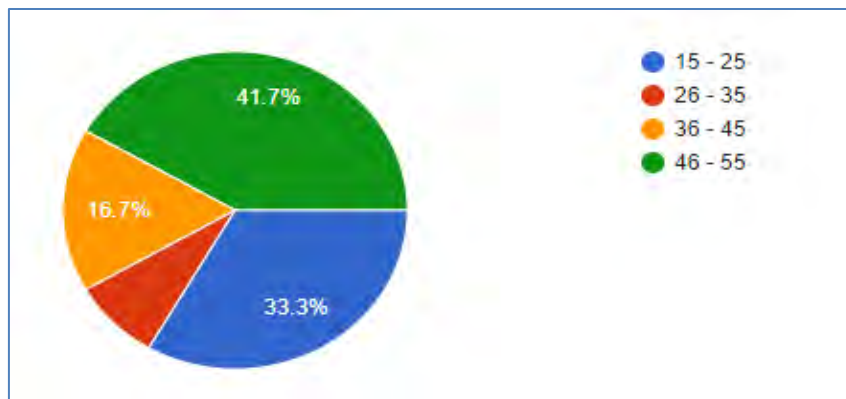


Figure 2. Age distribution of the participants
Source: Own elaboration

Another piece of information that was considered valuable was previous experience at taking International Exams, since this could imply investing less time familiarizing the participants with the exam papers and types of questions. The answers are provided in Figure 3

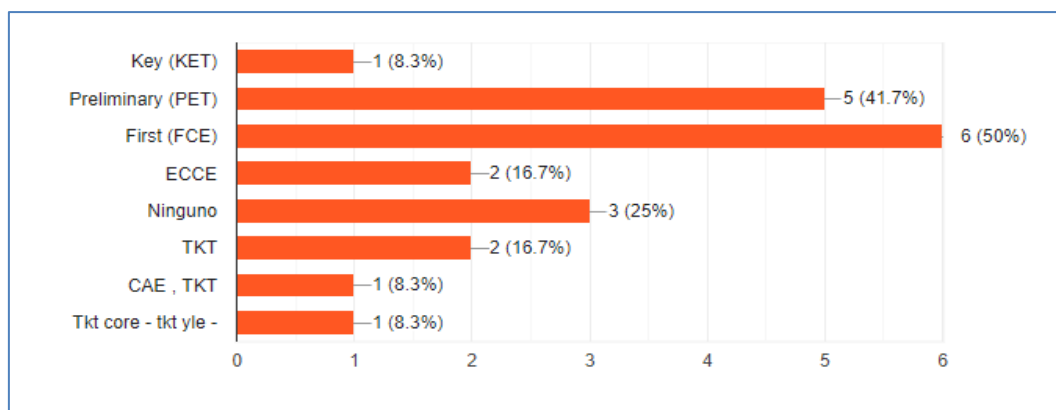


Figure 3. International Exams participants have passed
Source: Own elaboration

It can be seen that several participants had already taken the exam and could be assumed that they were quite experienced and may perform better. However, this was not always the case.

Considering the same assumption, participants were asked about their experience at sitting for B2 First. Figure 4 shows the answers to this question.

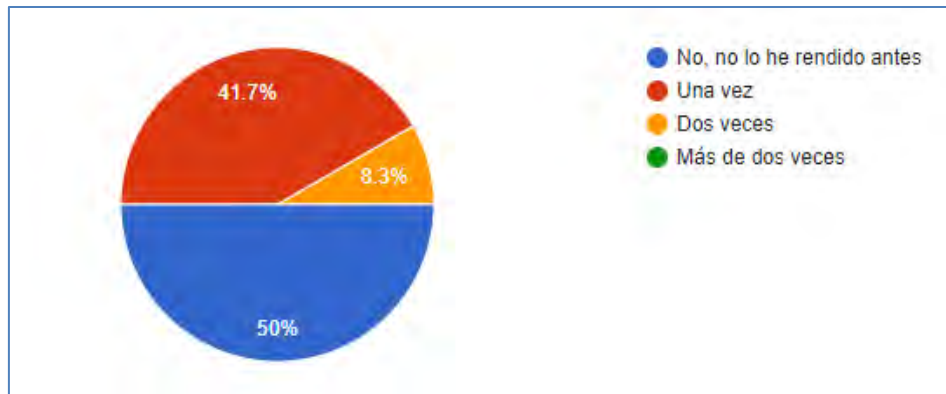


Figure 4. Number of times participants have taken the B2First Exam
Source: Own elaboration

Finally, information about working experience (Figure 5) and working load (Figure 6) was also collected. The analysis of this information will be described in Chapter 4.

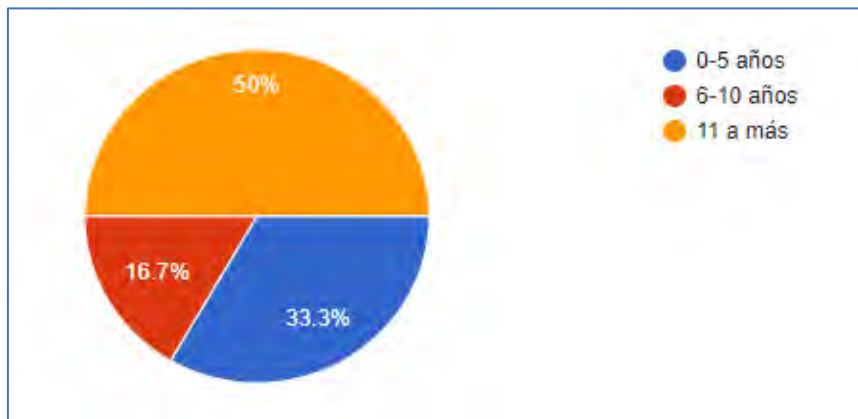


Figure 5. Working experience
Source: My own

Two participants were junior teachers, they were 19 and 23 and this was their first year working as teachers of English.

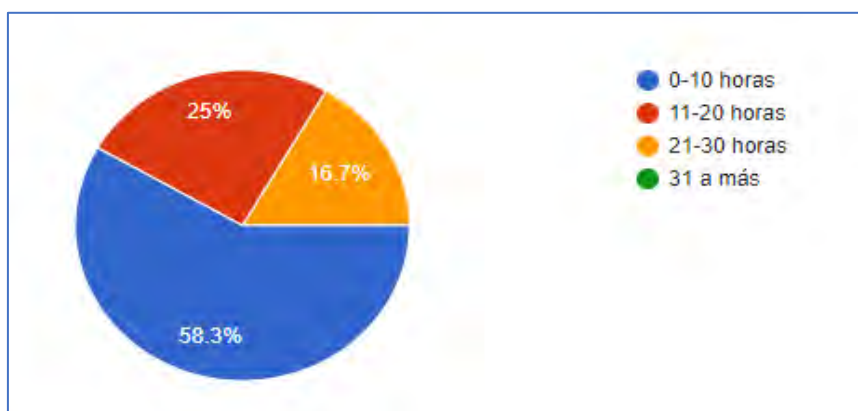


Figure 6. Working load (teaching hours per week)
Source: My own

5. Techniques and instruments for Data collection

As it was mentioned before, there are essentially two main sources for data-gathering: observing and recording what people do; and asking people for their views and opinions. This is the reason why surveys have been used as data-gathering instruments as well as observations and interviews/ discussions at the beginning and end of this research.

This Action Research started with Observations of the grades and percentages of success in previous preparation courses run in this institution, which for confidential reasons cannot be included in this paper. Additional observations during the development of the course were recorded in a log, this was basically a notebook where comments about online work and incidents that occurred in the class were written down. (Appendix 6 shows the log that was completed in some of the face-to-face sessions.)

Informal Discussions were held with other coordinators and tutors from other similar institutions on their experience with exam preparation courses. The common place was that the percentage of students who satisfactorily passed the exam was always very low and when feedback on the students' performance was required, the common answer was lack of time to attend the sessions, to work autonomously, etc. In more than one case, students had sit for the exam twice or three times until they barely passed it with C. In fact these discussions led to the preparation of the questions for the Exit Survey/ Interview (Appendix 15).

5.1. Entry Survey. A brief survey (10 questions) made up in Google Docs was run by all participants to collect information about their background. (Appendix7). It was written in Spanish because some participants had A2 level. This test was validated by Experts opinions (3) using a form made up from an adaptation of the form “Juicio de Expertos” used in Universidad de Ciencias Aplicadas.

5.2. Entry Test. Once the course was designed and the material for both online and off-line work was selected, it was necessary to know the level of the participants. From previous experience we knew that most of them were not in the B2 range but in order to have reliable information we used the Oxford Placement Test. The characteristics of this Test and some sample questions are given in Appendix 8 but what

is important to say is that the test questions change according to the proficiency of the testee so not all tests are the same.

5.3. Review Units and Workbook Grades Grid. Since the coursebook and the workbook had the answers to the exercises, we advised participants to regard the Review Units (at the end of each of the 14 units) and the workbook activities as assessment activities. They would have to use an Excel grid and record there the score they got for each section of the Review Unit and for each section of each Workbook Unit in an Excel file that we sent to everyone. They only had to count their correct answers and write them out of the total questions of each section. The purpose of this instrument was for participants to consolidate their work and to keep an appropriate pace by having to do some work related to the instruction Units every week. (Appendix 9)

5.4. Online material: Class Library and Assignments in Easy Class. The Class Library section in Easy Class has been used to store videos and power point presentations of the units that were not developed in the Face-to-face sessions but also they included videos with grammatical explanations of grammatical structures that were difficult for the participants. The section also included presentations with information about the exam papers and tips for passing the exam. After the mock exams, presentations with Feedback and remedial work were also uploaded.

The Assignments section is the place where the online material for consolidation was stored, this included practice exams and activities focused on specific papers. (Appendix 10)

The most important feature for recording progress is presented in the Gradebook. Some screen shots are shown in Appendix 17 due to the size of the Gradebook, it has been exported to an Excel spreadsheet in order to appreciate the data and tabulate the results.

5.5. Quizzes in Easy Class. The coursebook included a Progress Test for every 2 Units. These progress tests were uploaded in the Quizzes section of Easy Class but students needed to send them by mail to be corrected- a way to make sure they did

them. Some other practice tests focusing on Use of English were also uploaded in this section and treated the same way. (Appendix 11)

5.6. Quizlet activities. The activities created in Quizlet were basically vocabulary and Phrasal Verbs. This was due to the fact that Quizlet has an app that can easily be downloaded in the mobile phone and would be of easy access to participants. (Appendix 12)

5.7. Mock Exams. An important tool to determine the degree of progress of students is the Mock exams. According to the course syllabus (Appendix 13), two mock exams were scheduled, they were taken from the Cambridge Assessment English Resources page. The results are presented in Chapter 4.

5.8. Exit Test. Besides the two practice exams participants had in their Coursebook (MPO platform), an Oxford Placement Test was administered to visualize any level improvement regarding the Entry Test (Appendix 8). The results are presented in Chapter 4 and the form that students received is in Appendix 14.

5.9. Exit Survey/Interview. Due to the nature of Action Research tools, the exit survey was really a semi-structured interview to the students who basically answered three questions, all of which concerned perception and time devoted to the course. The questions for the interview were sent as a survey in Google Docs so those participants who could not participate in the face-to-face interview, could still send their opinions (Appendix 15).

6. Procedure

1. The research started with the planning of the activities for online work since a coursebook had already been chosen. Due to the length of the course, it was known that some of the online work had to be devoted to presenting and developing the coursebook units that were not going to be presented face-to-face.
2. For the planning stage, the Backward model proposed by Caufield was used.

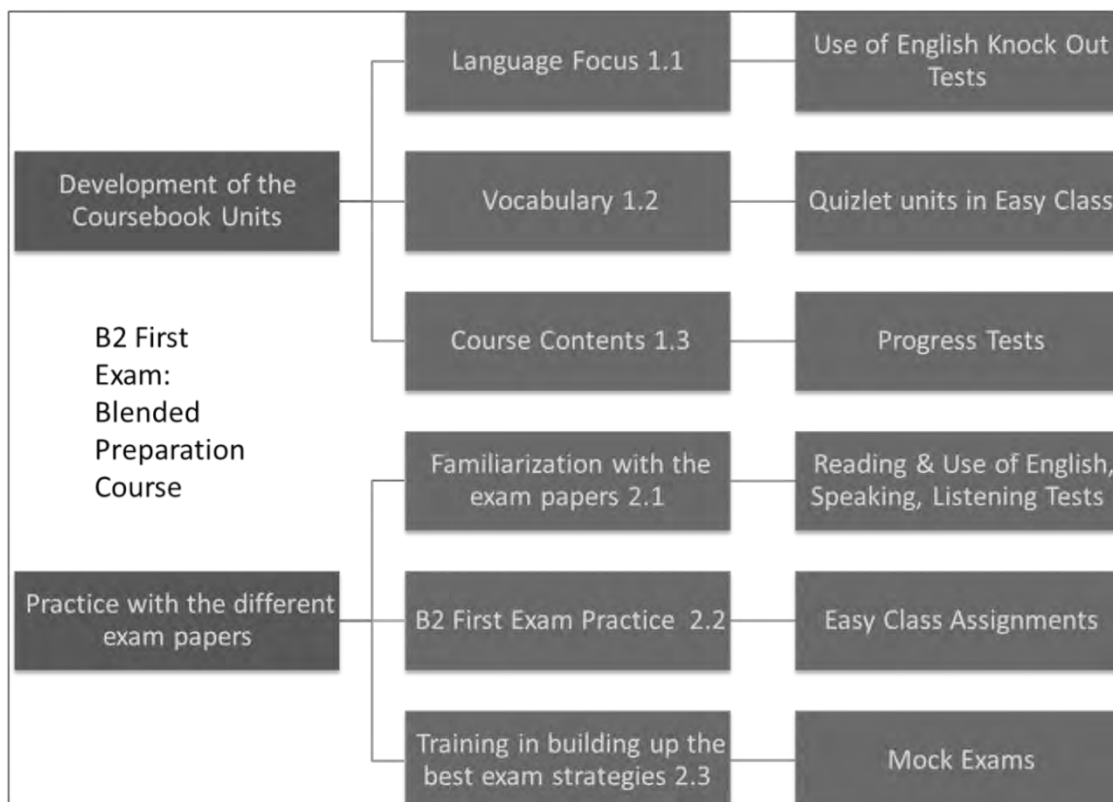


Figure 7. Planning the course activities using Caufield's template
Source: Caufield 2011. Elaboration: My own

3. Once using the Contents of the Coursebook (Appendix 3) as a basis, the schedule of the course was elaborated contemplating the face-to-face and the online activities. See the Course Schedule below and in Appendix 4.

Table 3. Course Schedule

| B2: First 2019 (Blended Preparation Course) | | | | | |
|---|--|-------------------------------------|---|--------------------------|---|
| Date | Unit | Language focus | Exam Practice | Online Work (Assessment) | Online Work (Easy Class) |
| Module 1 | | | | | |
| Session 1: May 18 | Unit 1: Lifestyles | Vocab 1,2 Lang Focus 1 | Speaking: Part 2, R and U of E: Part 7 | Phrasal verbs with Get | Grammar Practice, Wkbk Unit 1 Review Unit 1 |
| | | Vocab 2 & 3, Lang focus 2 | Listening: Parts 1 & 3, Writing: Informal letter | | Review Unit 1 |
| Session 2: May 25 | Unit 2: High Energy | VB 1, Lang Focus 1 | List Part 2. Writing: letter of application. R and U of E Part 6 | | Indirect Questions |
| | | Lang Focus 2, VB 2, Unit 2 activity | Listening: Part 4. word formation: Affixes. Writing: Article | | |
| Session 3: June 1 | Unit 3: A Change for the better | Lang Focus 1, Word Formation 1 | R and U of E Part 5. Listening Part 4, Speaking parts 3 and 4. Listening Part 3. Writing an Essay | Gerunds and Infinitives | Comparatives: The-the, Definite and Indefinite Articles. Superlatives |

| B2: First 2019 (Blended Preparation Course) | | | | | |
|---|---|--|---|---|---|
| Date | Unit | Language focus | Exam Practice | Online Work (Assessment) | Online Work (Easy Class) |
| Session 4: June 8 | Unit 4: A good Story + Ready for Use of English | Vocab 1 , Lang Focus 1, word formation | Speaking Part 2. Listening Part 1 | Phrasal Verbs with Take, Progress Test 1 | Multiple Choice Cloze, Past Tenses |
| Module 2 | | | | | |
| Session 5: June 15 | | Vocab 2, Lang Focus 2 | List Part 1, Writing 2: Report | | So-Such, So-Such a, Ready for Use of English |
| Session 6 : June 22 | Unit 5: Doing what you have to | Lang focus 1, word formation + Activity Unit 5 | R and U of E Part 2 | Progress Test 2 | Practice with Modals, Articles, Grammar Revision |
| Session 7: June 29 | Ready for Writing | | Speaking Part 2, 3. Listening Part 2 | Use of English Exam Practice 1 | More Practice Gerunds and Infinitives Ex 11, 12 |
| Session 8: July 6 | Unit 6: Relative Relationships | Vocab 1, Lang focus 1 | Speaking: Part 3, List Part 3, List Part 1 | Relationships Romance | Defining and Non-defining Relative clauses |
| | | Lang focus 2 & 3 | Speaking Part 2, R and U of E Part 1, Part 5 | Exam Practice 2 | Causatives |
| Session 9: July 13 | Unit 7: Value for Money | Vocab 1, Lang Focus 1 | Speaking Part 2, List Part 2, | Paraphrasing-Idiomatic expressions/ Relationships: Family | Writing, Further Practice with Present Perfect |
| | Ready for Reading | | List Part 4, Speaking Part 1 | | Present Perfect Continuous |
| Module 3 | | | | | |
| Session 10: July 20 | Unit 7: Value for Money | Lang focus 2 & 3 | | Progress Test 3 | Expressing Preferences |
| | Unit 8: Up and Away. Ready for Listening | Vocab 1, Lang Focus 1, Activity Unit 8 | R and U of E Part 6,Vocab 2, Writing Essays | Use of English Practice 2 | Word formation, Future Tenses |
| | | Word formation: Adjectives | List Part 1, Speaking 2, Speaking Part 1, List Part 3 | Mixed Phrasal Verbs | Future continuous |
| Session 11: July 27 | Unit 9: Mystery and imagination. | Vb 1, Lang Focus 1 | List Part 2 and 4 , Speaking Part 3, Writing a Review | Use of English Practice 3. Progress Test 4. Collocations with Give. | Modals, Contrast and Question Tags |
| Session 12: Aug 3 | Unit 10: Nothing but the truth | Lang Focus 2, Lang focus 3. | List Part 4 & 3, Speaking Part 2 | Use of English Practice 4 | Passive Voice, Too-Enough, Sentence Transformation |
| Session 13: Aug 10 | Mock Test | | | | |
| Module 4 | | | | | |
| Session 14: Aug 17 | Unit 11: What on earth's going on? | Lang focus 1, 2 | List Part 1, 2, Speaking Part 3 | Reading Exam Practice 1. Phrasal Verbs wit Put. Progress Test 5 | So, Neither, Nor. Conditionals |
| Session 15: Aug 24 | Unit 12: Looking after yourself | Lang focus 2, 3,4,5 + Activity Unit 12 | List Part 3,4, Speaking Part 2 | Use of English Practice 4. Reading Exam Practice 2. Health matters | Countable and Uncountable Nouns. Listening practice |
| Session 16: Aug 31 | Unit 13: Animal magic | Voc 1, R and U of E Part 6, Lang Focus 1, 2 | List Part 2, 4 , Speaking Part 3 & 4 | Reading Exam Practice 1. Use of English Practice 5 | It's time & would rather. Wishes |
| Module 5 | | | | | |

| B2: First 2019 (Blended Preparation Course) | | | | | |
|---|-----------------------------|--|---|---|---------------------------------|
| Date | Unit | Language focus | Exam Practice | Online Work (Assessment) | Online Work (Easy Class) |
| Session 17: Sep 7 | Unit 14: Mind your language | Lang focus 1, Voc 2, Lang focus 2, 3 + Activity Unit 14. | List Part 3,4, Speaking Part 2, R and U of E Part 5 | Use of English Practice 6. Health matters 2 | |
| Session 18: Sep 14 | | | | Progress Test 7 | Clauses of Purpose, Make and Do |
| Session 19: Sep 21 | Mock Test | | | | |
| Session 20: Sep 28 | Feedback and Oral mock test | | | | |

Source: Own elaboration

4. The Entry Test was administered before the course began to have a better idea of the kind of contents and support material that was needed.
5. The first day of classes, participants received information about their tests and how the course would be developed, particularly regarding the Listening paper where half of the group scored very low. Taking advantage of the fact that both coursebooks and workbooks had key to answers and access to the listening extracts and scripts, the Shadowing technique was taught for participants to work on their own and at their own pace.
6. The same day, participants received information about how to deal with online and blended course before the beginning of the course and the first day of classes they were introduced to the coursebook, how to consolidate knowledge, how to use the Grammar Reference section and the parts of the exam. They were also told about the online material and Easy Class and how they were supposed to work with it.
7. Additionally, participants were also asked to keep a portfolio with their grids and written texts as well as their recordings for their Speaking practice and were told that most of the work in the face-to-face sessions would be about tips for dealing with the different parts of the exam as well as some learning strategies techniques, for instance, how to consolidate new vocabulary. (Appendix 9)
8. Besides all this, participants were introduced to Easy Class the first day of classes and were taught how to use the different sections of the Platform and how by contributing to the page, they could monitor their own progress through the Gradebook (Appendix 17).
9. The Entry Survey (Google Docs) was sent to students by mail and collected and discussed the next day of classes.

10. Along the development of the course, it was observed that some participants did not present written work and that is why some written activities took place in the Face-to Face sessions, particularly when the task was to write essays for which a Checklist was elaborated to do class-peer-assessment. (Appendix 18)
11. Listening and Oral practice for the exam according to the contents of each unit were also part of the face-to-face sessions.
12. Assignments, quizzes and Progress Tests were checked weekly (via Easy Class and e-mail). Participants had the chance to send their written texts weekly as part of their Unit Review and Workbook consolidation activity. Unfortunately, very few participants produced written work for homework in spite of being encouraged to do so.
13. Mock exams were administered on due date and they also included speaking exams, feedback on the answers were provided during the next session.
14. The Exit Survey (Google Docs) was sent to participants to find out their perception to the course and the time committed to its development. Some of them preferred to take part in a face-to-face interview the last session so as to give their opinions and explain them in detail.



Chapter 4

Results

1. Data Analysis

Since this research is of qualitative nature, the data is referential but does not provide statistical basis for any generalization. This is mostly exploratory research on the best practices for elaborating and implementing a blended learning course for participants (in this case teachers of English) interested in sitting for the B2 First Cambridge exam.

The data will be presented in the order of the instruments used for collecting data and the analysis of each one will be recorded below.

1.1. Entry Test

Table 4. Entry Test Results

| Student | Final results | | | Use of English | | | Listening | | |
|---------|---------------|------------|-----|----------------|------------|-----|-----------|------------|-----|
| | Score | Time taken | CEF | Score | Time taken | CEF | Score | Time taken | CEF |
| 1 | 71 | 01:06 | C1 | 62 | 00:27 | B2 | 80 | 00:39 | C1 |
| 2 | 47 | 01:17 | B1 | 57 | 00:47 | B1 | 38 | 00:29 | A2 |
| 3 | 64 | 01:02 | B2 | 60 | 00:18 | B2 | 67 | 00:44 | B2 |
| 4 | 49 | 00:41 | B1 | 58 | 00:14 | B1 | 39 | 00:27 | A2 |
| 5 | 37 | 00:46 | A2 | 45 | 00:25 | B1 | 29 | 00:21 | A2 |
| 6 | 47 | 01:17 | B1 | 61 | 00:48 | B2 | 34 | 00:29 | A2 |
| 7 | 53 | 01:12 | B1 | 66 | 00:29 | B2 | 41 | 00:43 | B1 |
| 8 | 39 | 01:10 | A2 | 38 | 00:47 | A2 | 40 | 00:23 | A2 |
| 9 | 76 | 01:12 | B2 | 83 | 00:28 | C1 | 69 | 00:44 | B2 |
| 10 | 50 | 00:55 | B1 | 51 | 00:31 | B1 | 49 | 00:24 | B1 |
| 11 | 67 | 01:00 | B2 | 57 | 00:24 | B1 | 77 | 00:35 | B2 |
| 12 | 52 | 00:59 | B1 | 53 | 00:32 | B1 | 52 | 00:27 | B1 |

Source: Own elaboration

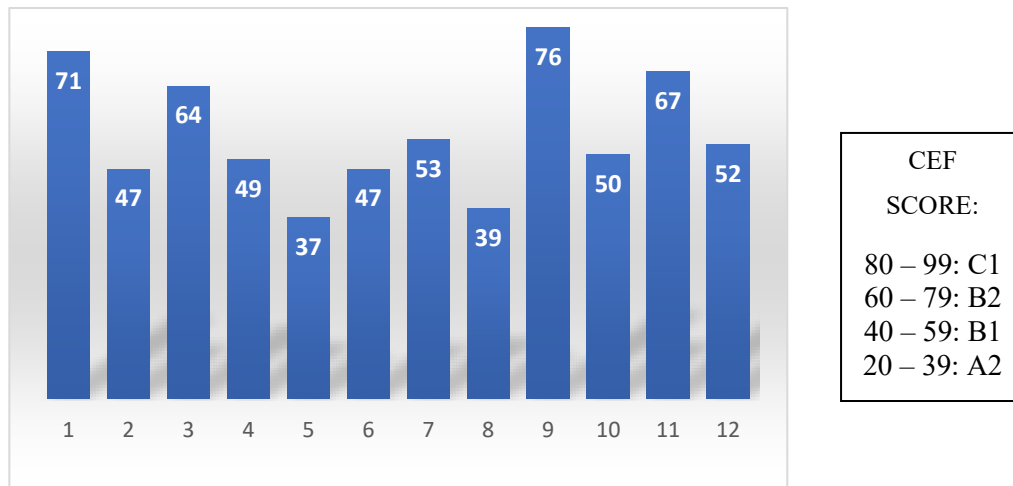


Figure 8. CEFR Scores for Entry Tests

Source: Own elaboration

Table 5. CEFR Scores for Entry Tests according to students

| CEFR | Number of students | % |
|------|--------------------|--------|
| C1 | 1 | 8.33 |
| B2 | 3 | 25.00 |
| B1 | 6 | 50.00 |
| A2 | 2 | 16.67 |
| | 12 | 100.00 |

Source: Own elaboration

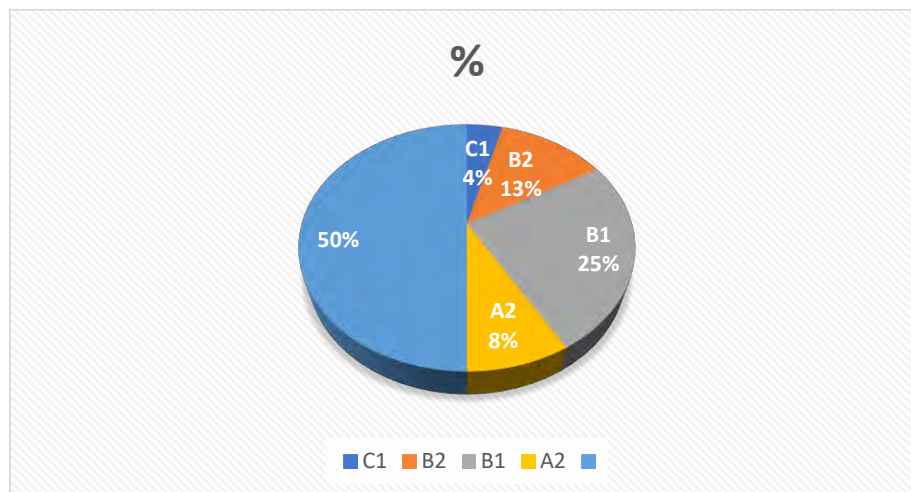


Figure 9. CEFR Scores for Entry Tests according to students

Source: Own elaboration

As we can see, 6 out of 12 students started the course with B1 level which is lower than the level needed to pass the B2: First Exam. Only 4 students met the level requirements to focus on exam practice and increase the possibilities of passing the exam. Unfortunately, two students were below the minimum level, this is A2: Key level

but they were told they would have to work extra hard to raise their level of proficiency while preparing for the exam.

The number of students with problems with listening was around 50% which implied that extra help had to be provided during the course.

1.2. Review Units and Workbook Grades

Table 6. Review Units Grades

| STUDENT | RU 1 | RU 2 | RU 3 | RU 4 | RU 5 | RU 6 | RU 7 | RU 8 | RU 9 | RU 10 | RU 11 | RU 12 | RU 13 | RU 14 |
|---------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|
| 1 | 94 | 92 | 89 | 90 | 88 | NP | NP | NP | 84 | 86 | 91 | 89 | 93 | 90 |
| 2 | 83 | 84 | 88 | 86 | 76 | 82 | 77 | 81 | 73 | 83 | 84 | 88 | NP | NP |
| 3 | 91 | 89 | 79 | 88 | 74 | 70 | NP | NP | 87 | 69 | 71 | NP | 73 | 79 |
| 4 | 95 | 94 | 83 | 64 | 83 | 86 | 87 | 85 | 84 | 76 | 85 | 87 | NP | 91 |
| 5 | 54 | 59 | 53 | 56 | 62 | 65 | 51 | 66 | NP | NP | 69 | 53 | 62 | 59 |
| 6 | 68 | 59 | NP | 54 | 67 | 55 | 68 | NP | NP | NP | NP | 69 | NP | NP |
| 7 | 79 | 78 | 79 | 68 | 76 | 66 | 57 | 63 | 67 | 63 | 73 | 66 | 64 | NP |
| 8 | 43 | 52 | 58 | 51 | 62 | NP | 35 | 48 | 56 | 61 | 59 | 71 | 67 | 63 |
| 9 | 84 | 82 | 90 | 78 | 89 | 87 | 83 | 72 | 66 | 87 | 79 | 93 | 89 | NP |
| 10 | 67 | 69 | 74 | 72 | NP | NP | NP | NP | 61 | NP | NP | 51 | NP | 63 |
| 11 | 87 | 91 | 89 | 89 | 89 | 88 | 75 | 70 | 69 | 85 | 82 | 75 | 76 | NP |
| 12 | 71 | 82 | 81 | 69 | 65 | NP | 64 | 59 | 61 | 77 | NP | 69 | 65 | NP |

Source: Own elaboration

Based on the information we can see in Table 5, there were times when participants did not hand in review activities. The purpose of collecting this information was to keep track of participants' progress (both for tutor and for themselves) and to make them develop a pace that would make them devote some amount of time weekly to revise their coursebook but the grades have been disregarded in statistical terms.

Table 7. Workbook Units Grades – Times when participants did not produce workbook

| Student | NP times | Percentage |
|---------|----------|------------|
| 1 | 3 | 21.43 |
| 2 | 2 | 14.29 |
| 3 | 3 | 21.43 |
| 4 | 1 | 7.14 |
| 5 | 1 | 7.14 |
| 6 | 7 | 50.00 |
| 7 | 1 | 7.14 |
| 8 | 1 | 7.14 |
| 9 | 1 | 7.14 |
| 10 | 7 | 50.00 |
| 11 | 1 | 7.14 |
| 12 | 3 | 21.43 |

Source: Own elaboration

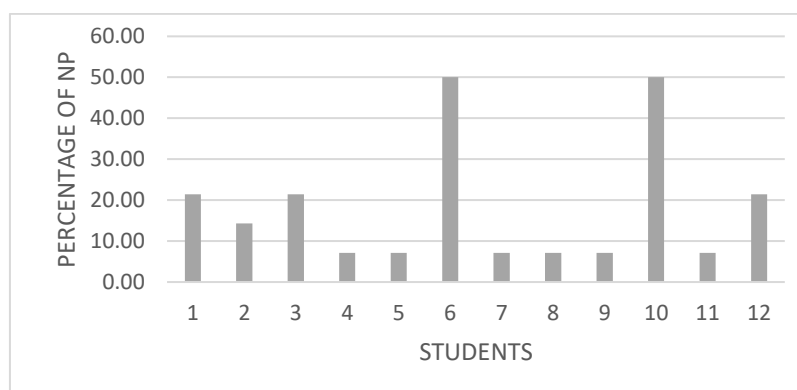


Figure 10. Times when participants did not produce workbook
Source: Own elaboration

The information about presentation of workbook (through unit grids) had the same purpose as the Review units, making students work in consolidating the contents of every unit and gather certain rhythm in their course preparation. Most of the participants presented their workbook grids at least once but as time went by and as it happened with the Review Units production, they seemed to decrease commitment to this activity due-as they claim to lack of time since the closer we are to the end of the year, the less time they have for extra activities (as they considered their course preparation).

1.3. Assignments and Practice Exams. Not all participants did all the assignments and Practice Exams from Easy Class. However, they tend to do the Online Practice because tutors told them to optimize the little time they had left after work and online work had the advantage that they could receive immediate feedback. There was one particular student who seemed to benefit the most of this online activity, she started in A2 according to her results in the Entry Test and improved her performance notably by doing almost all online activities.

The whole list of activities considered along the course is too long, but a summary is supplied in Appendix 17. Below there is information about participants' final grades in Easy Class, the screen shot of the whole gradebook is in Appendix 17. In the last columns of the gradebook, we can see that the production in the last part of the course was very spare due-as participants stated- to the amount of work they had in their teaching practice.

Table 8. Gradebook with Assignments and Exam Practice from Easy Class

| Student Number | Student Name | Final Grade |
|----------------|--------------|-------------|
| 1 | A.A. | 41.09 |
| 2 | O.A. | 46.93 |
| 3 | S.C. | 44.91 |
| 4 | R.G. | 77.28 |
| 5 | E.H. | 49.76 |
| 6 | E.M. | 8.44 |
| 7 | J.M. | 35.73 |
| 8 | P.P. | 26.40 |
| 9 | A.R. | 50.47 |
| 10 | L.T. | 20.71 |
| 11 | S.V. | 62.64 |
| 12 | K.V. | 38.97 |
| Average | | 41.94 |

Source: Own elaboration

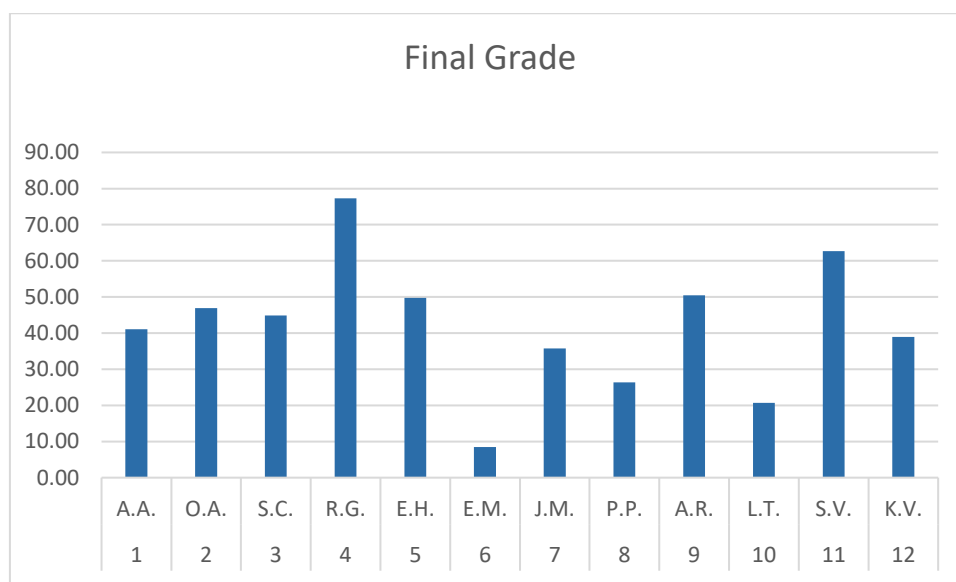


Figure 11. Final Grades for online work in Easy Class Gradebook

Source: Own elaboration

The Final grade in this case more than showing the level of progress of the participants show the degree of participation in the online activities-although the digits do represent percentages out of 100 per each completed assignment

1.4. Mock Tests. The mock tests were taken from the Resources section of the Cambridge Assessment web page and were very useful for participants to notice their achievements in the course. Although not all participants took the two tests, they participated in the feedback session afterwards and found it really useful.

The first Mock was scheduled to help students decide if they would register to sit for the exam in December and the second one was for them to see their progress and for the tutor to design a study plan they could follow until they register for the exam early next year.

Table 9. Comparison of the results of the two Mock Exams

| Students' information | | Mock 1 | Mock 2 |
|-----------------------|--------------|--------|--------|
| Student Number | Student Name | Score | Score |
| 1 | A.A. | NA | 181 |
| 2 | O.A. | 145 | 155 |
| 3 | S.C. | NA | NA |
| 4 | R.G. | 173 | 173 |
| 5 | E.H. | 129 | NA |
| 6 | E.M. | NA | NA |
| 7 | J.M. | 155 | NA |
| 8 | P.P. | 125 | 133 |
| 9 | A.R. | NA | NA |
| 10 | L.T. | NA | 137 |
| 11 | S.V. | 156 | 164 |
| 12 | K.V. | 160 | NA |

Source: Own elaboration

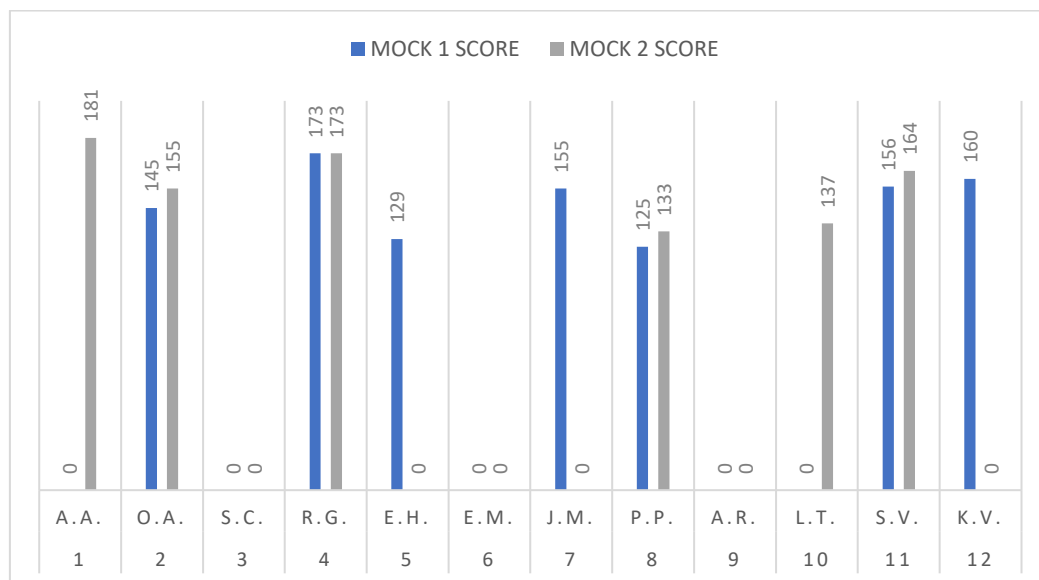


Figure 12. Comparative results of Mock Exam 1 and Mock Exam 2

Source: Own elaboration

Not all students participated in both Mocks so it is not fair to describe progress between the time that passed when they were administered. Both activities were administered in face-to-face sessions.

1.5. Exit Test. The purpose of this last online test (in the course) was to help prepare a customized study plan (together with the last mock) for the students who did not want to register for the exam yet. For the research, it was an instrument to see how participants had performed and whether they had improved or even raised their proficiency level.

Table 10. Exit Test Results

| Student | Final results | | | Use of english | | | Listening | | |
|---------|---------------|------------|-----|----------------|------------|-----|-----------|------------|-----|
| | Score | Time taken | CEF | Score | Time taken | CEF | Score | Time taken | CEF |
| 1 | 86 | 00:48 | C1 | 85 | 00:13 | C1 | 87 | 00:35 | C1 |
| 2 | 52 | 01:18 | B1 | 47 | 00:28 | B1 | 58 | 00:50 | B1 |
| 3 | 73 | 00:56 | B2 | 78 | 00:17 | B2 | 68 | 00:39 | B2 |
| 4 | 55 | 00:41 | B1 | 67 | 00:12 | B2 | 42 | 00:28 | B1 |
| 5 | 56 | 00:58 | B1 | 52 | 00:21 | B1 | 59 | 00:36 | B1 |
| 6 | | | | | | | | | NP |
| 7 | 59 | 01:12 | B1 | 65 | 00:27 | B2 | 52 | 00:45 | B1 |
| 8 | 60 | 00:50 | B1 | 67 | 00:20 | B2 | 52 | 00:29 | B1 |
| 9 | 84 | 01:05 | C1 | 76 | 00:24 | B2 | 91 | 00:41 | C1 |
| 10 | 43 | 00:54 | B1 | 61 | 00:35 | B2 | 24 | 00:19 | A2 |
| 11 | 66 | 01:18 | B2 | 75 | 00:43 | B2 | 56 | 00:34 | B1 |
| 12 | 58 | 01:09 | B1 | 68 | 00:33 | B2 | 47 | 00:35 | B1 |

Source: Own elaboration

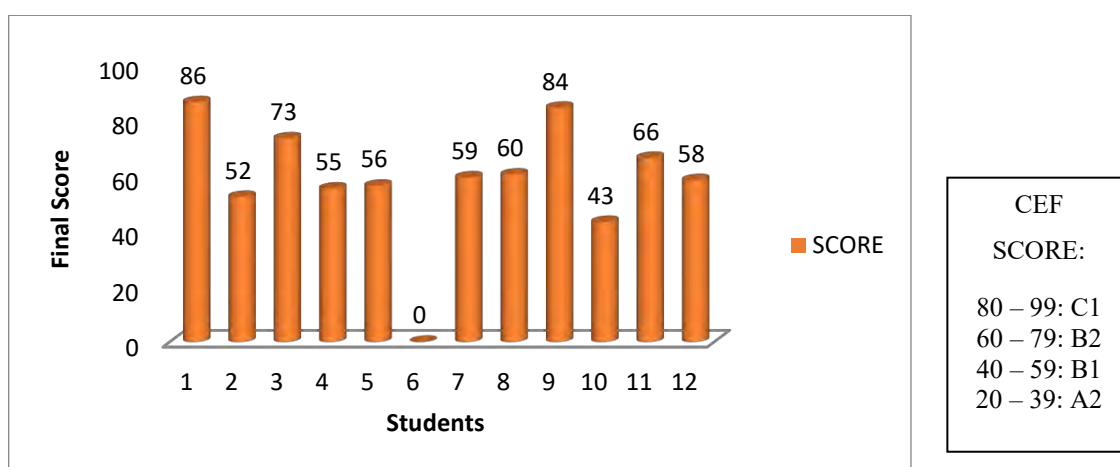


Figure 13. Exit Test Results per student

Source: Own elaboration

This table shows that the Reading and Use of English Paper is still one of the main weaknesses students face along the course and probably one of the main concerns of students when they take the exams.

Table 11. Exit Test Results according to CEFR

| CEFR | Number of students | % |
|------|--------------------|--------|
| C1 | 2 | 16.67 |
| B2 | 2 | 16.67 |
| B1 | 7 | 58.33 |
| NP | 1 | 8.33 |
| | 12 | 100.00 |

Source: Own elaboration

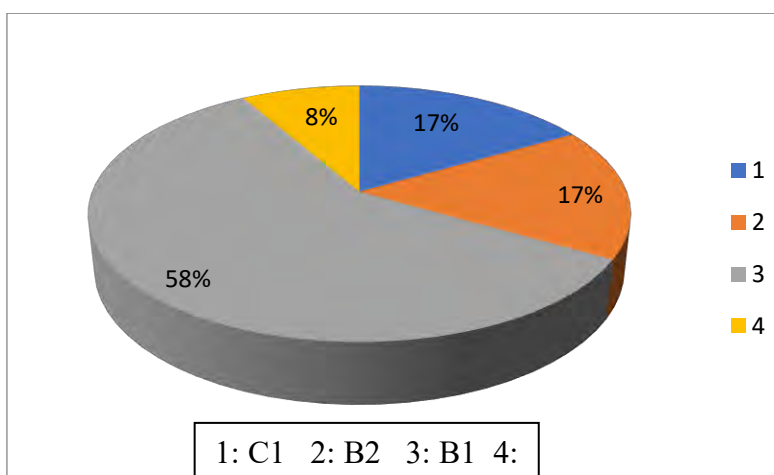


Figure 14. Results of the Exit Test according to proficiency levels based on CEFR
Source: Own elaboration

As can be appreciated in the table and figure, most of the participants are still in the B1 level in spite of the efforts to move them one level up. Being the Exit Test a proficiency level diagnostic exam, this information shows that 58% of students may not pass the B2 First Test since they have not reached the required level.

Table 12. Comparative Entry and Exit Test

| STUDENT | FINAL RESULTS | | | |
|---------|------------------|----------------|-----------------|----------------|
| | SCORE ENTRY TEST | CEF ENTRY TEST | SCORE EXIT TEST | CEF ENTRY TEST |
| 1 | 71 | C1 | 86 | C1 |
| 2 | 47 | B1 | 52 | B1 |
| 3 | 64 | B2 | 73 | B2 |
| 4 | 49 | B1 | 55 | B1 |
| 5 | 37 | A2 | 56 | B1 |
| 6 | 47 | B1 | | |
| 7 | 53 | B1 | 59 | B1 |
| 8 | 39 | A2 | 60 | B1 |
| 9 | 76 | B2 | 84 | C1 |
| 10 | 50 | B1 | 43 | B1 |
| 11 | 67 | B2 | 66 | B2 |
| 12 | 52 | B1 | 58 | B1 |

Source: Own elaboration

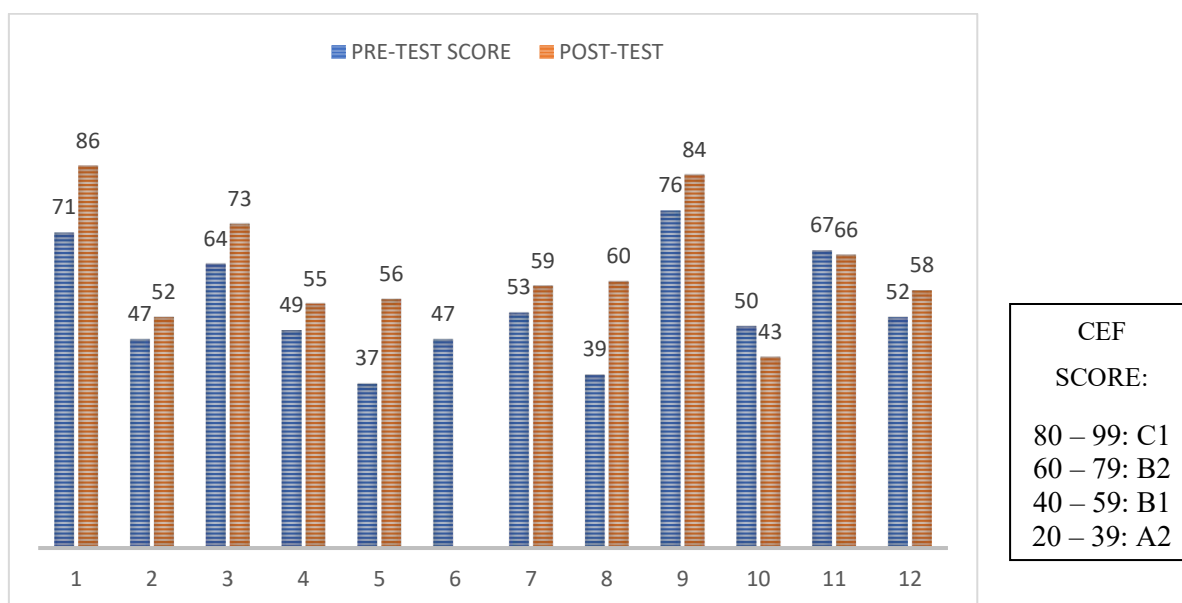


Figure 15. Comparative Results of Entry and Exit Test

Source: Own elaboration

This graph shows the score obtained by each student when the course just started and at the end. Although some slight progress can be observed, it is not significant and not necessary due to the online support.

Table 13. Comparative: Entry and Exit Test Results according to CEFR

| CEFR | Number of students Entry Test | % | Number of students Exit Test | % |
|------|----------------------------------|--------|---------------------------------|--------|
| C1 | 1 | 8.33 | 2 | 16.67 |
| B2 | 3 | 25.00 | 2 | 16.67 |
| B1 | 6 | 50.00 | 7 | 58.33 |
| A2 | 2 | 16.67 | 0 | 0.00 |
| NP | 0 | 0.00 | 1 | 8.33 |
| | 12 | 100.00 | 12 | 100.00 |

Source: Own elaboration

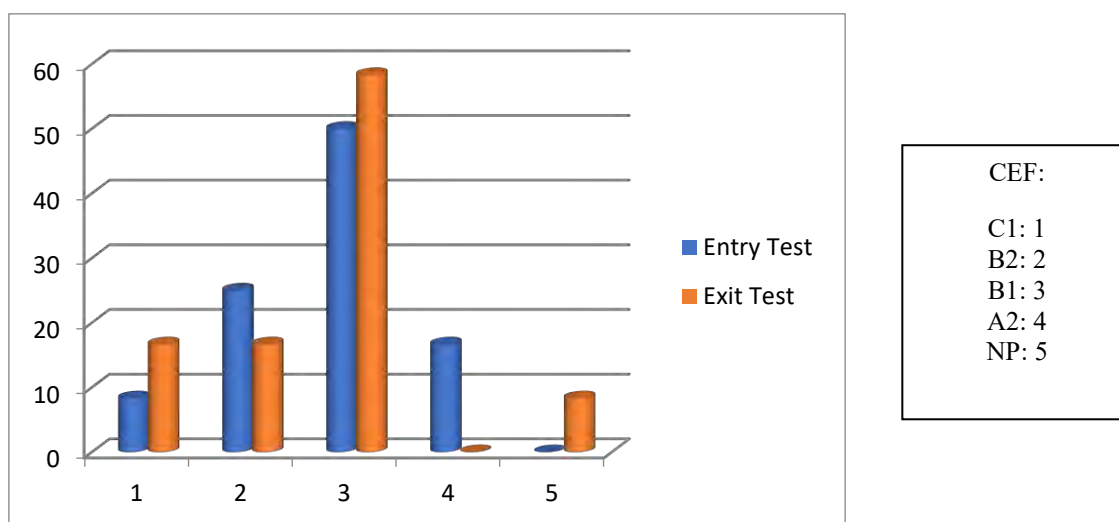


Figure 16. CEFR levels obtained in both Entry and Exit Tests

Source: Own elaboration

From the tables and graphs we could see that even if the results were not statistically significant for generalization, some improvement could be noted among the participants, particularly those who started the course with an A2 level (Students 5 and 8). All participants reached or stayed in B1, two others moved from B2 to C1 (students 1 and 9) and still another one moved from A2 to B1 (student 5). This one had permanent contribution to the online work in Easy Class but did not produce any written text.

However, to confirm the research hypothesis that improvement was attained because of the online component, further information was collected, particularly regarding participants' perception and development of the online work. Information was collected by means of an exit survey.

1.6. Exit Survey/ Interview Results. A summary of the results provided by answering the survey and responding to the interview can be seen in table 13 below. As it was explained before, some participants used time the last day of classes to make the comments on the survey that had been sent to them before. Others, decided just to answer the questions in the survey. With all the responses, the table was elaborated.

Table 14. Summary of Exit Survey/ Interview Results

| Stud | Age | Years of Experience | Working hrs/week | International Exams | How many times B2 First? | How many hours devoted to the course? | Positive aspects of the course | Difficulties | Suggestions |
|------|---------|---------------------|------------------|---|--------------------------|---------------------------------------|---|---|--|
| 5 | 26 - 35 | 6-10 years | 0-10 hrs | Key (KET), Prelimi | Never | 1 to 2 | Availability of the material | Did not have time for the coursebook | more face-to-face sessions |
| 3 | 46 - 55 | over 11 | 11-20 hrs | First (FCE), ECCE | Once | 2 to 3 | Availability of the material and to have my own pace | I am not familiar with some tools, did not understand tutorials and I am not at the computer all the | more technical support and time for the online work |
| 12 | 15 - 25 | 0-5 years | 0-10 hrs | None | Never | Less than 1 hr | It has helped me a lot with speaking, writing and listening | Time | none |
| 6 | 46 - 55 | over 11 | 21-30 hrs | TKT | Never | It is impossible to study daily | Availability of the material | Time | Everything OK |
| 1 | 15 - 25 | 0-5 years | 0-10 hrs | Preliminary (PET), First (FCE) | Once | 1 to 2 | flexibility of time, the possibility of not having to study at a fixed time | Some times, duedates for assignment submission | A mid-week test for monitoring progress |
| 4 | 46 - 55 | over 11 | 11-20 hrs | None | Never | 2 to 3 | Face to face sessions help to correct mistakes, online sessions help self-study | Time | A face-to-face session once a week and a longer course. |
| 11 | 36 - 45 | over 11 | 21-30 hrs | Preliminary (PET), TKT | Difficulties | It is impossible to study daily | It has helped me a lot. I have learned tips, techniques, have links and exam practice | No problems with the online part of the course, but my heavy workload did not allow me to enjoy the online | Organize forums with other students |
| 8 | 36 - 45 | over 11 | 11-20 hrs | First (FCE) | Once | Less than 1 hr | To do it at home | Not familiar with online learning, it is the first time I have a blended learning course. It is not for me. | More face-to-face sessions with games and collaborative work |
| 2 | 15 - 25 | 0-5 years | 0-10 hrs | None | Never | 1 to 2 | Oral practice with colleagues | None | F-2-F sessions should be devoted to practice speaking |
| 9 | 46 - 55 | over 11 | 0-10 hrs | First (FCE), CAE, TKT | Once | It is impossible to study daily | To do it at home | Workload | Closer premises, it was difficult to reach. |
| 7 | 46 - 55 | 6-10 years | 0-10 hrs | Preliminary (PET), Tkt core - tkt yle - | Twice | It is impossible to study daily | presentations and online links | Did not know how to use the platform. I prefer face-to-face as in previous courses | Tutorials for the platform |

Source: Own elaboration

As it can be seen in the table, although students recognize that the main benefit of the blended learning course is the availability of the material and the flexibility of time – just as literature has mentioned, the fact that in the suggestions for improving the course they claim for more face-to-face sessions, raise the issue of using perhaps a different percentage for face-to-face sessions. Perhaps a ratio of 70% face-to-face and 30% online may be better for students to feel they have all the interaction they need

with their peers or perhaps the online content should include more interaction among them as it was requested by student 11.

In any case, the students' perception of the blended learning course does match what literature has indicated in the previous chapters and reinforces the need for further research to keep gauging the best balance for this kind of courses and this kind of audience.

1.7. Final Discussion. From the information collected, it can be suggested that the participants who had a more constant participation using the online component improved their scores but not in the degree that was expected. However, they were the ones to claim that the main advantage of the course was to have the possibility of accessing the material at any time and at any place.

The ones who remained at the same level were those who said they did not have time to practice at home. Most of them were over 35 and rather conservative regarding the use of Technology in their classes. They were also the participants with heavier loads perhaps because they had heavier family responsibilities.

One participant informed that it was her first online course and she was not used to that, she would have preferred more face-to-face sessions, others claimed for more interaction through a Forum (online) and more speaking activities in the face-to-face sessions.

The student with C1 in both Entry and Exit Test was one of those who had taken the exam before. In fact, 50% had taken the B2 First before and one of them had done it twice. In spite of this, her level was still B1, this student had no participation in the Online component.

The population of this research is teachers of English, which make it a bit special since it is expected that they have a better knowledge of the language required for passing the B2 first exam. This is not true as it is the fact that no matter how many hours they intend to devote to their course preparation, it does not seem to be enough since their working responsibilities distract them from doing so.

Conclusions

First. This research provided useful information regarding this first blended course approach, the conclusions reported below answer the four research questions formulated in Chapter 3.

Second. The success of this blended course could have increased if there had been a way of using the Online part for more grammar consolidation and communication among learners. This course was not an exact 50%-50% blended course since some of the online content was used to present and consolidate coursebook material. Perhaps a 70%-30% (being face-to-face the largest) may have produced better results, at least, this is what some participants claimed.

Third. Regarding the free-tools used Easy Class, Quizlet, MPO, the participants liked the fact that Easy Class was the repository of material but felt they lacked more training in familiarizing with it-in spite of the tutorials. Quizlet was widely liked but only one participant downloaded the app to his mobile phone.

Fourth. The results of this study do not provide quantitative statistically significant evidence that providing students with enhanced learning resources and opportunities to undertake mobile formative assessments improves their academic performance since only one of the junior teachers downloaded the apps that would habilitate practice and revision. This is probably due to the conservative behaviour of the participants, some of who do not feel comfortable using technology and the fact that 58% were over 36 years old and those had heavier working loads. Junior teachers were younger and with a lighter working load that allowed them to take advantage of the mobile nature of the web tools and of their spare time.

Fifth. Regarding the issue of lack of time, this is apparently the main reason why participants enrolled in this type of course. From their answers it can be said that some of them would rather have more face-to-face sessions, perhaps for greater interaction. So, the issue of lack of time referred to the time the preparation course lasted (as one of the participants stated) and the time they need to invest in the course activities (as did some others).

Sixth. Technology and mobile gadgets allow delivering learning resources in a more accessible and useful format, this facilitates students to study anytime, anywhere.

The challenge will be to ensure the quality of learning and that students adapt their study strategies to assure that this deep learning is taking place.

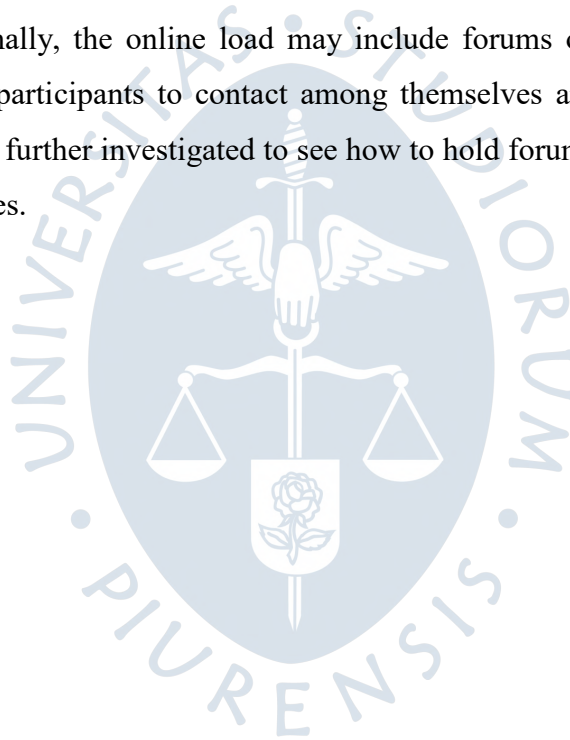


Recommendations

First. There is still plenty of room for research on several aspects of blended-learning, particularly less for comparative research (since there is plenty) and more for improving online support, particularly regarding the interaction aspect.

Second. Further research needs to be done in creating, implementing and evaluating different kinds of interfaces that can be more appealing and appropriate for older learners. For some people, it is hard to use platforms and web tools and most of them tend to use them only in their PCs, perhaps a hands-on workshop training participants in the use of all the tools they are going to use prior a blended course should be worth presenting instead of presenting tutorials.

Third. Additionally, the online load may include forums or any other source of communication for participants to contact among themselves and not only with their tutors. This could be further investigated to see how to hold forums as part of the course with specific purposes.





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Appendixes





Appendix 1. Institutions that offer Blended-learning courses for exam preparation

| | |
|--|---|
| <p>Mondragon Lingua Spain</p> | <p>The blended learning English course</p> <ul style="list-style-type: none"> combines an online program specifically to prepare for the First Certificate Exam with oral practice sessions in a classroom setting or by Skype, which allows you to study without any time limitations and attend classes whenever is best for you, wherever you are. It consists of exercises and recommendations about the different parts of the exam. Reading and Use of English, Listening, Writing and Speaking. The aim of the classroom-based classes is to practice oral communication in small groups and prepare for the exam with simulations or mock exams. In addition, you will have the support of a tutor who will advise you and answer any questions you might have during the course. |
| <p>International House Moravia</p> | <p>Cambridge FCE Combined Preparatory Course</p> <p>It combines self-study based on the Net Languages online learning system - FCE Exam Practice (5 tests), and face-to-face or online (Skype) tutoring.</p> <p>Exam Practice (5 tests), and face-to-face or online (Skype) tutoring.</p> <p>Students must have B2 level or higher.</p> <p>Content</p> <p>FCE Exam Practice - Online. Total 5 tests. 1 test / 2 months.</p> <p>Practical Exercises with Teacher:</p> <p>Speaking (online or face-to-face, 5 x 30 minutes).</p> <p>Writing (online or face-to-face, 8 x 30 minutes).</p> <p>Speaking Mock (1 x 30 minutes).</p> |
| <p>Idiomas Católica Lima, Peru</p> | <p>B2 First Blended Course</p> <ul style="list-style-type: none"> Blended modality that combines face-to-face sessions and self-study sessions monitored by a tutor. There are four face-to-face sessions of 4 hours each with mock B2 First exams and feedback on each paper. It develops strategies to obtain the best results in the different sections of the exam. The course familiarizes students with the different exam papers. It is advisable to devote at least 5 hours weekly to self-study and work in the platform so as to meet the learning objectives. |

Appendix 2. Study tips for Distance and Online learning

IMPORTANT INFORMATION STUDY TIPS FOR DISTANCE AND ONLINE LEARNERS

Distance learning requires time management skills, self-discipline, willpower, and strong motivation, as it may be challenging for online learners to successfully complete their e-Learning courses.

Read these tips to keep focused and motivated:

Understand learning practices and expectations.

You need to dedicate a significant amount of your time, consistently attend the program, be concentrated while studying, and fully commit to your learning process, just as you would do for a regular course.

You should also have in mind that when you take a distance course, you may be expected to:

- Fully commit yourself and do the activities as required.
- Complete your learning tasks and assignments on time.
- Be self-disciplined.

If you are not able or willing to do all of the above, you will probably not be a very happy learner.

Make sure that you have reliable internet access.

To avoid problems, make sure that you save your work repeatedly and backup regularly using cloud storage, for example Dropbox or Google Documents, in order to be able to access your previous work from your smart phone or tablet, if needed.

Furthermore, ensure that you not only have a backup of your course material and assignments, but also you have saved your instructor's or trainer's contact information in your cell phone or in your email.

Have a dedicated study space.

Make sure that the place where you study is quiet, organized, distraction-free, and available for use at any time.

Furthermore, ask your friends, relatives, and colleagues to respect your "work mode" and consider turning off your phone and logging off of all social networks when studying; you will want to be neither interrupted nor distracted.

Identify your learning objectives and goals.

To stay on track with your online course, make sure that you always keep in mind what you hope to accomplish by the end of the course.

Create notes that are closely related to your objectives, and make sure that you review them thoroughly every time you start an assignment, so that you stay focused on your goals.

Finally, consider starting with the most difficult tasks, as this will improve both the effectiveness of your study and your performance.

Build a study plan.

Here are some tips to help you build a study plan:

- Plan ahead.
- Never wait until the day before an assignment due date to start working on it.
- Have an effective calendar system.
- Create a study calendar that will help you remember all important dates, like exams, or deadlines for submitting your assignments.
- Create to-do lists.
- At the start of each week, make a to-do list of the tasks you need to complete by the end of the week.
- Set time limits.

Before you start studying, estimate how much time each task will take to complete. Try to stick to your time limits, as this will help you develop your self-discipline.

- Stay on schedule.
- Finally, stick to your study plan.

If you are having difficulties submitting your assignments on time, contact your course instructor and let them know, so that they can help you create a consistent study routine.

Ask for help when you need it.

If you don't ask for help when necessary, you may end up falling behind, which may lower your self-esteem, as you may not be able to keep up with the online course.

Review, revise, repeat.

Regular revisions of the things you have already studied will not only improve your memory, but they will also help you better understand what you are learning.

Take study breaks.

When taking a break, make sure that you get away from your study space; you need to have a change of scenery. A mild physical activity, such as a walk around the block, will help you maintain balance, renew energy, and go back to studying with a clear mind.

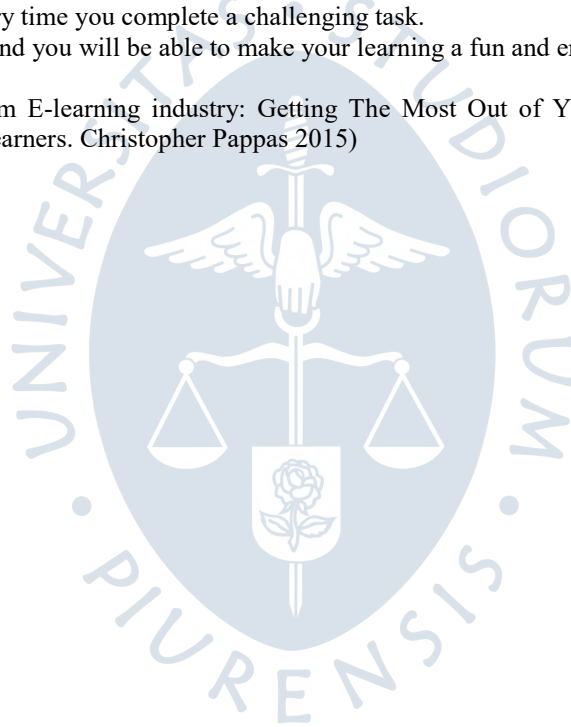
Stay motivated and don't underestimate the effort needed to fully commit to your course.

To make sure that you stay motivated and engaged in your learning experience, consider following these tips:

- Never forget the reason why you took this course.
- Accept that you will have productive and less productive days.
- Have healthy snacks nearby to boost your energy.
- Reward yourself every time you complete a challenging task.

Follow these study tips and you will be able to make your learning a fun and enjoyable experience.

(Taken and adapted from E-learning industry: Getting The Most Out of Your e-Learning Course: 10 Study Tips for Online Learners. Christopher Pappas 2015)



Appendix 3. Contents map page 1

| Unit | Language focus | Vocabulary | Writing |
|---|--|---|--|
| 1 Lifestyle Page 6 | 1 Habitual behaviour: <i>tend to</i> ; frequency adverbs; <i>used to</i> and <i>would</i> 2 <i>Be used to</i> , <i>get used to</i> and <i>used to</i> | 1 Lifestyle 2 Get: Expressions and meanings 3 Clothes | Informal letter (Part 2) |
| 2 High energy Page 18 | 1 Indirect ways of asking questions 2 Gerunds and infinitives | 1 Music 2 Sport | 1 Letter of application (Part 2) 2 Article (Part 2) |
| 3 A change for the better? Page 30 | 1 Comparisons 2 Articles | Technology | Essay (Part 1) |
| Ready for Use of English Page 42 | Part 1: Multiple-choice cloze | Part 2: Open cloze | |
| 4 A good story Page 46 | 1 <i>So</i> and <i>such</i> 2 Past tenses | 1 Films 2 Take: Expressions and phrasal verbs | 1 Review (Part 2) 2 Report (Part 2) |
| 5 Doing what you have to Page 58 | 1 Obligation, necessity and permission 2 Noun phrases | The world of work | Essay (Part 1) |
| 6 Relative relationships Page 70 | 1 Defining relative clauses 2 Non-defining relative clauses 3 Causative passive with <i>have</i> and <i>get</i> | 1 Phrasal verbs 2 Describing people | Article (Part 2) Email (Part 2) |
| Ready for Reading Page 82 | Part 5: Multiple choice | Part 6: Gapped text | |
| 7 Value for money Page 88 | 1 Present perfect simple 2 Expressing preferences 3 Present perfect continuous | 1 Shopping 2 Paraphrasing and recording 3 Towns and villages | Email (Part 2) Essay (Part 1) |
| 8 Up and away Page 100 | The future and time linkers | 1 Sleep 2 Travel 3 Phrasal verbs | Essay (Part 1) Article (Part 2) |
| 9 Mystery and imagination Page 112 | 1 Modal verbs for speculation and deduction 2 Question tags 3 Contrast linkers | 1 Ways of looking 2 Give: Expressions and phrasal verbs | Review (Part 2) |
| Ready for Listening Page 124 | Part 1: Multiple choice | Part 2: Sentence completion | |
| 10 Nothing but the truth Page 128 | 1 <i>Too</i> and <i>enough</i> 2 Passives 3 Passive of reporting verbs | 1 Crime and punishment 2 Paraphrasing and recording 3 Phrasal verbs | Article (Part 2) Essay (Part 1) |
| 11 What on earth's going on? Page 140 | 1 <i>So</i> , <i>neither</i> and <i>nor</i> 2 Conditionals | 1 Weather 2 Put: Expressions and phrasal verbs | Essay (Part 1) Email (Part 2) Review (Part 2) |
| 12 Looking after yourself Page 152 | 1 Countable and uncountable nouns A 2 Countable and uncountable nouns B 3 Reported speech 4 Reporting verbs 5 Reported questions | 1 Food and drink 2 Health matters | Report (Part 2) |
| Ready for Speaking Page 164 | Part 1: Interview | Part 2: Talking about photos | |
| 13 Animal magic Page 168 | 1 Hypothetical situations 2 Prepositions and gerunds | 1 The Arts 2 Paraphrasing and recording 3 Animals 4 Verbs followed by prepositions | Email (Part 2) Article (Part 2) Report (Part 2) |
| 14 Mind your language Page 180 | 1 Compound adjectives 2 Expressing purpose 3 Ability | 1 Phrasal verbs with <i>turn</i> 2 <i>Make</i> and <i>do</i> | 1 Article (Part 2) 2 Letter of application (Part 2) |
| Ready for Writing Page 192 | Part 1: Essay | Part 2: Article, Email/Letter, Letter of application, Report, Review | |
| Additional material Page 202 | Wordlist Page 205 | Grammar reference Page 209 | Listening scripts Page 222 |

Contents map page 2

| Reading | Use of English | Listening | Speaking |
|--|---|---|---|
| Multiple matching (Part 7) | Transformations (Part 4) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | Talking about photos (Part 2) |
| Gapped text (Part 6) | Word formation: Affixes Word formation (Part 3) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 4) | |
| Multiple choice (Part 5) | Word formation: Nouns 1 Word formation (Part 3) | 1 Multiple choice (Part 4) 2 Multiple matching (Part 3) | 1 Collaborative task (Part 3) 2 Further discussion (Part 4) |
| Part 3: Word formation | | | |
| Gapped text (Part 6) | Word formation: Adjectives ending in -ing and -ed Transformations (Part 4) Word formation (Part 3) | Preparing for listening: Focus on distractors Multiple choice (Part 1) | Talking about photos (Part 2) |
| 1 Multiple matching (Part 7) | Word formation: -en suffix 2 Open cloze (Part 2) Word formation (Part 3) Multiple-choice cloze (Part 1) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | 1 Talking about photos (Part 2) 2 Collaborative task (Part 3) |
| 2 Multiple choice (Part 5) | 1 Multiple-choice cloze (Part 1) Open cloze: Relative clauses Transformations (Part 4) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | 1 Collaborative task (Part 3) 2 Interview (Part 1) |
| Part 7: Multiple matching | | | |
| Gapped text (Part 6) | Open cloze (Part 2) Transformations (Part 4) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 4) | 1 Talking about photos (Part 2) Supermarket psychology 2 Interview (Part 1) |
| 1 Gapped text (Part 6) | Word formation: Adjectives 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple choice (Part 1) 2 Multiple matching (Part 3) | 1 Interview (Part 1) 2 Talking about photos (Part 2) |
| 1 Multiple choice (Part 5) 3 Multiple matching (Part 7) | Word formation: Adverbs 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Word formation (Part 3) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | Collaborative task (Part 3) |
| Part 3: Multiple matching | | Part 4: Multiple choice | |
| Multiple choice (Part 5) | Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple choice (Part 4) 2 Multiple matching (Part 3) | Talking about photos (Part 2) |
| 1 Multiple matching (Part 7) 2 Gapped text (Part 6) | 3 Open cloze (Part 2) Transformations (Part 4) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 1) | Collaborative task (Part 3) |
| 1 Multiple matching (Part 7) | 2 Open cloze (Part 2) Word formation: Nouns 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 4) | Talking about photos (Part 2) |
| Part 3: Collaborative task | | Part 4: Further discussion | |
| Gapped text (Part 6) | Word formation: Suffixes -ible and -able Word formation (Part 3) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | 1 Collaborative task (Part 3) 2 Further discussion (Part 4) |
| 1 Multiple choice (Part 5) | Word formation: Suffixes -ful and -less 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Transformations (Part 4) Word formation (Part 3) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | Talking about photos (Part 2) |

Norris R., (2017). Ready for First (coursebook with key), Macmillan Publishers, U.K.

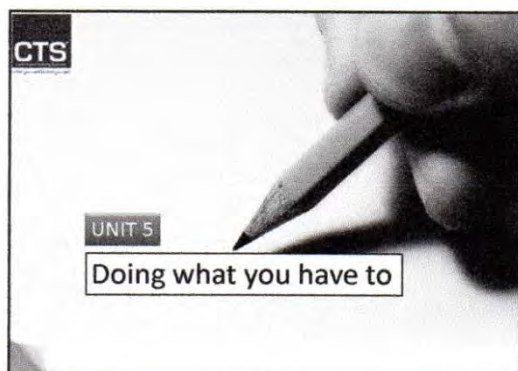
Appendix 4. Course Schedule

| Date | Unit | Language focus | Exam Practice | Online Work (Assessment) | Online Work (Easy Class) |
|-------------------------------|--|--|---|---|---|
| Module 1 | | | | | |
| Session 1: May 18 | Unit 1: Lifestyles | Vocab 1,2 Lang Focus 1 | Speaking: Part 2, R and U of E: Part 7 | Phrasal verbs with Get | Grammar Practice, Wkbk Unit 1 Review Unit 1 |
| | | Vocab 2 & 3, Lang focus 2 | Listening: Parts 1 & 3, Writing: Informal letter | | Review Unit 1 |
| Session 2: May 25 | Unit 2: High Energy | VB 1, Lang Focus 1 | List Part 2. Writing: letter of application. R and U of E Part 6 | | Indirect Questions |
| | | Lang Focus 2 , VB 2, Unit 2 activity | Listening: Part 4. word formation: Affixes. Writing: Article | | |
| Session 3: June 1 | Unit 3: A Change for the better | Lang Focus 1, Word Formation 1 | R and U of E Part 5. Listening Part 4, Speaking parts 3 and 4. Listening Part 3. Writing an Essay | Gerunds and Infinitives | Comparatives: The-the, Definite and Indefinite Articles. Superlatives |
| Session 4: June 8 | Unit 4: A good Story + Ready for Use of English | Vocab 1, Lang Focus 1 , word formation | Speaking Part 2. Listening Part 1 | Phrasal Verbs with Take, Progress Test 1 | Multiple Choice Cloze, Past Tenses |
| Module 2 | | | | | |
| Session 5: June 15 | | Vocab 2, Lang Focus 2 | List Part 1, Writing 2: Report | | So-Such, So-Such a, Ready for Use of English |
| Session 6 : June 22 | Unit 5: Doing what you have to | Lang focus 1, word formation + Activity Unit 5 | R and U of E Part 2 | Progress Test 2 | Practice with Modals, Articles, Grammar Revision |
| Session 7: June 29 | Ready for Writing | | Speaking Part 2, 3. Listening Part 2 | Use of English Exam Practice 1 | More Practice Gerunds and Infinitives Ex 11, 12 |
| Session 8: July 6 | Unit 6: Relative Relationships | Vocab 1, Lang focus 1 | Speaking: Part 3, List Part 3, List Part 1 | Relationships Romance | Defining and Non-defining Relative clauses |
| | | Lang focus 2 & 3 | Speaking Part 2, R and U of E Part 1, Part 5 | Exam Practice 2 | Causatives |
| Session 9: July 13 | Unit 7: Value for Money | Vocab 1, Lang Focus 1 | Speaking Part 2, List Part 2, | Paraphrasing- Idiomatic expressions/ Relationships : Family | Writing, Further Practice with Present Perfect |
| | Ready for Reading | | List Part 4, Speaking Part 1 | | Present Perfect Continuous |
| Module 3 | | | | | |
| Session 10: July 20 | Unit 7: Value for Money | Lang focus 2 & 3 | | Progress Test 3 | Expressing Preferences |
| | Unit 8: Up and Away. Ready for Listening | Vocab 1, Lang Focus 1, Activity Unit 8 | R and U of E Part 6, Vocab 2, Writing Essays | Use of English Practice 2 | Word formation, Future Tenses |
| | | Word formation: Adjectives | List Part 1, Speaking 2, Speaking Part 1, List Part 3 | Mixed Phrasal Verbs | Future continuous |

| Date | Unit | Language focus | Exam Practice | Online Work (Assessment) | Online Work (Easy Class) |
|------------------------|-------------------------------------|--|---|---|---|
| Session 11: July 27 | Unit 9: Mystery and imagination. | Vb 1, Lang Focus 1 | List Part 2 and 4 , Speaking Part 3, Writing a Review | Use of English Practice 3. Progresss Test 4. Collocations with Give. | Modals, Contrast and Question Tags |
| Session 12: Aug 3 | Unit 10: Nothing but the truth | Lang Focus 2, Lang focus 3. | List Part 4 & 3, Speaking Part 2 | Use of English Practice 4 | Passive Voice, Too-Enough, Sentence Transformation |
| Session 13: Aug 10 | Mock Test | | | | |
| Module 4 | | | | | |
| Session 14: Aug 17 | Unit 11: What on earth’s going on? | Lang focus 1, 2 | List Part 1, 2, Speaking Part 3 | Reading Exam Practice 1. Phrasal Verbs wit Put. Progress Test 5 | So, Neither, Nor. Conditionals |
| Session 15: Aug 24 | Unit 12: Looking after yourself | Lang focus 2, 3,4,5 + Activity Unit 12 | List Part 3,4, Speaking Part 2 | Use of English Practice 4. Reading Exam Practice 2. Health matters | Countable and Uncountable Nouns. Listening practice |
| Session 16: Aug 31 | Unit 13: Animal magic | Voc 1, R and U of E Part 6, Lang Focus 1, 2 | List Part 2, 4 , Speaking Part 3 & 4 | Reading Exam Practice 1. Use of English Practice 5 | It’s time & would rather. Wishes |
| Module 5 | | | | | |
| Session 17: Sep 7 | Unit 14: Mind your language | Lang focus 1 , Voc 2, Lang focus 2, 3 + Activity Unit 14. | List Part 3,4, Speaking Part 2, R and U of E Part 5 | Use of English Practice 6. Health matters 2 | |
| Session 18: Sep 14 | | | | Progress Test 7 | Clauses of Purpose, Make and Do |
| Session 19: Sep 21 | Mock Test | | | | |
| Session 20: Sep 28 | Feedback and Oral mock test | | | | |

Source: Own elaboration

Appendix 5. Sample presentations uploaded to Easy Class (Unit Content)



TALKING ABOUT PHOTOGRAPHS CTS

TIPS!

Remember:

- You have to speak for ONE minute without interruption. The examiner then asks the other candidate to comment on your photographs for about 30 seconds.
- The other candidate receives a different set of photographs and you have to listen and comment when they have finished speaking.
- The question you have to answer about your photographs is written at the top of the page to remind you what you should talk about.

What do I have to practise? Talking on your own about something: comparing, expressing opinions, speculating.

USEFUL LANGUAGE CTS

Compare and contrast

Both pictures show...
They're both quite similar because...
There are in both photographs.
The picture on the left is/shows/has but the one on the right is
This picture reminds me of ... whereas

Speculating

He might be on holiday/explaining something
I think this would be good for him/might not help in the situation/ could cause problems
What if there were no opportunity to change?
Perhaps/Maybe he's studying for an exam.

Stating an Opinion

In my opinion...
The way I see it...
If you want my honest opinion....
As far as I'm concerned...
If you ask me...

Speaking Part 2 CTS

How are these people feeling?

Record your one-minute performance

Who is behaving worse, why?

Speaking Part 2 CTS

What are these people doing?

Record your one-minute performance

How are they feeling, why?

SPEAKING PART 3 (COLLABORATIVE TASK) CTS

Together with a partner, come up with some answers for the following question.

What are the qualities of a good parent?

Record your three-minute performance

Unit Content Presentations (page 2)

TIPS!

REMEMBER:

1. Interact with your partner: **ask them questions, respond to their answers and give your own opinions.**
2. In PART 3 you have to agree with your partner.

SPEAKING: PART 3 (COLLABORATIVE TASK) **CTS**

USEFUL LANGUAGE

It's important / essential for a parent to be patient, otherwise...

If parents are not strict enough / too strict with their children, **then...**

Parents need to show patience / authority / a sense of humour, **because...**

A good parent is one who listens to their children's problems...

Parents should always be (firm but) fair towards their children...

More useful expressions on page 36

Together with a partner, talk about how important it is for a parent to have each of these qualities.

How important is it for a parent to have these qualities?

A sense of humour

A sense of fairness

Patience

Strictness

The ability to listen

Record your three-minute performance

SPEAKING PART 3 (COLLABORATIVE TASK) **CTS**

Together with a partner, come up with some answers for the following question.

Which problems may arise in these relationships?

Brothers and sisters

Parents and teenagers

Boyfriend and girlfriend

Flatmates

Work colleagues

Record your three-minute performance

LISTENING PART 2: SENTENCE COMPLETION **CTS**

What requirements do you think are necessary to be a firefighter?

Answer key:

| | |
|----------------------------|-------------------------|
| 1. academic qualifications | 6. wear full uniform |
| 2. people | 7. elderly and disabled |
| 3. back and legs | 8. evening |
| 4. three | 9. several hours |
| 5. four days | 10. satisfying |

SPEAKING PART 3 (COLLABORATIVE TASK) **CTS**

TIPS!

REMEMBER:

1. Interact with your partner: **ask them questions, respond to their answers and give your own opinions.**
2. In PART 3 you have to agree with your partner.

Appendix 6. B2 First 2019 Face-to-face sessions Log

| Date | Students | Comment |
|---------|-------------------------|---|
| June 1 | | Whole class received the Entry survey and stated their enthusiasm for using the online material. They particularly liked Quizlet because of the potential to learn phrasal verbs and collocations. |
| June 8 | Oscar, Judith, Amelia R | Oscar downloaded the app and is using Quizlet in his mobile phone. The other participants have not done that but all of them have registered in EasyClass. Judith and Amelia R. feel uncertain about having time for all the online work but claim they will do their best. The answers to the Entry Survey were informally discussed in class, particularly those related to the blended style. |
| June 29 | | Writing tutor comments on the lack of vocabulary most students show when developing the different kinds of writing tests. Sending grids with summary of online work, workbook and review units has started to be scattered. When asked, students claim that since they have the key to the answers, they expect to do them when their working responsibilities are fewer. |
| July 13 | Liz | She has problems to attend face-to-face sessions. The session focused on improving vocabulary and writing essays. Students worked using outlines and did peer correction activities. |
| Aug 17 | Eliana | She will not be able to continue attending for personal problems. Most students attended this feedback session and realized they needed to work hard if they were going to take the B2 First Exam. However, those who had been working more steadily in the platform were satisfied at seeing their improvement. Writing was one of the aims of the session. This time students wrote a sample of every type of text. |
| Sep 7 | | Most teachers claim they do not have time to cope with the work and they doubted they would sit for the exam in December. Oral work was developed using the rotation-station technique. |
| Sep 28 | Steph, Oscar, Elba | Oral mock test was conducted and these three students need to improve their interaction skills. As the last face-to-face session, some of them participated in a semi-structured interview about the positive issues and the difficulties they faced when taking part in the blended course. |

Source: Own elaboration

Appendix 7. Entry Survey

Encuesta B2: First (FCE) 2019-2 (Blended Learning)

Te pedimos por favor respondas a esta encuesta con total sinceridad. Nos ayudará a mejorar y a poder desarrollar mejor nuestros próximos cursos. ¡Gracias!

Marca con un aspa (X) según corresponda:

1. Edad:

15-25 ____ 26-35: ____ 36-45: ____ 46-55: ____

2. Años de experiencia docente:

0-5 años: ____ 6-10 años: ____ 11 años a más: ____

3. Número de horas que dictas clases por semana:

0-10 horas: ____ 11-20 horas: ____ 21-30 horas: ____ 31 a más horas: ____

4. ¿Cuáles de estos exámenes internacionales has rendido anteriormente?

A2: Key (KET): ____ B1: Preliminary (PET): ____ B2: First (FCE): ____ Ninguno: ____

5. ¿Has rendido antes el B2: First (FCE)?

Sí: ____ No: ____

6. Si en la pregunta anterior respondiste sí, ¿Cuántas veces has rendido el B2: First (FCE)?

Una vez: ____ Dos veces: ____ Más de dos veces: ____

7. ¿Cuántas horas diarias de estudio independiente has planificado dedicar al B2: First (FCE) Course?:

Menos de 1 hora: ____ 1 a 2 horas: ____ 2 a 3 horas: ____ Más de 3 horas: ____ No me va a ser posible estudiar diariamente: ____

Por favor responde en los espacios para ello:

8. ¿Cuáles consideras que son los aspectos positivos de este curso bajo la modalidad blended learning?

9. ¿Qué dificultades encuentras en los cursos 100% presenciales que te han llevado a participar de este curso bajo la modalidad blended learning?

10. ¿Alguna vez has participado en un curso bajo la modalidad blended learning?

Muchas gracias por tu colaboración!

Source: Own elaboration

Appendix 8. Entry and Exit Test: Oxford Placement Test

Sample Questions

OXFORD
UNIVERSITY PRESS

OXFORD Oxford Online Placement Test

Oxford Online Placement Test

Use of English:

Section 1
Approximately 30 Questions

Listening:

Section 2
Approximately 15 Questions

Use of English • Section 1: Approximately 30 Questions

Read the dialogue. Then, select the correct answer from the options below.

2 What does the man mean?

☐ A What does Ben like?

☐ B What would Ben like?

☐ C What do you think of Ben?



Man: What's Ben like?
Woman: He's nice.

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Next >

OXFORD
UNIVERSITY PRESS

OXFORD Online Placement Test

Online Placement Test

Use of English:

Section 1
Approximately 30 Questions

Listening:

Section 2
Approximately 15 Questions

Use of English • Section 1: Approximately 30 Questions

Select a word or phrase to complete the conversation shown below.

6



Man: Who's that in the sports car?

Woman: It must be Frank. He hasn't got a car like that.

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Next >

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OXFORD Online Placement Test

Oxford Online Placement Test

Use of English:

Section 1
Approximately 30 Questions

Listening:

Section 2
Approximately 15 Questions

Use of English • Section 2: Approximately 30 Questions

Read the conversation. Then, select the correct answer from the options below.

1 What does the boy mean?

☐ A I can eat an apple.

☐ B I have got an apple.

☐ C I would like an apple.



Boy: Can I have an apple?
Woman: Yes, you can.

Next >

OXFORD
UNIVERSITY PRESS

OXFORD Online Placement Test

Online Placement Test

Use of English:

Section 1
Approximately 30 Questions

Listening:

Section 2
Approximately 15 Questions

Use of English • Section 1: Approximately 30 Questions

Complete the text below. Write **ONE** word only into each space. There is an example (0) at the beginning.

The Microwave

The first microwave produced for domestic use (0) was launched in 1967. This was after two decades spent making improvements to the first commercially-used microwave. 23 was tested in a restaurant in Boston, USA, in 1945. This restaurant machine stood almost two metres high, weighed 340 kg, and cost \$5,000.

'The early domestic microwaves were out of this world,' says Elizabeth Walter, 24 ran a microwave cookery school in London in the 1970s. 'One of the best things was that you could adjust the power and cooking speed. We 25 to do cakes and demonstrate how to simmer sauces, and make casseroles. There was hardly anything you 26 not do! However, the microwave has

Next >

Appendix 9. Review Units Grid

| REPORTE DE REGISTRO B2: FIRST REVIEW Unit 1 | | |
|--|-------|----------------------|
| UNIT 1: LIFESTYLE | SCORE | TIME (IN MINUTES) |
| READING AND USE OF ENGLISH | | |
| 1. Transformations | 100% | 2.5 |
| VOCABULARY | | |
| A. Adjectives | 100% | 2.3 |
| B. Expressions crossword | 100% | 2.4 |
| WRITING | | |
| 1. Write a short article about your lifestyle | | 7.8 |
| REVIEW Unit 2 | | |
| UNIT 2: High Energy | SCORE | TIME (IN MINUTES) |
| 1. Word formation | 80% | 2.5 |
| 2. Complete the gaps | 70% | 3 |
| READING AND USE OF ENGLISH | | |
| 1. Word formation | 100% | 3.5 |
| Gerunds and Infinitives | 80% | 2.5 |
| VOCABULARY | | |
| A. Sport | 70% | 2.3 |
| B. Music | | |
| WRITING | | |
| 1. Write a short article about your lifestyle | | |

Appendix 10. Online material: Easy Class Assignments

easyclass Home Courses Groups MyFiles Inbox

Add Members

Access Code
S0D3-M81A [Reset](#)

Past

| | | |
|--|--|--|
| | Unit 2: Online activity Indirect Questions Graded, Wednesday, May 29, 2019 12:03 | |
| | Unit 3: Online practice Comparatives The-The Graded, Wednesday, June 12, 2019 12:32 | |
| | Unit 3: Online practice Definite and Indefinite Articles Graded, Friday, June 14, 2019 04:19 | |
| | Unit 3: Online practice Comparatives and Superlatives Graded, Friday, June 14, 2019 04:38 | |
| | Unit 3 Online Practice: Definite articles Graded, Friday, June 14, 2019 22:16 | |
| | Unit 4: Online practice with Multiple Choice Cloze Graded, Sunday, June 16, 2019 04:14 | |
| | Unit 4: Online practice for Past Tenses Graded, Sunday, June 16, 2019 04:25 | |
| | Unit 4: Online practice with So and Such Graded, Sunday, June 16, 2019 22:27 | |
| | Unit 4: Online Practice with So and Such a Graded, Monday, June 17, 2019 21:29 | |
| | Ready for Use of English Graded, Saturday, June 22, 2019 22:05 | |

easyclass Home Courses Groups MyFiles Inbox

| | | |
|--|---|--|
| | Unit 12: Online practice with Countable and Uncountable Nouns Graded, Saturday, September 7, 2019 22:15 | |
| | Listening Exam Practice 2 Graded, Saturday, September 14, 2019 04:53 | |
| | Reading Exam Practice 2 Graded, Saturday, September 14, 2019 22:52 | |
| | Listening Exam Practice 1 Graded, Saturday, September 14, 2019 22:52 | |
| | Unit 13 Online Practice It's time and Would rather Graded, Sunday, September 15, 2019 04:33 | |
| | Unit 13 Online practice Wishes Graded, Sunday, September 15, 2019 22:32 | |
| | Use of English Exam practice 5 Graded, Sunday, September 15, 2019 22:55 | |
| | Unit 14: Phrasal verbs with Turn Graded, Today at 04:38 | |

Online material: Easy Class Library

The screenshot shows the 'easyclass' interface with a dark header bar containing navigation links: Home, Courses, Groups, MyFiles, and Inbox. On the right of the header are search, user, and notification icons, along with the user profile 'CTS Peru'. The main content area displays a list of student interactions:

- Roxana Gutierrez** > Quiz "Progress Test 6 (Units 11-12)"
There isn't the audio for the listening part!
Saturday, September 14, 2019 15:19 [Like](#)
- elba huari** > Assignment "Unit 11 Online Practice with Conditionals"
done but it was confused Mixed Conditionals
Friday, September 13, 2019 23:00 [Like](#)
- elba huari** > Assignment "Unit 10 Further Online practice with Passives"
done
Friday, September 13, 2019 18:59 [Like](#)
- SHARON CAYETANO** > Assignment "Unit 14: Phrasal verbs with Turn"
Done!
Thursday, September 12, 2019 22:31 [Like](#)
- SHARON CAYETANO** > Assignment "Unit 4: Online practice for Past Tenses"
done! 12/15
Thursday, September 12, 2019 22:24 [Like](#)
- elba huari** > Assignment "Unit 11 Online practice with so, neither, nor"
Done
Thursday, September 12, 2019 20:40 [Like](#)
- Stephanie Vera** > Assignment "Unit 14: Phrasal verbs with Turn"
Done!
Thursday, September 12, 2019 19:28 [Like](#)
- elba huari** > Assignment "Practice with Sentence Transformation"
Your score is 41% Done
Thursday, September 12, 2019 18:54 [Like](#)
- elba huari** > Assignment "Unit 10: Online Passive Voice"
Done. Active Or Passive Voice scored 11/12

The screenshot shows the 'easyclass' interface with a dark header bar containing navigation links: Home, Courses, Groups, MyFiles, and Inbox. On the right of the header are search, user, and notification icons, along with the user profile 'CTS Peru'. The main content area displays the 'Class Library' section for the 'B2 First Preparation Course: B2 First 2019-B1'. The left sidebar shows a list of units (Unit 1 to Unit 14) and a 'Class Library' link. The main content area includes a 'Delete' button, a dropdown menu set to 'All', and buttons for 'Share from MyFiles' and 'Upload'. Below these is a table with the following data:

| File Name | Description | Date | Extension | Size | Functions |
|-----------------------------------|--|-------------|-----------|-----------|-----------|
| Collocations-with-Do-and-Make.jpg | chart with collocations with Do and Make | 21 Sep 2019 | jpg | 0.075 MB | ⚙️ |
| DO vs. MAKE in English.mp4 | Video with explanation about using Do and Make | 21 Sep 2019 | mp4 | 13.824 MB | ⚙️ |
| Unit 14 Vocabulary.pptx | Click here to add text | 21 Sep 2019 | ppt | 0.697 MB | ⚙️ |
| Unit 14 Language Focus.pptx | Click here to add text | 21 Sep 2019 | ppt | 1.154 MB | ⚙️ |

Easy Class Wall showing interaction between tutor and students

Appendix 11. Progress Test Sample (Student 4)

Progress Test 4: Units 7–8

Reading and Use of English

Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A stores B brands C departments D counters

A new kind of 'window shopping'

The changing face of our town centres means that more and more (0) _____ are standing empty in the high streets these days. Their aisles are deserted and the (1) _____ at the checkouts are quiet. The empty shop windows are (2) _____ and discourage shoppers. Many people today (3) _____ driving to out-of-town shopping centres where all the shops are under one roof. I like going into town, but my heart (4) _____ when I see yet another abandoned shop. (5) _____, town planners now want to do something that will make towns (6) _____ again. An unusual idea to combine exercise and shopping is becoming popular. In Manchester recently, an empty shop became a 'pop-up' squash shop and soon there may be (7) _____ places like this across the UK. Squash is an ideal sport for small spaces, and it's a great sport to do for a short time. People walking by will hopefully be encouraged into these places to (8) _____ part themselves.

- | | | | |
|----------------|--------------|----------------|---------------|
| 1 A receipts | B tills | C trolleys | D tins |
| 2 A frequent | B impressive | C unattractive | D bustling |
| 3 A rather | B choose | C go | D prefer |
| 4 A drops | B sinks | C falls | D crashes |
| 5 A However | B Because | C Although | D Otherwise |
| 6 A prosperous | B industrial | C affordable | D shabby |
| 7 A plenty | B lots | C numerous | D significant |
| 8 A give | B put | C make | D take |

Reading and Use of English

Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. There is an example at the beginning (0). Write your answers in CAPITAL LETTERS.

Example: 0 TIME

Subject: visit to New York

Well, it won't be long before it's (0) _____ to get the flight to New York. It (1) WILL be great to see you again. It seems ages since we (2) HAVE met up in London. Mind you, I've got lots of things to do (3) SINCE I set off. I haven't forgotten your wish list and I'm (4) ABOUT to get you different types of teas and a T-shirt with the Tower of London on it. Remember (5) WHEN we went to watch the Queen go past on the Thames for her Diamond Jubilee? (6) AS I remember most is the cold and the rain! I hope you've ordered some good weather for my visit. And don't plan too many things for us to do while I'm in New York. Quite honestly, I would much (7)

APPRECIATE you relaxed because I know you've had a busy time recently. I'm pretty tired too so I'm likely (8)
GO sleep the whole way over on the plane.
See you soon!

Reading and Use of English

Part 6 Gapped text

You are going to read a magazine article about a future space project. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A** That simple but important fact moves this idea from laughable to believable.
B Another problem is the radiation in space, which can damage organs and increase the risk of disease.
C This rare opportunity, when the planets are at their closest, will not arise again until 2031.
D And this belief just puts more pressure on Tito, who estimates the cost as being similar to that of a mission to the ISS.
E As a voyage of human discovery, it will be the most significant journey in the history of our species.
F Because of this, part of the capsule will detach before they come back into Earth's atmosphere.
G However, this time he is not intending to fly himself.

Mission to Mars

A US millionaire who in 2001 became the first private space tourist has released ambitious plans to fund a manned mission to Mars when the planets are in the right positions in 2018. Dennis Tito, 72, a former rocket scientist who made his fortune through investments, said his Mission for America wants to encourage a new era of space exploration.

Tito, who became the first private space tourist when he paid the Russians \$20m for a ticket to the International Space Station (ISS) in 2001, outlined his plans in Washington DC. **1** **G** Instead, a man and a woman – probably a married couple – will make the journey.

The trip will take advantage of the alignment of the planets in January 2018 to fly around Mars and return to Earth in the relatively short time of 501 days. **2** **C** Tito said he would be willing to fund the mission for a set period of time, and he hopes to raise the rest of the money from donations from private investors, media and potentially through selling scientific data to NASA. 'There is no time to lose,' he said. 'Now is the time.'

Tito has put together an excellent, experienced team, including Jonathan Clark, a former NASA flight surgeon. Keith Cowing, editor of the NASA Watch website, said: 'Unlike the large number of space commerce companies that have been on and off the news in recent months, this effort has a great deal of cash behind it – from the start. **3** **E**

The mission, likely to launch in January 2018, aims to take a man and woman from the US to fly within 100 miles of the Martian surface, and return them safely to Earth. 'The planned journey is known as a "free return": once fired into space, the capsule will swing around Mars and come back to Earth. **4** **F** said Anu Ojha, director of the UK National Space Academy.

However, the mission faces significant difficulties. The human body adapts to space by losing muscle and bone, and astronauts need daily exercise on machines to slow this down. Finding room for those machines is crucial. **5** **B** How the body and mind respond to these issues of deep space travel is essentially unknown, but the mission could provide much-needed information on how human physiology copes with the environment. 'What

we learn scientifically about Mars will be minimal, but what we learn about human physiology will rewrite the textbooks,' Ojha said.

Many experts say the mission will succeed or fail depending on Tito's ability to raise funds. 6 D He said: 'Let me be clear, I will come out a lot poorer as a result of this mission, but my grandchildren will come out a lot richer for the inspiration it will give them.'

Listening

Part 2 Sentence completion

You will hear a holiday representative talking to new guests at an apartment complex in Barbados. For questions 1–10, complete the sentences.

It only takes about (1) 3 MINUTES to reach the nearest beach.

The earliest time for breakfast is (2) 7:30.

The tourists can buy food in the town which is (3) 2 KMS AWAY from the hotel.

In a typical meal at a local restaurant (4) TWO courses are included in the price.

The name of the person to contact regarding problems with the apartments is (5) PAUL SMITH.

She warns the tourists of a dangerous (6) PLANT which can be found on the island.

The tourists are provided with a (7) FOLDER in which they can find information about regular trips.

Mandy will see the guests every (8) MONDAY and Thursday.

She advises the tourists not to bargain with sellers in (9) SHOPS

The guests are offered the use of (10) SUNCREAM for protection.

Vocabulary

Complete the sentences with the correct form of the verbs in the box. You can use some of the verbs more than once.

| | | | | | |
|------|-----|------|-----|------|------|
| come | put | take | get | turn | fall |
|------|-----|------|-----|------|------|

- 1 My grandfather is eighty-five and he always TAKE a nap in the afternoons.
- 2 You know that exercise is doing you good if you GET into a sweat!
- 3 I can't imagine myself GETTING on a cruise until I'm a lot older and can't travel so easily.
- 4 Thousands of supporters TURN out to say goodbye to the footballer who was retiring.
- 5 There was no one to TAKE delivery of the new washing machine so it went back to the factory.
- 6 I failed my driving test twice so I'm not going to PUT myself through that again.
- 7 We COME across some interesting information about where to go in Paris on a website.

- 8 You said Martin's moved to Scotland, but do you GET that for certain?
- 9 It's always hard to FALL asleep the night before an important exam.
- 10 If I go out late on a weekday night, I TURN it difficult to concentrate the next day.
- 11 The teacher PUT an end to all the rumours and said she was leaving next term.
- 12 There aren't many cities where people still use trams to GET about.

Writing

Part 2 Email

This is part of an email you have received from your English friend, Dan.

I'm coming with my mum and dad for a week's break in your country next month. Unfortunately, it's when you're off on your holiday to America! Can you suggest a pretty part of your country to visit? We'd like to stay in a country hotel but we'll be in the car so we can travel around a bit and visit some interesting sights.

Thanks

Write your **email** in **140–190** words.

Hello Dan:

It's nice to hear from you. How are you doing? How are your parents? Happy to know you're coming to Peru.

It's too bad to hear that you're coming just when I'm outside my country. However, I'd like to advise what nice places you can visit while you're here. Lima is the city where I live and there are interesting sites you can get to know. First you can visit downtown where you can find the Government Palace, The Cathedral, the main square called "Plaza de Armas". You can walk around it and find souvenirs, the typical things that are made by our artisans. You can take a tour around the city and visit some districts because there are some buses that leave near the main square and they can take you to some touristic places.

If you want to taste the typical food you can find several restaurants that are affordable in downtown Lima. Also as you are coming these days there are some events because this is Peru's anniversary so you can get to watch typical dances in the center of Lima. The weather is cold now, so I advise you to take warm clothes.

Let me know if you have other questions, I stop writing because I'm about to leave the hotel.

Best regards

Appendix 12. Quizlet activities

5 unidades | Creada por Mumi2019

B2First 2019- B1

Supplementary material

ORDENAR Recientes

Unit 12: Looking after yourself. Health matters 2
5 términos
Mumi2019

Unit 12: Looking after yourself. Health matters 1
6 términos
Mumi2019

Unit 8: Up and Away. Phrasal Verbs
6 términos
Mumi2019

Unit 4: A good story. Phrasal verbs with Take
8 términos
Mumi2019

Unit 1: Phrasal Verbs with Get
10 términos

Agrega un diagrama y etiquétalo

Arrastra y suelta una imagen o [elige una imagen de tu computadora.](#)

1

take after sb
TÉRMINO

resemble a family member
DEFINICIÓN

2

take up something
TÉRMINO

to start a new activity
DEFINICIÓN

Appendix 13. Mock Exam Sample (Reading and Use of English)

PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fit each gap. There is an example at the beginning (0).

Mark your answers **on the separate answer sheet**.

Example:

0 _____ A store B brand C department D counter

| | | | | |
|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 0 | A | B | C | D |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What is genealogy?

Genealogy is a (0) of history. It concerns family history, (1) _____ than the national or world history studied at school. It doesn't merely involve drawing a family tree, however—tracing your family history can also (2) _____ in learning about your roots and your identity. The internet enables millions of people worldwide to (3) _____ information about their family history, without great (4) _____.

People who research their family history often (5) _____ that it's a fascinating hobby which (6) _____ a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) _____ back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) _____ in the survey discovered they were better off than their ancestors.

- | | | | | |
|---|----------------|----------------|------------|--------------|
| 1 | A instead | B rather | C except | D sooner |
| 2 | A <u>cause</u> | B mean | C result | D lead |
| 3 | A accomplish | B access | C approach | D admit |
| 4 | A <u>fee</u> | B price | C charge | D expense |
| 5 | A describe | B define | C remark | D regard |
| 6 | A reveals | B opens | C begins | D arises |
| 7 | A older | B greater | C higher | D further |
| 8 | A attended | B participated | C included | D associated |

PART 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in **CAPITAL LETTERS** on the separate answer sheet.

Example: 0 A S

Motorbike stunt rider

I work (0) _____ a motorbike stunt rider—that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (9) _____ I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (10) _____ impressed I went straight home and taught (11) _____ to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (12) _____ mechanical engineering; this helps me to look at the physics (13) _____ lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (14) _____ every stunt

I do. People often think that my work is very dangerous, but, apart (15) ____ some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (16) ____ kind of danger because I'm very experienced.

PART 3

For questions 17-24 read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: (0) C O M M O N L Y

An incredible vegetable

| | |
|--|-----------|
| Garlic, a member of the <u>Liliaceae</u> family which also includes onions, is (0) ____ used in cooking all | COMMON |
| around the world. China is currently the largest (17) ____ of garlic, which is particularly associated with the dishes of northern Africa and Southern Europe. It is <u>native</u> to central Asia and has <u>long</u> | PRODUCT |
| had a history as a health-giving food, used both to prevent and cure (18) _____. In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection. | ILL |
| The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as (19) ____ as penicillin in | EFFECT |
| treating infections. Modern-day (20) ____ have proved that garlic can indeed kill bacteria and even | SCIENCE |
| some viruses, so it can be very useful for people who have coughs and colds. In (21) _____, some | ADD |
| doctors believe that garlic can reduce blood (22) _____. | PRESS |
| The only (23) ____ to this truly amazing food is that the strong and | ADVANTAGE |
| rather (24) ____ smell of garlic is not the most pleasant! | SPICE |

PART 4

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0)

Example:

0 A very friendly taxi driver drove us into town
We _____ a very friendly taxi driver. DRIVEN
The gap can be filled by the words 'were driven into town by' so you write:

Example: (0) WERE DRIVEN INTO TOWN BY

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

| | |
|--|------|
| 25 Joan was in favour of visiting the museum. | IDEA |
| Joan thought it would be _____ to the museum. | |
| 26 Arthur has the talent to become a concert pianist. | THAT |
| Arthur is so _____ could become a concert pianist. | |
| 27 'Do you know when the match starts, Sally?' asked Mary. | IF |
| Mary asked Sally _____ time the match started. | |

- 28 I knocked for ages at Ruth's door but I got no reply. LONG
 I _____ knocking at Ruth's door but I got no reply.
- 29 Everyone says that the band is planning to go on a world tour next year. SAID
 The band _____ planning to go on a world tour next year.
- 30 I'd prefer not to cancel the meeting. CALL
 I'd rather _____ the meeting.

PART 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 31-36, choose the answer (A, B, C or D) which you think fits the best according to the text.

Mark your answers on the separate answer sheet.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans - why can't he get a taxi? what's wrong with the bus? - I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable - that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat - a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

- 31 In the first paragraph, what is Caitlin's main point about the island?
- A It can be dangerous to try to cross from the mainland
 - B It is much smaller than it looks from the mainland
 - C It is only completely cut off at certain times
 - D It can be a difficult place for people to live in
- 32 What does Caitlin suggest about her father?
- A His writing prevents him from doing things he wants to with his family
 - B His initial reaction to his son's request is different from usual
 - C His true feelings are easily hidden from his daughter
 - D His son's arrival is one event he will take time off for
- 33 Caitlin emphasises her feelings of discomfort because she
- A is embarrassed that she doesn't understand what her brother is talking about
 - B feels confused about why she can't relate to her brother any more
 - C is upset by the unexpected change in her brother's behaviour
 - D feels foolish that her brother's attention is so important to her
- 34 In the fourth paragraph, what is Caitlin's purpose in describing the island?
- A to express her positive feelings about it
 - B to explain how the road was built
 - C to illustrate what kind of weather was usual
 - D to describe her journey home
- 35 In 'because of that? In line 31, 'that' refers to the fact that
- A locals think it is odd to walk anywhere
 - B it is easier for people to take the bus than walk
 - C people have everything they need on the island
 - D there is nowhere in particular to walk to from the island
- 36 What do we learn about Caitlin's reactions to the boy?
- A She felt his air of confidence contrasted with his physical appearance
 - B She was able to come up with a reason for him being there
 - C She realised her first impression of him was inaccurate
 - D She thought she had seen him somewhere before

PART 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Good preparation leads to success in ballet dancing

A former classical ballet dancer explains what ballet training actually involves

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend

every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. 37 With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. 38 But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. 39 Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practise makes perfect'. 40 And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. 41 In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

42 But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.

B The ballet shoe offers some support, but the real strength is in the muscles, built up through training.

C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.

D Ballet technique is certainly extreme but it is not, in itself, dangerous.

E The principle is identical in the gym –pushing yourself to the limit, but not beyond, will eventually bring the desired result.

F No one avoids this: it is ballet's great democratiser, the well-established members of the company working alongside the newest recruits.

G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

PART 7

You are going to read a newspaper article about a young professional footballer. For questions 43-52, choose from the sections (A-D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which paragraph

states how surprised the writer was at Duncan's early difficulties?

43

says that Duncan sometimes seems much more mature than he really is?

44

describes the frustration felt by Duncan's father?

45

says that Duncan is on course to reach a high point in his profession?

46

suggests that Duncan caught up with his team-mates in terms of physical development?

47

explains how Duncan was a good all-round sportsperson?

48

gives an example of how Gavin reassured his son?

| | |
|----|--|
| 49 | |
|----|--|

mentions Duncan's current club's low opinion of him at one time?

| | |
|----|--|
| 50 | |
|----|--|

mentions a personal success despite a failure for the team?

| | |
|----|--|
| 51 | |
|----|--|

explains how Duncan and his father are fulfilling a similar role?

| | |
|----|--|
| 52 | |
|----|--|

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Appendix 14. Sample of Mock Exam results (Student 7)

| MOCK RESULTS | | | | Cambridge English Qualifications | | | | | | | | | | | | | |
|---|-------------------------|----------------------|---|----------------------------------|---------|-----------|----------|---------|-------|-----------------|-----------|-----------------|-----------|-----------------|-----------|----------|-----------|
| AUGUST 2019 | | | | | | | | | | | | | | | | | |
| First Certificate in English | | | | | | | | | | | | | | | | | |
| Statement of Results | | | | | | | | | | | | | | | | | |
| Candidate name | | | | Session | | | | | | | | | | | | | |
| Judith | | | | August (S1) | | | | | | | | | | | | | |
| | | | | 2019 | | | | | | | | | | | | | |
| Place of entry | | | | | | | | | | | | | | | | | |
| Lima | | | | | | | | | | | | | | | | | |
| Result | Overall Score | CEFR Level | | | | | | | | | | | | | | | |
| Level B1 | 155 | B1 | | | | | | | | | | | | | | | |
| CEFR Level | Cambridge English Scale | Certificated Results | Reading | Use of English | Writing | Listening | Speaking | | | | | | | | | | |
| C1 | 180 | | | | | | | | | | | | | | | | |
| B2 | 170 | | 170 | | | 163 | 160 | | | | | | | | | | |
| B1 | 150 | | | | | | | | | | | | | | | | |
| | 140 | | 137 | | 133 | | | | | | | | | | | | |
| | 130 | | | | | | | | | | | | | | | | |
| <p>The First Certificate in English (FCE) is an examination targeted at Level B2 in the Council of Europe's Common European Framework of Reference.</p> <p>Candidates achieving Grade A (between 180 and 190 on the Cambridge English Scale) receive the First Certificate in English stating that they have demonstrated ability at Level C1. Candidates achieving Grade B or Grade C (between 160 and 179 on the Cambridge English Scale) receive the First Certificate in English at Level B2.</p> <p>Candidates whose performance is below Level B2, but falls within Level B1 (between 140 and 159 on the Cambridge English Scale), receive a Cambridge English certificate stating that they have demonstrated ability at Level B1.</p> <p>Cambridge English examination results can be quickly and securely verified online at: www.cambridgeenglish.org/verifiers</p> | | | <p>Results</p> <table border="1"> <thead> <tr> <th>Results</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Pass at Grade A</td> <td>180 – 190</td> </tr> <tr> <td>Pass at Grade B</td> <td>173 – 179</td> </tr> <tr> <td>Pass at Grade C</td> <td>160 – 172</td> </tr> <tr> <td>Level B1</td> <td>140 – 159</td> </tr> </tbody> </table> <p>Candidates taking the First Certificate in English scoring between 122 and 139 on the Cambridge English Scale do not receive a result, CEFR level or certificate.</p> <p>Cambridge English Scale scores below 122 are not reported for the First Certificate in English.</p> | | | | | Results | Score | Pass at Grade A | 180 – 190 | Pass at Grade B | 173 – 179 | Pass at Grade C | 160 – 172 | Level B1 | 140 – 159 |
| Results | Score | | | | | | | | | | | | | | | | |
| Pass at Grade A | 180 – 190 | | | | | | | | | | | | | | | | |
| Pass at Grade B | 173 – 179 | | | | | | | | | | | | | | | | |
| Pass at Grade C | 160 – 172 | | | | | | | | | | | | | | | | |
| Level B1 | 140 – 159 | | | | | | | | | | | | | | | | |
| <p>THIS IS NOT A CERTIFICATE</p> <p>Cambridge English Language Assessment reserves the right to amend the information given before the issue of certificates to successful candidates.</p> | | | <p>Other</p> <p>X - the candidate was absent from part of the examination</p> <p>Z - the candidate was absent from all parts of the examination</p> <p>Pending - a result cannot be issued at present, but will follow in due course</p> <p>Withheld - the candidate should contact their centre for information</p> <p>Exempt - the candidate was not required to sit this part of the examination</p> | | | | | | | | | | | | | | |
| 170 – 137 – 133 – 163 – 160 | | | | | | | | | | | | | | | | | |

Appendix 15. Exit Survey/ Interview

Encuesta B2: First (FCE) 2019-2 (Blended Learning) (2)

Te pedimos por favor respondas a esta encuesta con total sinceridad. Nos ayudará a mejorar y a poder desarrollar mejor nuestros próximos cursos. ¡Gracias!

Marca con un aspa (X) según corresponda:

11. Edad:

15-25 ____ 26-35: ____ 36-45: ____ 46-55: ____

12. Años de experiencia docente:

0-5 años: ____ 6-10 años: ____ 11 años a más: ____

13. Número de horas que dictas clases por semana:

0-10 oras: ____ 11-20 horas: ____ 21-30 horas: ____ 31 a más horas: ____

14. ¿Cuántas horas diarias de estudio has dedicado al B2: First (FCE)?:

Menos de 1 hora: ____ 1 a 2 horas: ____ 2 a 3 horas: ____ Más de 3 horas: ____ No me fue posible estudiar diariamente: ____

Por favor responde en los espacios para ello:

15. ¿Cuáles consideras que han sido los aspectos positivos de este curso bajo la modalidad blended learning?

16. ¿Qué dificultades encontraste que no te permitieron emplear todos los recursos proporcionados en la parte online del curso?

17. ¿Qué sugerencias podrías darnos para mejorar este curso bajo la modalidad blended learning?

Muchas gracias por tu colaboración!

Source: Own elaboration

Appendix 16. Exit Survey/ Interview Transcript

Student 2

Researcher: How many hours a week have you devoted to the course?

I planned to devote from 1 to 2 hours but could not do it daily because I started to work more hours and did not have time to invest in my course. Also I had some family problems and had to use time to take care of a relative in hospital.

Researcher: I understand, what do you think have been the most positive aspects of this blended learning course?

I think what I like the most is when we had the opportunity to practice for the oral exams. It felt good to practice with my colleagues, I found it really fun and useful since we had to do the tasks in the time allocated in the real exam. It was challenging but fun!

Researcher: What difficulties did you find that did not allow you to exploit the online resources of the course?

To be honest, I did not have any problem accessing the material. Even more, I downloaded the app to my mobile phone so I could practice with the vocabulary activities in my free time...normally when I am commuting to work. I liked practicing with the phrasal verbs and playing the games at the end. It was quite fun!!

Researcher: Could you give us any suggestions to improve the course?

Well, I think it was OK. Maybe take advantage of the face-to-face sessions to speak as much as possible and to give most of the tips for the exam in the first class. On the whole, I liked the course but I think I did not have time enough to do all the activities, there were too many.

Student 4

Researcher: How many hours a week have you devoted to the course?

When the course started I thought I could dedicate between 2 or 3 hours to study, sometimes it was like that but other times I did not open the book or check the material at all..... But I tried.

Researcher: What do you think have been the most positive aspects of this blended learning course?

I believe the face-to-face sessions helped to correct mistakes. It is better when you can ask the tutor why some answers are correct and when they are wrong because sometimes I don't see it. The online sessions have allowed me to improve my self-study and I think I have learned more thanks to that. I did all the material and completed all the grids, the workbook and review units. I think they motivated me to work harder.

Researcher: That is very good. What difficulties did you find that did not allow you to exploit the online resources of the course?

I think the main problem is not to have enough time to do all the activities. I had to force myself to do that but I only work in the mornings so I have the afternoons free to dedicate to the course. However, I felt that time was not enough.

Researcher: Could you give us any suggestions to improve the course?

Mmm, I would say more face-to-face sessions, at least once a week and the course should be longer. I think that exam practice courses should last at least 6 months. Otherwise there is no time to cover all the units and consolidate all the grammar that is included.

Student 8

Researcher: How many hours a week have you devoted to the course?

I am afraid that less than 1 hour. That is why I did not present so many grids with the Review Units o workbooks. I also had some problems with the exam practice.

Researcher: What do you think have been the most positive aspects of this blended learning course?

To be able to do the work at home.

Researcher: That is very good. What difficulties did you find that did not allow you to exploit the online resources of the course?

To tell you the truth, I do not think that online or blended learning is for me. I think learning is emotion and that activates meaningful learning. It is a continuous process of asking questions, taking notes, socializing and in my case, I am not familiar with online classes.

Researcher: Could you give us any suggestions to improve the course?

More face-to-face sessions to consolidate learning with games, collaborative work learning from each other since we all enrich each other with the different things we know and that is different than what the others know. If we are in the classroom we help each other.

Appendix 17. Prints of Gradebook with Assignments and Exam Practice in Easy Class

| Student Name | Unit 2: Online activity Indirect Questions | | Language Focus: Articles | | Unit 3 Online Practice: Definite articles | |
|--------------|---|-----------------|--------------------------|-----------------|--|-----------------|
| | Max points 100 | Weight 1.8 % | Max points 100 | Weight 1.8 % | Max points 100 | Weight 1.8 % |
| | 80 | | 0 | | 0 | |
| | 67 | | 75 | | 80 | |
| | 79 | | 80 | | 60 | |
| | 97 | | 85 | | 100 | |
| | 66 | | 68 | | 100 | |
| | 53 | | 67 | | 0 | |
| | 66 | | 59 | | 80 | |
| | 34 | | 46 | | 70 | |
| | 88 | | 89 | | 80 | |
| | 56 | | 0 | | 0 | |
| | 70 | | 88 | | 80 | |
| | 90 | | 71 | | 60 | |
| Average | 70.5 / 100 | | 60.7 / 100 | | 59.2 / 100 | |

| Student Name | Unit 3: Online practice Definite and Indefinite Articles | | Unit 3: Online practice Comparatives The-The | | Unit 3: Online practice Comparatives and Superlatives | | Ur |
|--------------|--|-----------------|---|-----------------|---|-----------------|----|
| | Max points 100 | Weight 1.8 % | Max points 100 | Weight 1.8 % | Max points 100 | Weight 1.8 % | |
| | 88 | | 80 | | 88 | | |
| | 86 | | 66 | | 89 | | |
| | 85 | | 100 | | 0 | | |
| | 91 | | 70 | | 100 | | |
| | 83 | | 100 | | 89 | | |
| | 70 | | 0 | | 65 | | |
| | 80 | | 75 | | 0 | | |
| | 70 | | 0 | | 65 | | |
| | 80 | | 0 | | 0 | | |
| | 50 | | 0 | | 57 | | |
| | 83 | | 89 | | 0 | | |
| | 91 | | 62.5 | | 77 | | |
| Average | 79.8 / 100 | | 53.5 / 100 | | 52.5 / 100 | | |

| Student Name | Unit 3: Online practice Definite and Indefinite Articles | | Unit 3: Online practice Comparatives The-The | | Unit 3: Online practice Comparatives and Superlatives | |
|--------------|--|---------------|---|---------------|---|---------------|
| | Max points 100 | Weight 2 % | Max points 100 | Weight 2 % | Max points 100 | Weight 2 % |
| | 88 | | 80 | | 88 | |
| | 86 | | 66 | | 89 | |
| | 85 | | 100 | | 0 | |
| | 91 | | 70 | | 100 | |
| | 83 | | 100 | | 89 | |
| | 70 | | 0 | | 65 | |
| | 80 | | 75 | | 0 | |
| | 70 | | 0 | | 65 | |
| | 80 | | 0 | | 0 | |
| | 50 | | 0 | | 57 | |
| | 83 | | 89 | | 0 | |
| | 91 | | 62.5 | | 77 | |
| Average | 79.8 / 100 | | 53.5 / 100 | | 52.5 / 100 | |

| Student Name | Unit 4: Online practice with Multiple Choice Cloze | | Unit 4: Online practice for Past Tenses | | Unit 4: Online practice with So and Such | |
|--------------|---|---------------|--|---------------|---|---------------|
| | Max points 100 | Weight 2 % | Max points 100 | Weight 2 % | Max points 100 | Weight 2 % |
| | 0 | | 89 | | 0 | |
| | 63 | | 80 | | 83 | |
| | 75 | | 80 | | 100 | |
| | 100 | | 93 | | 100 | |
| | 50 | | 0 | | 50 | |
| | 60 | | 65 | | 0 | |
| | 67 | | 69 | | 70 | |
| | 70 | | 75 | | 0 | |
| | 88 | | 89 | | 100 | |
| | 56 | | 59 | | 0 | |
| | 62.5 | | 80 | | 100 | |
| | 78 | | 65 | | 75 | |
| Average | 64.1 / 100 | | 70.3 / 100 | | 56.5 / 100 | |

*Students' names have been deleted

(b) Screenshots of the Excel spreadsheet of the Gradebook in Easy Class

| B2 First Preparation Course | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------------|--|--------------------------|---|--|--|---|--|---|--|--------------------------|------------------------------|--------------------|--------------------------------|--|--|-----------------|--|
| B2 First 2019-B1 | | | | | | | | | | | | | | | | | | |
| Student Number | Student Name | Unit 2: Online activity Indirect Questions | Language Focus: Articles | Unit 3 Online Practice: Definite articles | Unit 3: Online practice Definite and Indefinite Articles | Unit 3: Online practice Comparatives The-The | Unit 3: Online practice Comparatives and Superlatives | Unit 4: Online practice with Multiple Choice Cloze | Unit 4: Online practice for Past Tenses | Unit 4: Online practice with So and Such | Ready for Use of English | Unit 5: Practice with Modals | Grammar Revision 1 | Use of English Exam practice 1 | More practice with Gerunds and Infinitives Ex 11 | More practice with Gerunds and Infinitives Ex 12 | Exam Practice 1 | Unit 6: Online practice with Defining Relative Clauses |
| | | | | | | | | | | | | | | | | | | Unit 6: Non defining Relative Clauses |
| 1 | A.A. | 80 | 0 | 0 | 88 | 80 | 88 | 0 | 89 | 0 | 100 | 0 | 100 | 0 | 90 | 0 | 98 | 0 |
| 2 | O.A. | 67 | 75 | 80 | 86 | 66 | 89 | 63 | 80 | 83 | 85 | 90 | 0 | 0 | 70 | 93 | 90 | 90 |
| 3 | S.C. | 79 | 80 | 60 | 85 | 100 | 0 | 75 | 80 | 100 | 89 | 99 | 0 | 0 | 98 | 0 | 90 | 90 |
| 4 | R.G. | 97 | 85 | 100 | 91 | 70 | 100 | 100 | 93 | 100 | 100 | 84.5 | 70 | 70 | 70 | 70 | 82 | 94 |
| 5 | E.H. | 66 | 68 | 100 | 83 | 100 | 89 | 50 | 0 | 50 | 65 | 75 | 45 | 50 | 60 | 70 | 0 | 50 |
| 6 | E.M. | 53 | 67 | 0 | 70 | 0 | 65 | 60 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | J.M. | 66 | 59 | 80 | 80 | 75 | 0 | 67 | 69 | 70 | 70 | 79 | 0 | 60 | 65 | 70 | 0 | 70 |
| 8 | P.P. | 34 | 46 | 70 | 70 | 0 | 65 | 70 | 75 | 0 | 65 | 69 | 67 | 0 | 0 | 50 | 60 | 65 |
| 9 | A.R. | 88 | 89 | 80 | 80 | 0 | 0 | 88 | 89 | 100 | 90 | 0 | 95 | 90 | 0 | 90 | 98 | 0 |
| 10 | L.T. | 56 | 0 | 0 | 50 | 0 | 57 | 56 | 59 | 0 | 60 | 58 | 63 | 40 | 0 | 40 | 0 | 50 |
| 11 | S.V. | 70 | 88 | 80 | 83 | 89 | 0 | 62.5 | 80 | 100 | 0 | 100 | 83 | 70 | 78 | 70 | 66 | 97 |
| 12 | K.V. | 90 | 71 | 60 | 91 | 62.5 | 77 | 78 | 65 | 75 | 74 | 85 | 75 | 56 | 0 | 60 | 60 | 60 |
| Average | | 70.50 | 60.70 | 59.17 | 79.75 | 53.54 | 52.50 | 64.13 | 70.33 | 56.50 | 66.50 | 61.63 | 49.83 | 36.33 | 44.25 | 51.08 | 53.67 | 40.50 |

| B2 First Preparation Course | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------------|--------------------|-----------------|---------------------------------|--------------------------------|--------------------------|------------------------|-------------------------------|------------------------------------|-------------------------------|-------------------------|---------------------------------------|--------------------------------|-------------------------|---|---|---|---|
| B2 First 2019-B1 | | | | | | | | | | | | | | | | | | |
| Student Number | Student Name | Unit 6: Causatives | Exam Practice 2 | Unit 7: Online further practice | Use of English Exam practice 2 | Unit 8: Online exercises | Unit 8: Word formation | Unit 9: Exercises with Modals | Unit 9: Contrast and Question Tags | Unit 10: Online Passive Voice | Unit 10: Too and Enough | Practice with Sentence Transformation | Use of English Exam Practice 3 | Reading Exam Practice 1 | Unit 10 Further Online practice with Passives | Unit 11 Online practice with so, neither, nor | Unit 11 Online Practice with Conditionals | Use of English Exam Practice Four |
| | | | | | | | | | | | | | | | | | | Unit 12: Online practice with Countable and Uncountable Nouns |
| 1 | A.A. | 100 | 0 | 0 | 0 | 90 | 100 | 0 | 90 | 0 | 100 | 0 | 0 | 90 | 80 | 0 | 0 | 98 |
| 2 | O.A. | 0 | 0 | 70 | 50 | 70 | 78 | 0 | 0 | 90 | 100 | 0 | 70 | 50 | 0 | 68 | 0 | 79 |
| 3 | S.C. | 0 | 0 | 70 | 60 | 0 | 80 | 0 | 0 | 92 | 98 | 0 | 0 | 0 | 0 | 70 | 0 | 85 |
| 4 | R.G. | 81 | 80 | 68 | 52 | 83.5 | 61 | 73 | 92 | 86 | 87.5 | 58 | 67 | 71 | 73 | 0 | 78 | 86 |
| 5 | E.H. | 0 | 76 | 65 | 47 | 76 | 50 | 89 | 58 | 90 | 0 | 41 | 44 | 0 | 60 | 67 | 45 | 60 |
| 6 | E.M. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | J.M. | 0 | 0 | 60 | 0 | 70 | 0 | 0 | 60 | 0 | 88 | 0 | 0 | 60 | 0 | 0 | 60 | 0 |
| 8 | P.P. | 0 | 0 | 0 | 40 | 60 | 0 | 0 | 0 | 78 | 70 | 0 | 49 | 0 | 0 | 35 | 0 | 50 |
| 9 | A.R. | 100 | 0 | 80 | 80 | 0 | 100 | 0 | 0 | 90 | 100 | 0 | 94 | 88 | 88 | 0 | 0 | 89 |
| 10 | L.T. | 30 | 0 | 0 | 45 | 0 | 60 | 0 | 50 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 35 | 50 |
| 11 | S.V. | 36 | 69 | 64 | 0 | 87 | 69 | 90 | 100 | 82 | 100 | 39 | 50 | 50 | 50 | 50 | 70 | 60 |
| 12 | K.V. | 40 | 0 | 0 | 45 | 0 | 68 | 0 | 70 | 75 | 78 | 70 | 0 | 0 | 0 | 48 | 0 | 0 |
| Average | | 32.25 | 18.75 | 39.75 | 34.92 | 44.71 | 55.50 | 21.00 | 43.33 | 56.92 | 68.46 | 17.33 | 33.08 | 34.08 | 29.25 | 28.17 | 24.00 | 30.25 |

| B2 First Preparation Course | | | | | | | | | | | |
|------------------------------------|--------------|---|--------------------------------|-------------------------|---------------------------|---------------------------|--------------------------------|--|---|--|--------------|
| B2 First 2019-B1 | | | | | | | | | | | |
| Student Number | Student Name | Unit 12: Online practice with Reported Speech | Use of English exam practice 4 | Reading Exam Practice 2 | Listening Exam Practice 1 | Listening Exam Practice 2 | Use of English Exam practice 5 | Unit 13 Online Practice It's time and Would rather | Unit 14: Online practice with Make and Do | Unit 14: Online practice with Clauses of Purpose | Final Grade |
| 1 | A.A. | 0 | 0 | 100 | 0 | 0 | 98 | 90 | 0 | 0 | 41.09 |
| 2 | O.A. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 0 | 46.93 |
| 3 | S.C. | 0 | 0 | 89 | 0 | 0 | 92 | 70 | 0 | 0 | 44.91 |
| 4 | R.G. | 80 | 76 | 90 | 71 | 56 | 91 | 0 | 95 | 90 | 77.28 |
| 5 | E.H. | 70 | 45 | 0 | 0 | 0 | 50 | 0 | 0 | 50 | 49.76 |
| 6 | E.M. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8.44 |
| 7 | J.M. | 0 | 0 | 50 | 0 | 0 | 70 | 0 | 80 | 0 | 35.73 |
| 8 | P.P. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26.40 |
| 9 | A.R. | 0 | 0 | 0 | 0 | 0 | 95 | 92 | 98 | 0 | 50.47 |
| 10 | L.T. | 0 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 20.71 |
| 11 | S.V. | 37 | 0 | 50 | 88 | 80 | 0 | 80 | 75 | 66.5 | 62.64 |
| 12 | K.V. | 0 | 0 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 38.97 |
| Average | | 15.58 | 10.08 | 42.83 | 13.25 | 11.33 | 41.33 | 27.67 | 36.50 | 17.21 | 41.94 |