



UNIVERSIDAD
DE PIURA

REPOSITORIO INSTITUCIONAL
PIRHUA

IMPLEMENTING AN EVALUATION SYSTEM FOR A BLENDED COURSE

Nelly Basurto-Corvera

Piura, marzo de 2018

FACULTAD DE CIENCIAS DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación con Mención en Enseñanza de Inglés como Lengua
Extranjera

Basurto, N. (2018). *Implementing an evaluation system for a blended course* (Tesis de maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera). Universidad de Piura. Facultad de Ciencias de la Educación. Piura, Perú.



Esta obra está bajo una licencia

[Creative Commons Atribución-NoComercial-SinDerivar 4.0 Internacional](https://creativecommons.org/licenses/by-nc-nd/4.0/)

[Repositorio institucional PIRHUA – Universidad de Piura](#)

UNIVERSIDAD DE PIURA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN EDUCACIÓN



**Implementing an evaluation system for a
blended course**

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

Nelly Patricia Basurto Corvera

Asesor: Mgtr. María Luisa Mu

Piura, marzo de 2018

APPROVAL

The thesis entitled “**Implementing an Evaluation System for a Blended Course**”, presented by **Nelly Patricia Basurto Corvera** in accordance with the requirements of being awarded the degree of Master in Education with a specialization in Teaching English as a Foreign Language, was approved by the thesis director: **Mg. Maria Luisa Mu** and defended on 2018 before a Jury with the following members:

President

Secretary

Informant

ACKNOWLEDGMENTS

My eternal gratitude to my mother, whose life imprinted
an indelible mark on my soul.

Also, I would like to acknowledge the support and
strength that my two loved ones: Julio & Gonzalo have
always given me to keep going.

Finally, I would like to thank my family, colleagues and
assessor whose work and support made the completion
of this work possible.

SUMMARY

This action research study aimed at investigating how to accurately measure the students' proficiency in a blended course for basic adult students in a setting where the online evaluation does not reflect their production. To achieve that, it was essential to improve the current evaluation system of the blended course so as to reflect the students' proficiency of English. As the online component of the blended course consists in a pre-packed online course; the face-to-face component was then modified by including class worksheets in it, which were then incorporated in the evaluation system. Moreover, and even when it was not considered at the beginning of the present study, a tailor-made final oral exam was included to better evaluate the students' oral performance at the end of the course. Results corroborated that the changes introduced in the blended course improved its evaluation system.

INDEX

INTRODUCTION	1
CHAPTER 1 INVESTIGATION OUTLINE	3
1.1. Formulation of the problem.....	3
1.2. Hypothesis	4
1.2.1. General hypothesis	4
1.2.2. Specific hypotheses	4
1.3. Delimitation of the objectives.....	5
1.3.1. General objective	5
1.3.2. Specific objectives	5
1.4. Justification of the investigation.....	5
1.5. Limitations of the investigation.....	6
1.6. Antecedents of the Investigation	7
1.6.1. Graham, Charles R.; Woodfield Wendy; Harrison J. Buckley. 2012 “A Framework for institutional adoption and implementation of blended learning in higher education”. Brigham Young University, United States	7

1.6.2.	Brown, M. G. 2016 “Blended instructional practice: A review of the empirical literature on instructor’s adoption and use of online tools in face-to-face teaching”. Center for the Study of Higher and Postsecondary Education University of Michigan.....	9
1.6.3.	Cheng, G & Chau, J. 2016 “Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course”	11
1.6.4.	Mcmackin, Mary C; Decola, Catherine; Foley Jean & Galligani, Ginny, 1998. 'Learning deliberately about portfolio assessment'	13

CHAPTER 2 THEORETICAL FRAMEWORK..... 15

2.1.	Online and blended learning	15
2.1.1.	Online learning	15
2.1.1.1.	Benefits	16
2.1.1.2.	Challenges.....	17
2.1.2.	Blended learning	19
2.2.	Evaluation and testing	22
2.2.1.	Types of tests	22
2.2.2.	Principles of testing	23
2.2.3.	Evaluation in blended learning courses	24
2.2.4.	Portfolio assessment	25

CHAPTER 3 METHODOLOGY OF THE INVESTIGATION 29

3.1.	Investigation type	29
3.2.	Design of the investigation.....	30
3.2.1.	Research questions.....	32
3.3.	Variables.....	33
3.4.	Population and study sample.....	34

3.4.1.	The blended course	35
3.4.1.1.	Online evaluations.....	37
3.4.1.2.	Face to face evaluations	44
3.4.1.3.	Evaluation schemes.....	45
3.5.	Techniques and instruments for gathering of data.....	47
3.5.1.	Questionnaires.....	47
3.5.2.	Online placement test.....	49
3.5.3.	Pre and Post Test (Entry / Final Written Exam).....	49
3.5.4.	Portfolio.....	50
3.5.5.	Students' self-evaluation for Worksheets	52
3.5.6.	Final oral exam.....	53
3.6.	Validity and reliability of the study	53
3.7.	Procedure	55
3.7.1.	Online placement test.....	55
3.7.2.	Pre and Post-Test (Entry / Final written exam).....	55
3.7.3.	Portfolio worksheets.....	55
3.7.4.	Final oral exam.....	56
CHAPTER 4	RESULTS	57
4.1.	Data analysis.....	57
4.1.1.	Teacher questionnaire results	57
4.1.2.	Student entry questionnaire results	62
4.1.3.	Student end-of-course questionnaire results	65
4.1.4.	Online placement test results	67
4.1.5.	Pre-test and post-test results.....	68
4.1.6.	Final oral exam record sheet	69
4.1.7.	Online record sheets.....	69
4.1.8.	Portfolio worksheets record sheet	69

4.2.	Discussion of results.....	71
4.2.1.	Pedagogical implications	72
CONCLUSIONS		75
RECOMMENDATIONS.....		77
BIBLIOGRAPHICAL REFERENCES		79
ANNEXES.....		83
Annex 1:	Teacher questionnaire.....	85
Annex 2:	Student entry questionnaire	86
Annex 3:	Student end-of-course questionnaire	87
Annex 4:	1 st Session Lesson Plan	89
Annex 5:	Sample of a modified F2F Lesson.....	94
Annex 6:	Online placement test	95
Annex 7:	Online placement test – Question types	96
Annex 8:	Pre and post-test (entry / final written exam)	97
Annex 9:	Portfolio worksheets: Module A	102
Annex 10:	Final oral exam.....	105
Annex 11:	Sample of a student’s portfolio cover.....	108
Annex 12:	Sample of Entries of a Student’s Portfolio Worksheets	109
Annex 12:	Module B1	110
Annex 12:	Module B2.....	111
Annex 12:	Module C1	112
Annex 12:	Module C2.....	113
Annex 13:	Online placement test results.....	114
Annex 14:	Final oral exam record sheet	115
Annex 15:	Online record sheet – Module A	116

Annex 15:	Online record sheet – Module B	117
Annex 15:	Online record sheet – Module C	118
Annex 16:	Portfolio worksheets record sheet.....	119
Annex 17:	Proposed evaluation scheme.....	120

LIST OF TABLES

Table 1.	Assessment in F2F and blended environments.....	25
Table 2.	Action research investigation procedure.....	30
Table 3.	Operationalization matrix of blended course evaluation system and customized F2F lessons.....	33
Table 4.	Regular blended course scheme.....	35
Table 5.	Online structure.....	36
Table 6.	F2F structure	37
Table 7.	Online Evaluation	38
Table 8.	Online evaluation system features	41
Table 9.	F2F evaluation system features.....	44
Table 10.	Current evaluation schemes in Piura and Lima	46
Table 11.	Portfolio rubrics	51
Table 12.	Marzano's scale	52
Table 13.	Adapted Marzano's scale.....	52
Table 14.	Pre-test and Post-test Results	68
Table 15.	Current Evaluation Scheme in Lima and the Proposed Evaluation Scheme.....	71

LIST OF GRAPHS

Graph 1.	Teachers' perception: their SS' opinion about the course.	58
Graph 2.	Teachers' opinion about the course.	59
Graph 3.	What elements of the blended course can be improved?	60
Graph 4.	Is there correspondence between the students' online production and their grades?.....	61
Graph 5.	If you have any problems with the evaluation system, what aspects do you consider the most relevant?.....	62
Graph 6.	Time studied before	62
Graph 7.	Why did you choose to study this kind of course?	63
Graph 8.	What part of the course should carry more weight?	63
Graph 9.	How do you expect to be evaluated?	64
Graph 10.	Students expectations at the end of the course	65
Graph 11.	Student end of course questionnaire results.....	65

LIST OF FIGURES

Figure 1.	Swan's Model of Interactivity and Learning Online (MGH Institute of Health Professions, 2015)	18
Figure 2.	Spectrum of course-delivery modalities in higher education. (Graham, Woodfield & Harrison, 2013.	20
Figure 3.	Example of an e-portfolio.	26
Figure 4.	Pearson English Interactive – Online Course homepage	36
Figure 5.	Immediate feedback	38
Figure 6.	Automatic online practice evaluation	39
Figure 7.	Online writing task.....	40
Figure 8.	Online question types.....	43
Figure 9.	Current evaluation scheme in Piura	46

INTRODUCTION

Assessing students learning is not a simple process, there are many factors implied in it that influences and shapes it. Among the main aspects to be considered are: the students and teacher characteristics; the context; the course nature and the administration (Hugues, 2000).

Sharma & Barret (2011) state that blended courses, in contrast to traditional ones, have a different nature and approach and so what should be implemented in a suitable assessment system for a type of course, changes for the other.

A blended course then owing its particular and distinct features, cannot be considered as a traditional one and so, trying to simply duplicate the implementation of its assessing system is a mistake. Moreover, (Graham, Woodfield, & Harrison, 2013) state that it is essential to have “An institutional policy in which standards and outcomes should be evaluated...” and that “...how the evaluation should be conducted is important to judging the value of a BL [blended learning] strategy” (para.4).

The purpose of this research is to analyse the current evaluation system of the blended course that the Language Centre of Universidad de Piura offers, find the best alternative to assess the actual level of proficiency in English that the students have and implement it in the course.

To comply with the proposed study, this paper is organised in four chapters:

The first chapter entitled Investigation Outline, involves the formulation of the problem: the need to find an appropriate evaluation system for the blended learning course. The general, specific hypothesis and objectives are introduced. Then, the justification of the investigation is given emphasizing the importance of doing this investigation in particular since assessing blended courses is always a challenging issue. Finally, the antecedents of this investigation are presented to see what they have already unveiled.

The second chapter comprises the Theoretical Framework. The first section reviews the status of online and blended learning. Then, the current accepted theory of evaluation and testing are presented.

The third chapter: Methodology of the Investigation consists of defining the investigation type to be carried out. Then it is designed so as to find the methods and techniques to make the course evaluation system reflect the students' production. Afterwards, the variables, the population and the study sample are given followed by the blended course and its characteristics. The techniques and instruments for gathering data are introduced and analysed. Then, the validity and reliability of the study are proved through the instruments used. Finally, the procedure is explained.

The Results, given in the fourth chapter, start with the data analysis followed by the discussion of results which include the pedagogical implications, conclusions and recommendations for further study. The latter closes the present research.

The aforesaid elements will help the reader to understand the context in which the study is carried out and the possible solutions which could move program decision-makers to improve the evaluation practice of the blended course since blended learning courses and online courses are so much in demand in the current learning contexts.

CHAPTER 1

INVESTIGATION OUTLINE

1.1. Formulation of the problem

The blended course of the Language Centre was created for the students of the Master programme in Engineering of Roads offered by the University. The reason for offering this new type of course was that the mentioned students neither had time nor the necessary conditions - since most of them work in rural areas of the country- to attend English classes three times a week at the University Campus, as regular courses demand.

The blended course has two components: an online course (Online) and the face-to-face (F2F). The online part of the course is an online pre-packed integrated course with its own evaluation system which includes practice and tests. The F2F component, adjusted to the online course content, has also its own evaluation subsystem. Together they make the blended course evaluation system.

However, there are some flaws in the aforementioned evaluation system. The whole online course evaluation system consists of recognition question types to test the students' knowledge and abilities. Even the writing part, which is corrected and graded by the online teacher, has a writing model next to it allowing the students to just copy the model.

The evaluation of the F2F segment has also its weaknesses. It is highly subjective and open to each teacher criteria.

From what has been exposed, the following questions arise:

How to accurately measure the students' proficiency of English in the blended course?

Given the fact that the online course is a pre-packaged course with special characteristics that cannot be changed in the short term, the expected changes in the structure as well as in the evaluation may be given in the F2F part looking for appropriate tools such as worksheets rubrics, customized evaluation, etc.

1.2. Hypothesis

The evaluation system of the aforementioned blended course consists of many elements in both the F2F and the online segment. In order to get an improved accuracy in the system, changes in any of the segments or in both should be introduced. However, when analysing the online component, it can be seen that as it is a prepared course pack with a fixed structure and an evaluation scheme attached to it that cannot be changed in the short term, the expected change in the structure as well as in the evaluation should therefore be done in the F2F part, which in contrast is highly adaptable.

1.2.1. General hypothesis

The current evaluation system of the blended course can be improved by introducing a more accurate measure of the blended course students' proficiency.

1.2.2. Specific hypotheses

The current evaluation system of the blended course can be improved by modifying the F2F component scheme.

The current evaluation system of the blended course can be improved by including class worksheets in the F2F component.

1.3. Delimitation of the objectives

1.3.1. General objective

To adapt the current evaluation system of the blended course so as to reflect the student's proficiency of English.

1.3.2. Specific objectives

To explore the best possible adjustments to be made to the current evaluation system of the blended course to fairly assess the student's proficiency of English.

To implement the adjustments to the current evaluation system of the blended course to fairly assess the student's proficiency of English.

To corroborate that the adjustments to the current evaluation system of the blended course fairly assess the student's proficiency of English.

1.4. Justification of the investigation

The Language Centre of Universidad de Piura's main objective is to provide the university students with the level of competence in a foreign language required by the Ministry of Education whether to graduate or to get a master degree. To do so, they created language courses - mostly English ones - called 'regular', in which students attend face-to-face classes several times a week.

In addition, new groups of students with restricted time and location availability emerged. That in combination with the advent of new technologies, led to the design of a new type of course: blended course. This type of course has its own characteristics that make it

dissimilar to the traditional ones. For instance, it is asynchronous and so, students do a lot of work on their own. This feature makes the online component of the course highly subjected to plagiarism and the course tutor is unable to prevent it from happening. Moreover, external factors such as the students' internet restrictions and their technological literacy influence the blended course performance results.

These particular features of the blended learning raise the following questions: How to assess the students' performance and results in this new context? Is the current evaluation system applicable to them? These unanswered questions inspired me to do this research work in order to solve one of the Language Centre's present issues.

This study is relevant because in the search of improving the blended course evaluation system, the author and later on the readers interested in it, will explore the blended courses in depth, enabling us to know them better. This knowledge may even lead to further related studies.

Also, the improvement of the blended course evaluation system offered by the language centre not only implies increasing the validity and reliability of the course but of the future blended and online courses offered in it due to their flourishing demand in the language learning market.

1.5. Limitations of the investigation

The study is limited to its specific context and kind of students. This implies the specific characteristics of the environment: a private university in two main cities of Peru giving service to working middle-aged students sharing a common background.

Another limitation is the sample of the study. Although an action research investigation includes the students in a given class, the class barely has 11 which may lead to biased results. Other restriction is the characteristics of the online course -a pre-packed course- of the online component, which restrains the author of this research from introducing changes in its evaluation.

These special features make the findings to be obtained not apt to be generalised to the entire population. Nevertheless, the study has a high contextual value in itself.

1.6. Antecedents of the Investigation

1.6.1. Graham, Charles R.; Woodfield Wendy; Harrison J. Buckley. 2012 “A Framework for institutional adoption and implementation of blended learning in higher education”. Brigham Young University, United States

The purpose of this study was twofold: to understand the process of adoption and implementation of blended learning policies at institution level and to provide a framework for analysing the degree in which the institution has adopted and implemented the policies mentioned.

The researchers investigated, using the case study methodology, six cases of institutional adoption of blended learning to examine the key issues they went through when implementing blended learning in their institutions. The sample selected covered institutions at different levels of implementation: from the ones at an early adoption process to institutions with advanced levels of implementation.

The data was collected conducting semi-structured telephone interviews with administrators of the aforementioned institutions. The 35-75 minute sessions, which were recorded for analysis, focused on a broad range of topics. The investigators analysed, compared the data select and classified the implementation cases into three stages which they called: Stage 1, awareness/exploration; Stage 2, adoption/early implementation and Stage 3, mature implementation/growth.

A matrix they contrived with indicators allowed them to analyse and classify each institution correspondingly. Finally, they triangulated their results by referring to several sources of information: the above-named interviews, pertinent literature and institutional documents.

The relevant conclusions drawn from this paper are:

- The Stage 2, adoption / early implementation is characterized by institutional adoption of blended language strategy and experimentation with new policies and practices to support its implementation.
- Institutions at Stage 2, adoption / early implementation are engaged in redefining / restructuring and clarifying activities.
- There is less emphasis than expected on Stage 2 institutions on standardizing learning outcomes and assessments for similar courses taught in different modalities. Common outcomes and assessments are important in determining which instructional approaches and conditions are actually leading to improved student learning.
- Little was found in the study regarding how institutions are working to increase student capacities to succeed in blended and online environments. Much of the adoption and implementation work has focused on directly helping and supporting faculty rather than students.

This paper is connected to the present study because the institution where the latter is carried out has gone through similar challenges and struggles in the exploration and early implementation stages of the blended course. The aforementioned features that typify the Stage 2 coincide with the current level of adoption of the Language Centre of Universidad de Piura.

Furthermore, the delay of the language centre in standardizing the blended course learning outcomes and assessments in relation to the other courses, a characteristic shown for the Stage 2 institutions, has led to the elaboration of the present study.

Accordingly, the new practices to support the blended learning implementation mentioned in this precedent study are

expected and justified. In practical terms, it means the author studying the current evaluation system to appraise the possibility of redesigning it.

1.6.2. Brown, M. G. 2016 “Blended instructional practice: A review of the empirical literature on instructor’s adoption and use of online tools in face-to-face teaching”. Center for the Study of Higher and Postsecondary Education University of Michigan

The purpose of this review was to identify peer reviewed research that examined the factors shaping blended instructional practice (BIP) in undergraduate education.

This study carried out in August 2015, reported the results of a systematic review of the literature on faculty member’s adoption and use of online tools for face-to-face instruction with a focus on academic practice.

The method consisted of collecting, from five main online databases, a large body of literature in blended instructional practice in undergraduate education. Then, to apply inclusion criteria: adoption and use of the new technology, the resulting number of articles related was 58. The researcher identified in that reviewed literature six prevailing influences on the academic practice: faculty member’s interaction with technology, academic workload, institutional environment, interaction with students, the instructor’s attitudes and beliefs about teaching and opportunities for professional development.

Only two out of the six aforementioned influences will be considered by the author of the present study for their relevance and relation with it.

- **Faculty member’s interactions with technology.** This influence belongs to the group of external influence under the classification made by the reviewer: external and internal ones. Brown stated that interactions with technology shapes BIP. To support his statement, he cited Reid (2014) who identified the

access to technology, reliability of technology and complexity of technology as potential barriers to implement BIP.

- **Interactions with students.** Brown said that that the blended instructional practices change the instructional dynamics. He founded his assertion citing Jodge & O'Bannon, 2008 who stated that students need to be oriented to new technologies and new forms of instruction.

Moreover, Brown stated that there might be a shift in the instructors' relationships with students when moving to blended learning instructions. To support that, he cited Cheung & Vogel (2013), who asserted that students under this new form of instruction, rely on instructors less as the source of knowledge than as facilitators of learning.

The implication of this review with respect to assembling instructional practice is that every institution where BIP technologies are adopted by multiple users will encounter standardization challenges, which include: how to measure quality, how to articulate and identify practices and how to create tools that are flexible and compatible with other systems.

This study is connected to the current one in different aspects. To start with, the language centre teachers have to go through a process of learning and adaptation to the new technology as stated by Brown. The online instructors are the ones who require most guided instruction and support not only to be familiar with the online environment, but to master it.

Another aspect to be considered is the interaction with students, which changes due to the new ways of communication. The blended course students become more independent since they cannot access the instructors readily, which implies that the instructors are compelled to develop new strategies and approaches in order to keep the teaching process going: The F2F and online instructors strongly rely on the e-mail to contact the students to guide them in the use of the online campus; to keep their motivation going; to keep track of their advance; to inform them about any course changes, etc.

Finally, the implications related to the standardization challenges of assembling instructional practices that every institution faces are consistent with what is going on in the institution where the present study is being carried out and most importantly, the challenges of standardizing the instructional practice on quality assessment and the creation of flexible tools compatible with other systems are directly related with the present paper.

1.6.3. Cheng, G & Chau, J. 2016 “Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course”

This investigation was made with two purposes in mind. First to explore the relationship between students’ learning styles and their online participation in a blended learning course. Second to investigate the relationships of students’ online participation with their learning achievement and with course satisfaction.

The study was carried out in a general education course called “Digital Citizenship” given by a tertiary institute for teacher education in Hong Kong in 2013. The research participants were a total of 78 undergraduate students in a blended setting over a period of 11 months.

The course provided students with a set of online instructional activities and the flexibility to choose and participate in their preferred online activities after class. For each topic, four types of online activities were developed in a widely used learning management system (LMS) called Moodle, which all the students acknowledged to be familiar with.

The online activities classification was taken from Oliver and Herrington (2001) who categorized four common forms of online participation. Next are the definitions and corresponding examples:

- Information access: students use technology to access learning resources (e.g. lecture notes).
- Interactive learning: students engage with interactive learning elements (e.g. online exercises with immediate feedback).
- Networked learning: students use technology to facilitate communication, and collaboration with teachers and peers (e.g. through online discussion forums and wikis).
- Materials development: students use technology as a tool to build and present their own artefacts (e.g. multimedia presentations) in response to the task / course requirements.

The main purpose of the online activities was to strengthen and extend students' understanding of several important concepts that were not discussed in detail during the class. To access that information, the students were given a full set of online instructions.

The course consisted of three assessment items: online participation, group presentation and individual essay: The items constituted 10%, 30% and 60% of the overall course grade respectively. In order to obtain a full score in online participation, students were asked to complete a minimum of four online activities, each from a different topic. Moreover, all online activities were designed to develop students' knowledge and skills required for preparing the presentation and the essay at the end of the course. The study used the partial least squares method to process the information and to explore the relationships of the different constructs valued in it.

The relevant conclusion drawn from this study that is directly related to the present one is:

- Students' learning style were significantly related to online participation. The findings suggest that students tend to participate in ways that suit their individual learning styles.

The paper presented is connected to the ongoing study since it proves that by providing the students with all types of online activities, the course is made more suitable to all kind of learning

styles. The fact is that the online activities used in the current blended course of the Language Centre only includes two out of the four types of activities mentioned in this paper: information access and interactive learning.

In terms of evaluation, it can be inferred then that by giving all the students fairer opportunities for their learning process, their subsequent evaluation will be fairer as well. Nevertheless, as this is a pre-packed course provided by another institution, the possibility of including the additional types of online activities is almost nil and so developing the aforementioned activities would be a call for the author of the present study.

1.6.4. McMackin, Mary C; Decola, Catherine; Foley Jean & Galligani, Ginny, 1998. 'Learning deliberately about portfolio assessment'

The study was carried out to investigate how portfolio assessment could be integrated into three existing elementary instructional programmes. Four investigators were engaged in the research: the three elementary teachers of those grades and a college professor engaged in action research.

The collaborative action research study was carried out at two Summerville Public Schools in Massachusetts, USA in 1998. The triggering situation was a new set of standards outlining what students at various grade levels should know and be able to do. These standards were initiated by the national educational organisations and the Massachusetts Department of Education.

The researchers shared a model of portfolio assessment based on Tierney et al (1991); Graves & Sustain (1992) which contained three key components McMackin (1996):

- (1) goal setting
- (2) selection of items
- (3) reflection and evaluation

Keeping in mind the three key components and the new district standards, the three teachers-researchers informally experimented with portfolios from October to January with the help and supervision of Mary, a college professor and coordinator of a portfolio programme for graduate education students, who was hired by the administration to provide them with on-going professional development and support.

The conclusions drawn from the researchers of this study that are connected to the present research were:

- With the help of standards set by the teachers, students gradually began to recognise their own strengths and weaknesses, set their goals and reflect on their own growth.
- Students became more independent learners since they began to look more evaluative at their work.
- The portfolio presented a picture of the students' work throughout the year and became a good tool for assessment.

This study and its conclusions are connected to the ongoing research since the implementation of a portfolio in the F2F part of the blended course seeks to introduce an evaluation tool to help the teacher improve the evaluation system of the course.

Nevertheless, the students' self-evaluation chart included in each portfolio sheet is expected to make the blended course students reflect on their own knowledge and their needs of improvement, something easier to get in grown-up students, compared to the children studied in the presented research who had to be trained for long in the use of the set of standards to recognize their own progress.

This is an estimated additional gain that the use of portfolio worksheets may bring to the blended course since the students will be able to identify their weaknesses and strengths and focus their energies to the parts of the subject they feel they need to. What is more, the portfolio will allow the students to see their improvements throughout the course becoming thus a motivating tool as well.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1. Online and blended learning

2.1.1. Online learning

With the development of technology and the advent of the internet, there has been a rapid expansion of new and diverse online activities. The teaching field has also been influenced by this new technology type and as a consequence online instruction appeared and has been developed since then.

Online instruction has made it possible to increase the teaching opportunities giving it a new scope and the chance to have asynchronous instruction with similar characteristics of the F2F instruction.

But, what exactly is online learning? As Bebawi (n.d.) states, it is “the creation and proliferation of the personal computer, the globalization of ideas and other human acts, and the use of technology in exchanging ideas and providing access to more people [where] the fundamental method to unite the distance learning instructor with the distance learner is the network” (para.1).

The faculty staff of the MGH Institute of Health Professions (MGH Institute of Health Professions) share their experience by presenting some of the benefits and challenges they encounter when teaching online.

2.1.1.1. Benefits

Convenience and flexibility

It offers the students the possibility of working at their own pace; to make their own choices; to access to a variety of exercises; to redo them when possible and necessary; to have an immediate feedback on their work and to access, for both learners and online instructors, anytime and anywhere.

This scheme requires active and independent learners who are willing and able to look for, organize, store and use the information they need, otherwise, it may become a disadvantage since not all the students share the aforementioned characteristics. Furthermore, having such flexibility makes it easier to procrastinate because of the lack of direct pressure. Students need good time-management skills and self-discipline to set time aside to at least comply with the minimum required.

Finally, having to attend classes regularly as in the F2F scheme means to make time for the course from the beginning to the end. When the students do not manage their own time, other responsibilities may displace the time and energy devoted to the course.

Getting to know students better

Shyer students find the online environment a more comfortable place to participate in the course activities increasing thus the number of contributors. Nevertheless, it is only possible to get to know students better here than in F2F courses when the students are expected to post responses to discussion boards; to write about their personal

life or experiences, etc. Therefore, this assertion cannot be generalizable to all online courses.

Greater engagement and learning.

These benefits are fostered with discussion threads and course activities where students generate ideas and solutions. However, online courses with limited types of interaction and activities would not be favoured and so it cannot apply to the whole online learning field.

Efficiency

Online teaching tools offers more efficiency in mechanical tasks because they automate processes when correcting practice and tests, reducing thus dramatically the amount of time tutors spend grading.

Enriching experience

It makes it possible for online tutors to interact with students from different parts of the country building up both their teaching and learning experience.

2.1.1.2. Challenges

Requiring a knowledge and comfort in use of technology

The challenge is for instructors and students as well. It takes time to get used to the new gadgets and systems to be able to work and study with it.

Re-envisioning course goals, activities and assessments

The goals, activities and assessments that work well in the in-class system, may not work well in the online environment. This re-engineering should be made taking into consideration the exceptional features of an online course.

Building a community of learners

This strategy can be accomplished setting up content-specific discussions to provide students with opportunities to solve problems related to the course content which would

in turn create cohesion among them; designating areas for practical questions to give students opportunity to help each other and to let the instructor clarify some ideas of the course. Nevertheless, the mentioned strategies are restrained to the online course structures that provide these kind of interactions.

Sending private and frequent initial e-mails to encourage or praise students' work and or to show concern in online student's absenteeism demonstrate students that the tutor is monitoring their activities. It is feasible in every online course design. However, for online courses that only allows student-tutor interaction, even if the tutor is in contact with the learner throughout the course, they have a sense of isolation for the lack of touch with the community of learners.

The strategy of building a community of learners is based on Karen Swan's Model of interactivity and Learning Online (MGH Institute of Health Professions, 2015), which is a pattern of interaction made from the learner's perspective where the different areas in which the students create their online experience are shown. The aim of this model is to acknowledge the importance of these different types of interaction in order to build community within online courses.

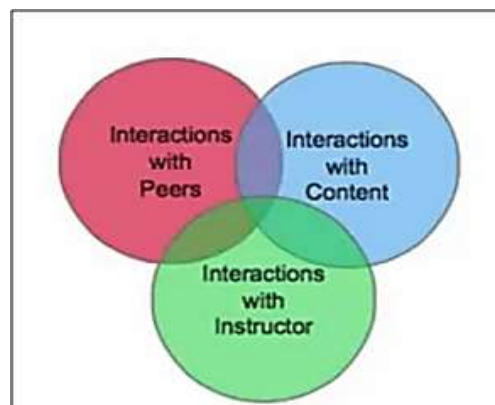


Figure 1. Swan's Model of interactivity and learning online (MGH Institute of Health Professions, 2015)

Swan states that the ideal learning experience is accomplished at the overlap of the three areas: interactions with peers; interactions with content and interactions with instructor and that ideally it would create the most meaningful and important part of creating a quality learning experience within a community learning experience in an online class. None of these would happen in isolation.

Facilitating discussions

This is not always possible for online course structures where tools to post questions are not included. However, for the online courses that have access to it, the challenge is for the online instructor to clarify ideas and contribute when there is disagreement in concepts derived from the course.

2.1.2. Blended learning

An ongoing process is occurring in the teaching arena with the inclusion of online activities in regular English classes where teachers, making use of the different electronic-language-teaching activities available and taking advantage of the students' increasing ability to use electronic devices such as smart phones; tablets and laptop computers are changing the traditional learning scope.

The combination of traditional F2F and technology mediated instruction is increasing in higher education around the world and as Ross & Gage (as cited in Graham, Woodfield, & Harrison, 2013) predicted, blended learning (BL) is becoming the "new traditional model".

The BL courses, also called hybrid or technology-mediated instruction courses, are formal education ones that combine F2F classroom methods with online activities or courses to make an integrated instructional approach. And as Vaughan (2007) expressed, when the two dissimilar parts of the BL are successfully combined, the potential result is an educational environment highly favorable for student learning

In 2012, Lin wrote that “after looking at the advantages of taking up blended courses, the next question is what the ideal formula should be. Apparently there is not a prescription of the ideal blend and no rules either”. Lin showed in this way his uncertainty. So, is there an optimal proportion for each part of this type of course?

Aycock, Garnham & Kaleta (2002) state that “Hybrid courses show enormous variety in how the face-to-face ratio to online time is distributed”. However, Graham, Woodfield, & Harrison (2013) state that to comply with the nomination of blended learning, they have to have certain characteristics to its nature.

The following figure shows the spectrum of course-delivery modalities and what blended learning really is.

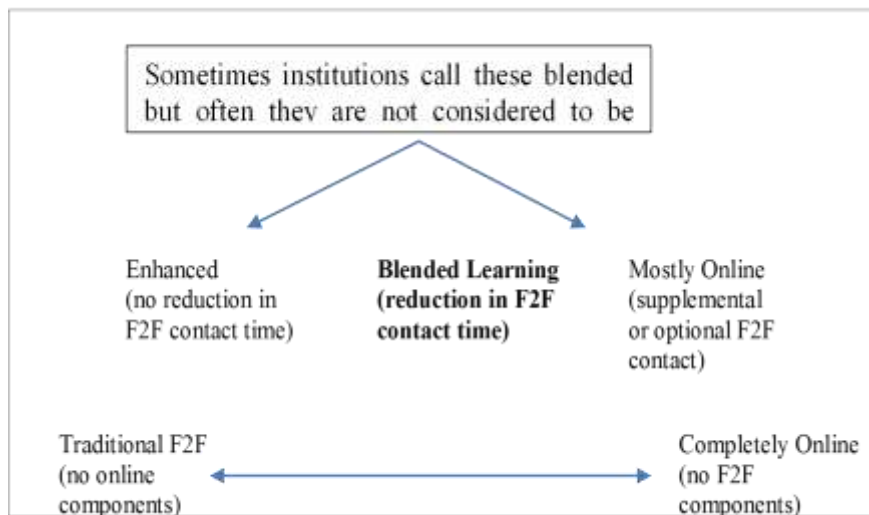


Figure 2. Spectrum of course-delivery modalities in higher education (Graham, Woodfield & Harrison, 2013).

Even though Aycock, Garnham & Kaleta (2002) state that “there is no standard approach to a hybrid course”, for a blended-learning approach, Sharma & Barret (2011) suggest considering the following key principles:

1. Separate the role of the teacher and the role of the technology
Each one has a role and it is important not to see them as interchangeable.
2. Teach in a principled way
We should not be seduced by the novelties of technology and keep focused on our students' needs.
3. Use technology to complement and enhance F2F teaching
Here the key point is integration. There should be a close correlation between the content of the lesson and the online material.
4. 'It is not so much the program, more what you do with it' (Jones,1986)
The model they recommend is a lesson with authentic interaction and restricted use of the language, one which involves real-world examples and local context. So that, in the self-study period the students consolidate what they have learnt in class.

The present analysis cannot be complete if external influences of a blended course are not considered. For instance, the teacher and students' access to technology, the reliability of the technology disposed and the complexity of such technology. Also, having internet restrictions in the students' settings or being not literate enough to deal with new technology tools to navigate throughout the virtual campus may make the difference for instructors as well as for learners to be successful in the course.

Finally, Jeffre, Milne, Suddby & Higgins' study (as cited in Brown, 2014) found that primers - books to get basic information from- may be needed here to orient students to the new technology design features and to give instructions on its use.

2.2. Evaluation and testing

In his book, Baxter (1997) stated that testing is included in evaluation. He asserts that testing is an instrument used to discover how far students have achieved the objectives of a course of study while evaluation is a wider concept where there are other important criteria for assessing their performance. This involves information gathering and processing, the formation of a judgment to reach to a conclusion for decision making. Its main objective is qualitative improvement.

Another aspect to consider is that even though we assess learning, and we evaluate results based on some set of criteria, these terms will be used interchangeably in this study.

2.2.1. Types of tests

The purpose of constructing tests differs depending on the kind of information the constructor needs to obtain. Hugues (2000) asserted, the following as the four main types of tests:

Proficiency tests

Designed to measure people's proficiency in a language, which means to have sufficient command of the language for a particular purpose. An example would be to decide if an applicant for student' level of English is enough to follow a course in an English-speaking university.

Achievement tests

Unlike the previous type of test, it is directly related to language courses. Their purpose is to establish how successful were individual students, group of students or the courses themselves in achieving the objectives proposed.

Diagnostic tests

These types of tests help to identify students' strengths and weaknesses at the level of broad language skills. It is not easy to create this kind of tests. However nowadays, well-written computer programmes are able to give that information.

Placement tests

Their purpose is to give information to place students at the stage of the teaching programme that is most appropriate to their abilities. Thus, students are assigned to classes at different levels.

2.2.2. Principles of testing

Validity

For a test to be valid, it should measure accurately what is intended to measure. Simple in appearance, this concept involves different aspects from which Hugues (2000) considers the following as the most representative:

Content Validity

Concerned with what goes into the test. It assures that the test contains all the areas to be assessed in suitable proportions.

Face Validity

Concerned with what teachers and students think of the test. The test has to appear to test what it is trying to test. The learners should view the test as being relevant, fair and useful for improving learning. The only way of finding out about it is to ask the teachers and learners for their opinion. This is directly related to the use of questionnaire surveys and interviews in this study.

Reliability

To be reliable, the test results should reflect accurately the students' performance. The test should be consistent in its measurement along the time and across testers. There are therefore three aspects of reliability: the circumstances in which the test is taken, the way in which it is marked and the uniformity of the assessment it makes.

Practicality

To be practical, the test should be possible to be administered. Just as a teacher cannot be effective without some forward planning, a test must be well organized in advance. Also, tests should be as economical as possible in terms of time (preparation, seating and marking) and in cost (materials and

hidden costs of time spent). This sounds a very easy task to make, but it easy to lose sight of overall efficiency in the detailed work required to prepare appropriate and useful tests.

The backwash effect

It is the effect of testing on teaching and learning. It includes all the changes that can be made to a programme because of the results of the tests applied to the learners. It can be the effect of the tests that are given during the course or at the end of it as a form of a final test. Such effect may be beneficial or harmful.

2.2.3. Evaluation in blended learning courses

Jooster (2008) in her Assessment of Student Learning in Blended Courses presentation pointed out some characteristics of the assessment in blended environment: The first is that unlike regular courses evaluated through traditional tools such as tests, quizzes, papers, projects, class participation and class discussions are made and corrected by the teacher, the blended environment has most of them within their course management system which records both the process and the product of learning. The second is that in this environment it is much easier to evaluate group work – since teachers can easily follow and determine each students’ work- and offers more opportunities for assessment through online or blended learning activities.

On the other hand, the course management system itself lends to low-stakes when evaluating very small pieces of language making them meaningless compared to the traditional high-stakes evaluations. The following table summarizes the comparison between the Assessment Systems in both environments:

Table 1. Assessment in F2F and blended environments

Assessment in F2F Environment	Assessment in Blended Environment
-Traditional tools: tests, quizzes, papers, projects, class participation and class discussions made and corrected by the teacher.	- Tools within the course management system: automatically made and most of them automatically corrected too.
- The F2F teacher can only see the results.	-The system documents both the process and the product of learning.
- Group work in F2F: it is easier to see the results than the process.	-Group work easier to document: who worked and who did not.
	-Online or blended learning activities offer new possibilities for assessment.
-High-stakes evaluation.	-Low-stakes, frequent feedback.

Source: Jooster (2008)

Additionally, Jooster (2008) asserted that the following tools are particularly useful for assessing in blended environments:

CATs (Classroom Assessment Techniques)

Which are brief written assignments completed by students. They provide the teacher and students feedback on the teaching learning process and let adjustments on the teaching whenever is necessary. The author suggests using CATs in blended courses as a F2F end of class one-pager.

Rubrics

With these scoring guides used in assessment, the instructor's expectations are made explicit and allows him to give a clear and well-defined feedback to students.

2.2.4. Portfolio assessment

O'Malley & Valdez Pierce (as cited in Lynch Gómez, 1999) define it as "the systematic collection and evaluation of student work measured against predetermined scoring criteria, such as scoring guides, rubrics, checklists, or rating scales" (p.3).

Because the contents of portfolios are scored using specific criteria, Hugues (2000) states that the information given is referred to what the learner can actually do or not. Portfolios can then provide a continuous picture of student progress, rather than a

snapshot of student achievement that single-occasion tests provide. Furthermore, as Lynch Gómez (1999) states, portfolios demonstrate student learning and achievement more accurately than single test scores do. This is because their assessment systems can be designed to assess knowledge gained or skills developed in any content area with the help of rubrics. Portfolios provide a rich source of information since they include multiple examples of student work and scores of tests.

Finally, Ancess & Darling-Hammond claimed (as cited in Lynch Gomez, 1999) that an assessment portfolio system is one of the few assessment approaches that accommodate to a wide range of learner abilities because they are designed to be inclusive and contain authentic descriptions of what students, including beginners can do.

Nowadays not only traditional paper-based portfolio cards are available to be used as evaluation tools to help us improve the blended course current evaluation system. The e-portfolios are another option, but what exactly are they? They are “electronic format(s) (that) allow faculty and other professionals to evaluate student portfolios using technology, which may include the Internet, CD-ROM, video, animation or audio” (Regis University Electronic Portfolio Project, 2017). Following there is an example of an e-portfolio.



Figure 3. Example of an e-portfolio.

There are some advantages of using these electronic portfolios and the most remarkable is to offer practitioners and peers the opportunity to review, communicate and assess portfolios in an asynchronous manner. On the other hand, these e-portfolios cannot be made by class teachers; they are created and developed by groups or institutions fulfilling their specific needs and expectations. Moreover, it implies extra time and effort for tutors and students to master its virtual surroundings to be able to use it appropriately.

Taking into account Jooster (2008) statements above mentioned who states that this tool is suitable for the assessment of the students' work in blended environments; tailor-made rubrics will be constructed to evaluate the students' portfolio.

CHAPTER 3

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The present investigation is an action research model of investigation that Burns defines as “a self-reflective, critical and systematic approach to exploring your own teaching contexts” (as cited in Brumfit & Mitchell, 1995). It is also carried out by a practitioner on the topic formulated by the practitioner, which is the particular interest and need of him. (Brumfit & Mitchell, 1995).

Rebolledo (2017) claimed in the Champion Teachers Peru 2017 workshop that “researching (in class) is an empowering activity implemented by classroom teachers who are claiming what it belongs to them... knowledge to improve their teaching”. She also asserted that it is an alternative to top-down in-service training in which the classroom teacher addresses a problem he is facing when the people in higher position is not working with or helping to deal with it.

Through this investigation, carried out in an ongoing blended course Level 1 class, the author tried to find the best evaluation system for the current blended course of English offered in the Language Centre addressed to the students of the Master in Civil Engineering and Executive programmes.

3.2. Design of the investigation

The present study was carried out following the action research model of investigation of Cohen and Manion (as cited in FUNIBER, 2012). See Table 2.

Table 2. Action research investigation procedure

Stage	Activity	Objective	Instruments	Date
Stage 1: Identification, evaluation and formulation of the problem	The blended course teacher found an apparent flaw in the blended course evaluation system; started evaluating it and found an apparent problem.	To evaluate it and find out what the problem is	Notes	August 2015
Stage 2: Preliminary discussion with coordinator and assessor	-Meeting with the programme's coordinator to discuss about the problem. -Meeting with assessor to discuss about the problem.	To get opinions on the blended course evaluation system	Notes	January 2016
Stage 3: Review of research literature	To search for antecedents of the investigation.	To gather information on the studies related done previously	Books, magazines; papers and specialized websites	February to June 2016
Stage 4: Formulation of a hypothesis	After reviewing the initial data, a hypothesis was formulated.	To find out whether the course evaluation system can be improved or not	----	July 2017
Stage 5: Selection of research procedures and choice of materials and methods	Several investigation tools and evaluation systems were analysed.	To find the best methods and techniques to collect information.	Questionnaires, Interviews, Surveys, Quizzes, Exams, Portfolio worksheets.	June 2016
Stage 6: Choice of evaluation procedures	-A questionnaire for teachers of the Language Centre of Piura and Lima Campuses with previous experience in the blended course was prepared. (See annex 1). -A student entry questionnaire was prepared. (See annex 2). -A student end-of-course questionnaire to get feedback from	To prepare all the research tools to be applied.	A teacher questionnaire; an entry questionnaire for students; lesson plans; an online placement	July to December 2016

	<p>the students was prepared. (See Annex 3).</p> <p>-Lesson Plans before each of the F2F sessions were prepared. The changes introduced in the classes/system are highlighted. (See Annex 4).</p> <p>-The Pearson Online Placement Test was chosen to evaluate the SS' performance at the beginning of the course (See annex 6).</p> <p>-Portfolio worksheets for each unit were created (See annex 9).</p> <p>-A portfolio worksheets record sheet and a rubrics table in which the record sheet is based on were created to evaluate the students' performance. (See annex 16).</p> <p>-A final oral exam with the tasks developed in the course was prepared. (See annex 10).</p> <p>-A final oral exam record sheet was prepared. It includes the rubrics used in the language centre for the basic level (See annex 10).</p> <p>-An online record sheet for each module was created (See annex 15)</p> <p>-A proposed evaluation scheme that includes the portfolio assessment was created (See annex 17).</p>		<p>test; a pre-test; students' card portfolios; portfolio worksheets with Marzano's scales included; a portfolio record sheet; a self-evaluation rubrics' table.</p>	
<p>Stage 7: The implementation of the project itself, data collection and analysis</p>	<p>-The teacher questionnaire was administered.</p> <p>-The student entry questionnaire was administered.</p> <p>-Classes based on the lesson plans prepared were taught.</p> <p>-The online placement test was administered to the course students in the first F2F session.</p> <p>-The online placement test question types were analysed in the light of a S's results (See annex 7)</p> <p>-The SS' online placement test results were analysed (See annex 13)</p> <p>-A pre-test was administered in the second F2F session using the Final Written Exam of the course. (See annex 8).</p> <p>-Students were asked a card portfolio to collect all their work made in classes. They decorated its cover page following the F2F</p>	<p>To implement the project; collect the data and analyse them.</p>	<p>The teacher questionnaire; the entry questionnaire for students; the lesson plans; the online placement test; the pre-test; the students portfolios; the portfolio worksheets with Marzano's scales included; the portfolio record sheet and the self-evaluation</p>	<p>January to July 2017</p>

	<p>teacher instructions. (See Annex 11).</p> <p>-F2F weekly basis classes were given to the students, where portfolio worksheets were regularly handed in to the students. (See annex 15).</p> <p>-SS evaluated their level of attainment at the end of each activity using a measure based on the Marzano's scale placed at the bottom of each portfolio worksheet (See annex 15).</p> <p>-The portfolio worksheets record sheet and the rubrics table were used to evaluate the students' performance. (See annex 16).</p> <p>-The final written exam was administered on the last day of classes.</p> <p>-The final oral exam was administered on the last day of classes.</p> <p>-The student end-of-course questionnaire was applied the last day of classes too.</p>		rubrics table.	
Stage 8: Interpretation of the data and inferences	<p>-The questionnaire results were interpreted.</p> <p>-The online placement test results were analysed.</p> <p>The pre and post test results were compared and interpreted.</p> <p>-The final oral exam results were recorded and analysed.</p> <p>-Recommendations and inferences based on the results were made.</p>	To make an overall project evaluation	The results found in the previous stage.	August to December 2017

3.2.1. Research questions

While reviewing the research literature related to gather information for this investigation, some queries arose:

- Are the students aware of how effective the course evaluation system is?
- Could the use of worksheets in the F2F classes improve the students' production?

- Could a tailor-made final oral exam better assess the students' oral production?

3.3. Variables

For this study, the following research variables are considered:

- Independent variable: changes in the F2F component.
- Dependent variable: the blended course evaluation system.

This teaching context presents other variables such as students' proficiency of the language; reflection of the students' proficiency of the language and the online component of the blended course. They are not object of this study because the aim of the research is focused on the evaluation system and how it can be modified making changes in the F2F component. The following table shows the variables worked on in this research.

Table 3. Operationalization matrix of blended course evaluation system and customized F2F lessons

Variable	Definitions	Purpose of the instrument	Indicators
Worksheets for student's portfolio	-Worksheet: a paper listing questions or tasks for students. -Student's portfolio: a collection of student's work and their evaluation.	To represent a selection of student's performance.	Self-evaluation Rubrics: -Beginner: This is new to me. -Novice: I'm starting to understand, but still I need help. -Capable: I can do this. Just need a little help. -Confident: I can do this on my own. -Expert: I've got this! I can teach it to a friend.
The blended course evaluation system	Is the evaluation system of a course composed by two elements: online and F2F components. -Evaluation system: is the systematic	To determine the level of proficiency of the blended course students.	

Variable	Definitions	Purpose of the instrument	Indicators
	<p>determination of a subject's merit worth and significance using criteria governed by a set of standards.</p> <p>-Online component: is the part of the course developed and worked via internet.</p> <p>-F2F component: is the part of the course developed and worked in a classroom setting.</p> <p>-Both</p>		<p>-Practice</p> <p>-Review quizzes</p> <p>-Virtual module A test</p> <p>-Virtual module B test</p> <p>-Virtual module C test</p> <p>- Level test</p> <p>-Online work</p> <p>-Online Average</p> <p>-Portfolio</p> <p>-Module A test</p> <p>-Module B test</p> <p>-Final oral exam</p> <p>-Final written exam</p> <p>-Final Mark</p>

3.4. Population and study sample

This study was carried out in a classroom at the Language Centre of Universidad de Piura in Lima. The population consisted of all the students registered in the Blended Elementary course offered to the Master of Civil Engineering programme students. There were 16 informants: 11 students of the blended course – the author's students- and 5 colleague teachers.

The students are Peruvian Spanish speakers ranged from 30 to 64 with beginner and false beginner levels of competence in English. Most of them studied some English at public schools – where English is not given proper importance – and some had short further studies of the language afterwards. As they are studying a Master course for engineers, they all hold at least a university degree. The only requirement for selecting the students was to be part of the current blended elementary course.

The 5 colleague teachers are also Peruvian Spanish speakers with a range of upper-intermediate to advance levels of English, all of them holders of a university degree. They were selected out of the total number of teachers currently working in the Language Centre in both campuses for having experience in teaching the blended course in the institution: whether one or both components of the blended course.

3.4.1. The blended course

The blended course being taught at the Language Centre of Universidad de Piura has two components: an online course (online) and the face-to-face (F2F). The regular blended course scheme is structured as follows:

Table 4. Regular blended course scheme

Parts	Hours per week	Content	Evaluation
F2F	A 3-hour weekly session	Online course complement	Formal and informal
Online	5 hours	Online course	Formal and informal

Source: Patricia Basurto

The online part of the blended course takes an online pre-packed course that is part of a four-level series of courses named *Pearson English Interactive Series*. The Language Centre works with the first two levels: *Pearson English Interactive 1* and *Pearson English Interactive 2*, the mandatory levels for the students of the Master course in Engineering as well as for the students of the Executives programme.

The present study is based on the first level: *Pearson English Interactive 1* called Online in this paper as it was mentioned before. It is a beginning-level multimedia pre-packed course for adult students that includes videos, animations, audios and recordings that is accessed to through internet and which does not offer a course book or workbook for the course. The following is the homepage of the online course.

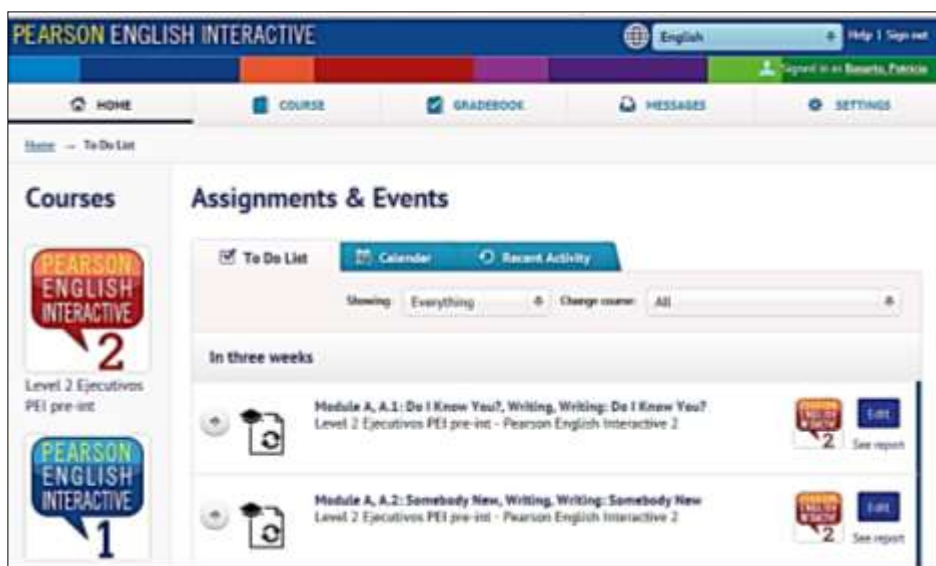


Figure 4. Pearson English Interactive – Online Course homepage

The online course has 3 Modules. Each module has 5 units and each unit covers listening, speaking, grammar, vocabulary, listening challenge, pronunciation, reading and writing parts. This structure is shown in the next table:

Table 5. Online structure

MODULES			
	Module A	Module B	Module C
UNITS	Unit A.1 • Listening • Speaking • Grammar • Vocabulary • Listening Challenge • Pronunciation • Reading • Writing	Unit B.1*	Unit C.1
	Unit A.2	Unit B.2	Unit C.2
	Unit A.3	Unit B.3	Unit C.3
	Unit A.4	Unit B.4	Unit C.4
	Unit A.5	Unit B.5	Unit C.5

*All the units share the same structure.

Source: Online Pearson Interactive

The F2F component is given in either 3-hour sessions or four-hour sessions per week in which the teacher introduces the corresponding online unit or module that the students are later on going to study on the online component by themselves. This segment of the course is adjusted to the online course content and so the material, prepared beforehand and presented in power point format, has a tight relation with the online course content.

Moreover, the F2F component seeks to complement the blended course instruction by giving special emphasis on the students' speaking skills development using the language in a communicative environment where they can experiment with it interrelating with the teacher and the other students in a class setting. Table 6 shows the F2F structure.

Table 6. F2F structure

MODULES			
	Module A	Module B	Module C
UNITS	Unit A.1	Unit B.1	Unit C.1
	Unit A.2	Unit B.2	Unit C.2
	Unit A.3	Unit B.3	Unit C.3
	Unit A.4	Unit B.4	Unit C.4
	Unit A.5	Unit B.5	Unit C.5

Source: Patricia Basurto

3.4.1.1. Online evaluations

The online segment of the course has its own automated evaluation system implemented with a 1-100 scale rating, which provides immediate feedback as can be seen in Figure 5.

Read each sentence. Type the correct form of the verb into the blank. You must also add a subject.

One or more of your answers is incorrect. Try again!

1. **Kate:** Are you busy now?
Sam: No. **I'm taking** (take) a break.

2. **Chris:** Is Paul working in the office?
Ana: No. **He's working** (work) at home today.

3. **Laura:** Frankie! It's time for dinner.
Frankie: Just a minute, Mom. **I'm talking** (talk) to Billy on the telephone.

4. **Paul:** Laura, is Maggie in her room?
Laura: Yes, she's in her room, but **✗ she isn't studying** **ⓐ** (study). She's listening to music.

5. **Jiao:** **Are you talking** (talk) about the Lucid Project?
Laura/Luis: No, we're talking about my new project.

6. **Emi:** What are Frankie and Maggie doing now?
Laura: **They're studying** (study).

Clear **Check Answers**

Figure 5. Immediate feedback

The whole evaluation is separated into *Practice* and *Quizzes & Tests* as it can be seen in the next table.

Table 7. Online Evaluation

PRACTICE	Listening, Speaking*, Grammar, Vocabulary, Listening challenge, Pronunciation*, Reading and Writing
QUIZZES & TESTS	Review Quizzes; Module Tests and Level Tests

*Not considered in the evaluation system.

Source: Online Pearson interactive

Practice evaluation

The *practice* part implies the study and evaluation of all the unit parts but the speaking and the pronunciation ones. For the *Practice*, there is not a limited number of times the students try doing these exercises and there is no time limit in doing them either. As a consequence, students can obtain 100%. The following is a figure with the automatic grades assigned by the online course system.

A.1: Ana's day				Export multiple grade
Data		Diagnostics		
		Change view: Practice only		
		Practice	Last attempt	
Student	Score	Grade	Completed	
ANDRADE PALOMARES,, ROSSANA ELIZ...	100%	A	27/27	
DAVILA DEL BUSTO,, JOSE CARLO	100%	A	26/27	
GUILLEN TACO,, RICHARD JOEL	100%	A	5/27	
HUAMAN CHAVEZ,, FLOR DE MARÍA	100%	A	27/27	
HUAMAN SANCHEZ,, CARLOS ALBERTO	100%	A	26/27	
LLANOS HUANCA,, GUSTAVO CESAR	100%	A	23/27	
LOAYZA LEE,, JOHNNY RICARDO	100%	A	22/27	
MAMANI MAMANI,, MARLENE	89%	A	22/27	

Figure 6. Automatic online practice evaluation

To avoid giving unfair grades to the students, the assigned grade given to this part of the blended course is one assigned by the tutor for working and completing the tasks, considering the students' amount of *Practice* done, not the automatic grade given by the system.

Conversely, the writing part task of each unit has different features: it is feasible to be time set and the students are graded by the online teacher. For this task, the students have a writing model next to it. The latter characteristic make it possible for them to just copy the model without adapting their written work to their own context. See Figure 7.

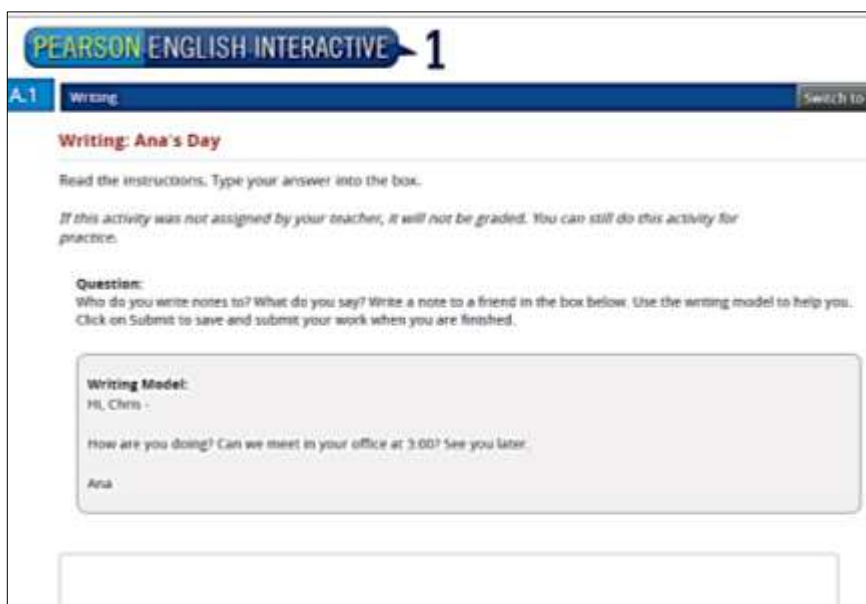


Figure 7. Online writing task

Unit, Module & Level tests

The online course provides with evaluations at the end of each unit and module as well as at the end of the course. They are Review Quizzes, Module Tests and a Level Test correspondingly. These evaluations are assigned by the online tutor who gives deadlines and time limits to complete them. So, once the students finish the corresponding *Practice* of the unit, they sit a set of unit quizzes called *Review Quizzes*, which make a single Review Quizzes grade.

After the five units of the module, there is a set of tests called *Module Tests*. There are three sets of module tests in the course: *Module A Tests*; *Module B Tests* and *Module C Tests*. Finally, there is a set of tests of the whole course named *Level Tests*. The aforementioned Tests share the same characteristics: are feasible to be time set, and are accessible for an immediate feedback. See the following table of the whole online evaluation system.

Table 8. Online evaluation system features

The Online Evaluation System	In every Unit	No limited number	No time limit	Instant feedback – grading only
PRACTICE				
Listening	✓	✓	✓	✓
Speaking	✓	✓	✓	Not evaluated
Grammar	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓
Listening Challenge	✓	✓	✓	✓
Pronunciation	✓	✓	✓	Not evaluated
Reading	✓	✓	✓	✓
Writing	✓	Only once	Unless the teacher sets it	Teacher corrects - can give additional feedback
TESTS				
Review Quizzes	✓	Only once	Unless the teacher sets it	✓
Module Tests	At the end of each module	Only once	Unless the teacher sets it	✓
Level Tests	At the end of the course	Only once	Unless the teacher sets it	✓

Source: Patricia Basurto

The whole online evaluation system only demands from the students to deal with recognition questions to test their knowledge and abilities: multiple choice; ordering; filling in the blanks and selection and matching as seen in Figure 5. Therefore, these do not allow them to develop their productive skills. Below there are some screen captures of exercises taken from the Online Pearson Interactive.

- **Multiple Choice:** Choose the correct answer.

1 I'd like some chips and a large cola.	2 I don't want any french fries.
<input checked="" type="radio"/> affirmative <input type="radio"/> negative <input type="radio"/> question	<input type="radio"/> affirmative <input type="radio"/> negative <input type="radio"/> question

- **Drag and Drop:** Drag and drop the answer into the correct blank.

+ Move

instructor cashier sales representative intern waiter

1. Mr. Charles owns Enrico's Restaurant. He is a small business owner.

- **Drag and Drop – Rearrange Words:** Rearrange the words to form sentences. Drag and drop each word into place.

1

Emi speaks English really well .

- **Fill-in with One Word Box:** Choose a word or phrase from the box. Type it into the blank.

have to can can't don't have to has to should shouldn't

1 Frankie: Do I have to go to bed now?

- **Fill-in with Multiple Word Boxes:** Rearrange the words in each box to form a sentence. Type it into the blank.

breakfast too It's eat late to

1 **Laura:** Here, Paul. Have some breakfast.

Paul: .

- **Fill-in with Words in Parentheses:** Type the correct form of the verb in parentheses into the blank.

1 **Ana:** Hey, Chris. How was your trip to Japan?
Chris: It was great. I (enjoy) it.

- **Fill-in – Extended Writing:** Read the instructions. Type your answer into the box.

Question: Write a Job-Wanted Ad

Imagine that you're looking for a job.

- Write a job-wanted ad to post at Yourjob.com.
- Use the model.
- Click on Submit when you are finished.

- **Drop-down:** Click on the box and choose the correct answer.

1 **Ana:** Is Sam a taxi driver?
Chris:
 Yes, they are
 Yes, he does
 Yes, he is
 2 **Chris:** Is I-Travel on Union Street?
Sam:
 3 **Luis:** Is programmer?
 4 **Dave:** Does Sam drive a taxi in the evening?

- **Matching:** Match the words and phrases to the definitions.

waiter	a person who travels and sells his or her company's products or services
instructor	a person who takes orders and serves food in a restaurant
small business owner	

- **Listen, Record, and Compare:** Listen to the model. Then record your voice. Compare your recording to the model. If you need to start over, press Record again.

1 A: We've MET before.

Figure 8. Online question types

3.4.1.2. Face to face evaluations

On the other hand, the evaluation tools of the F2F part are: 2 written module tests; two final tests and a classwork grade. All the evaluation tools are rated on a 1-20 scale.

The written module tests are given at the end of the first two modules. They are formative evaluations since they allow the teacher to see where to reinforce and or adjust the delivery of the course. The final exams: a written final exam and an oral final exam are given the very last day of classes and so they are summative evaluations which allow to compare the results against the course standards established. Finally, the classwork grade, which includes attendance, class participation and homework submission, is an informal evaluation given at the end of the course. The following table summarizes the F2F evaluation system.

Table 9. F2F evaluation system features

F2F Evaluation System	Evaluation Type	Components	Characteristics
Module A Test	-Written -Formative - Formal	-Grammar -Vocabulary -Reading -Writing	- In class - At the end of the module
Module B Test	-Written -Formative -Formal	-Grammar -Vocabulary -Reading -Writing	- In class - At the end of the module
Final Oral Exam	-Oral -Summative -Formal	Oral performance: -Grammar -Vocabulary -Pronunciation -Fluency	- In class - At the end of the course - In pairs
Final Written Exam	-Written -Summative -Formal	-Grammar -Vocabulary -Reading -Writing	- In class - At the end of the course
Class Participation	- Informal	-Attendance -Class Participation -Homework submission	Continuous assessment

Source: Patricia Basurto

Module tests

The written module tests built and administered in the course were designed to evaluate the students understanding and use of grammar and vocabulary learnt along the module as well as the reading, listening and writing skills related. They are measured on a 100 points scale and have not been changed for the present study.

Final oral exam

The Final Oral Exam was prepared and modified to evaluate the students' oral proficiency of English at the end of the course. It is thoroughly analysed in the next section.

Final written test

The final written test is addressed in this work as the Pre-test and Post-test.

3.4.1.3. Evaluation schemes

The first evaluation scheme for the blended course was developed in Piura, where it was first taught. However, when asked to start a course in Lima, the author of this study found some limitations in the evaluation system and decided on trying a different one, which is the current evaluation system in Lima. The evaluation schemes show dissimilitude, being three the most remarkable ones. See table below.

Table 10. Current evaluation schemes in Piura and Lima

Piura	Lima
Online evaluation: each component as separate graded items: Listening, Grammar, Listening Challenge, Reading and Writing.	Online evaluation: all the components conform a single grade called Online Practice.
The online component is given a 70% weight of the Final Grade and the F2F part 30% of it.	Both components are given the same weight.
Three module Tests in the F2F part.	Two module Tests only: Module A & Module B Tests.

Source: Patricia Basurto

Following are presented the current Evaluation Schemes of Piura and Lima:

Figure 9. Current evaluation scheme in Piura

Blended course - Evaluation Scheme in Piura																
Online											F2F			Both		
Q1	Q2	Q3	Q4	Q5	QABC	RQABC	MAT	MBT	MCT	LT	*OF	MAT	MBT	MTC	*F2FF	F
Online Q1 = Listening average (Listening A1+ Listening A2+ Listening A3+... +Listening C5 / 15) Q2 = Grammar average (Grammar A1+ Grammar A2.../15) Q3 = Listening challenge average (Listening challenge A1+Listening challenge A2.../15) Q4 = Reading average (Reading A1+ Reading A2.../15) Q5 = Writing average (Writing A1+ Writing A2.../15) QABC = QA1 + QA2+ QA3+ QA4+ QA5+ QB1.....QCS / 15 RQABCA = Review Quizzes Average (RQA1+ RQA2+ RQA3+... +RQC5 / 15) MAT = Module A Tests MBT = Module B Tests MCT = Module C Tests LT = Level Test *OF = Online final Mark *70% of the total Mark																
F2F MAT = Module A Test MBT = Module B Test MCT = Module C Test *F2FF = F2F final Mark *30% of the total Mark																
Both F = Final Mark																

Blended course – Current Evaluation Scheme in Lima												
Online							F2F				Both	
RQAA	RQBA	RQCA	MAT	MBT	MCT	LT	MAT	MBT	O	FW	C&OP	F
<u>Online</u> RQAA = Review Quizzes A Average (A1; A2; A3; A4; A5) RQBA = Review Quizzes B Average (B1; B2; B3; B4; B5) RQCA = Review Quizzes C Average (C1; C2; C3; C4; C5) MAT = Module A Tests MBT = Module B Tests MCT = Module C Tests LT = Level Tests <u>F2F</u> MAT = Module A Test MBT = Module B Test O = Final Oral exam FW = Final Written exam <u>Both</u> C&OP = Classwork (F2F Participation, Homework) + Online Practice F = Final Mark												

Figure 10: Current Evaluation Scheme in Lima

3.5. Techniques and instruments for gathering of data

Following there is a list and a brief description of the instruments used to collect data for this paper.

3.5.1. Questionnaires

As Wallace (1998) declared “...questionnaires tend to be quantitative and more easily generate conclusive findings”. In accordance to their nature, the designed questionnaires were chosen to find factual information about the informants as well as their attitude and opinions towards the blended course and its evaluation system.

The language used in the questionnaires prepared for the students is Spanish to avoid misunderstandings, lack of vocabulary and accuracy when reading and when trying to express themselves to give their own views, while the questionnaire prepared for the teachers is in English since they can master it.

Teacher questionnaire

The questionnaire prepared for the colleague teachers aimed at gathering information of their experiences and opinion on the blended course and its evaluation system. The five surveyed teachers from Piura and Lima were asked via internet, to read the questionnaire, write their answers on the same form and send them back.

The questionnaire has 5 questions: 2 open-ended questions followed by 3 close-ended ones. The teachers were asked what they perceive as their students' opinion on the blended course; their own opinion on it; the elements they think that can be improved; its online evaluation system and the problems they might have had with it. (See Annex 1).

Student entry questionnaire

A student entry questionnaire with five open-ended questions was prepared for the students. The objective was to collect the students' English-related background information and expectations of the course. They were asked to write their names on it and were not given a time limit to finish so they could feel free to express themselves without having to rush. (See Annex 2).

Student end-of-course questionnaire

A student end-of-course questionnaire was prepared for the students. They were told it was anonymous and that the only purpose of it was to improve the blended course. There were 6 likert-type scale items and 2 questions. The likert-type scale items have a format in which responses are scored along a range with the purpose of capturing the intensity of the students' feelings in this case for the course-related statements presented.

The questionnaire was sub-divided into 'Online Segment' and 'F2F Segment'. In the first group, there were two likert-type items and an open-ended question; in the latter there were four likert-type items and an open-ended question as well. (See Annex 3).

Lesson Plans

The lesson plans were prepared before each lesson to make sure that the F2F class went according to the objectives of the course and the changes introduced in it. They include lesson aims; materials; anticipated problems and the rate of delivery of the activities planned. The modifications introduced in the F2F classes, which include the worksheets for the class activities are planned there. The 1st Session Lesson Plan with the changes highlighted in yellow is a sample of them. Also, an example of the changes introduced in the actual power point presentation of a F2F class is attached. (See Annexes 4 & 5).

3.5.2. Online placement test

The purpose of giving the students a placement test was to know their level of English at the beginning of the course. The first appealing option was the Pearson Online Placement Test given freely by the online course supplier named previously in this work. The quoted test is an instrument to measure the students' English language competency based on the Global Scale of English (GSE).

In their Placement Test Information Booklet Pearson claims that the test, written by experienced international teams of writers, accurately assesses three skills: reading, writing and listening plus the levels of grammar and vocabulary using different question types to allow the students to demonstrate their English skills. (See Annex 6). However, a screen capture of an actual test taken by one of the course students shows that multiple choice is the only question type throughout the test. (See Annex 7).

3.5.3. Pre and Post Test (Entry / Final Written Exam)

Another instrument for gathering data that was already prepared is the pre and post-test (entry /final written exam). It has 4 sections: Grammar; Vocabulary; Reading and Writing. Every section has at least two different question types that challenge the

students not only with recognition exercises, but production ones such as filling-in exercises; completing sentences; writing a composition, etc. The exam is set to be taken in two hours. (See Annex 8).

This test is corrected using the impressionistic evaluation, called subjective as well. It is a method in which the teacher with no aids but his criteria, gets a quick general impression of the content and form an opinion on the students' strengths and weaknesses of the writing.

Al-Makhzoomi & Freihat (2011) asserted that even though the impressionistic evaluation is based on the impression of the composition topic as a whole, compared to the analytic method, it has some disadvantages since the latter is better at helping the students to develop their writing ability when identifying the areas for improvement using the rubrics prepared for that.

Their study findings showed that the analytic method has its pedagogical advantages over the impressionistic one since the first lays the foundations of the relevant elements of good writing. Moreover, when the writing teachers calculate the marks in the marking scheme (rubrics) for their students they can discover the strengths and see where their efforts are successful, where their students need special attention and where to locate areas for improvement.

3.5.4. Portfolio

At the beginning, electronic portfolios seemed to be a suitable option to be implemented in the course, but they were soon discarded since the ones available to be copied and used had already been created and developed by other groups or institutions and so, adapting one of them to my students' conditions would have meant to add complexity to this project. Additionally, it would have given the students and the tutor additional work to cope with another virtual environment since they already struggle to familiarize with the virtual class of the online part of the course.

A traditional paper-based portfolio was chosen instead for being a much more manageable and readily available instrument. The portfolio, a yellow thick paper file, was filled with students' F2F evaluations and pieces of work made in class.

Portfolio worksheets

The tailor-made worksheets included tasks that aimed at showing what the students could do at the end of each unit performed in class (See Annex 9).

Portfolio Rubrics

To evaluate the students' performance, rubrics were constructed for the portfolio under the following categories: Content; Mechanics; Personal Reflection and Overall Impact of the Portfolio. These rubrics were revised and validated by colleague experts: three Master in Education holders who contributed with their observations making them more accurate. Following there is a table with the Portfolio Rubrics and the criteria included.

Table 11. Portfolio rubrics

CATEGORY	5	3	1
CONTENT	Portfolio contains all the required material.	Portfolio contains some _(a) of the required material.	Portfolio contains little _(b) of the required material.
MECHANICS	There are no errors in spelling, punctuation or grammar.	There are some _(a) errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are numerous.
PERSONAL REFLECTION	All the portfolio worksheets have been revised and self-evaluated by the student.	Some _(a) of the portfolio worksheets have been revised and self-evaluated by the student.	Only little _(b) of the portfolio worksheets have been revised and self-evaluated by the student.
OVERALL IMPACT OF THE PORTFOLIO	The portfolio demonstrates well the student's skills, abilities and knowledge of the subject.	The portfolio demonstrates some _(a) student's skills, abilities and knowledge of the subject.	The portfolio does little _(b) to demonstrate the student's skills, abilities and knowledge of the subject.

*(a) some represents 60% to 40%

** (b) little represents 20% or less.

3.5.5. Students' self-evaluation for Worksheets

To help students identify their skill gaps, revise their work and track their own progress, a self-evaluation scale to be used with each portfolio sheet was needed.

Licausi, 2017 in her webpage 'Mrs.Ls. Levelend Learning' presents the Marzano's Scale, which is a measure to formulate the standard learning goal set by the teacher or institution. The original scale formulated and broken down into five scales ranging from 0 to 4, being the latter the most advanced one, is shown in the table below.

Table 12. Marzano's scale

4.0	In addition to score 3, in-depth inferences and applications that go beyond what was taught.
3.0	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
1.0	With help, a partial demonstration of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Licausi adapted it for her young elementary students changing its range (from 1 to 5 instead of 0 to 4) and the wording. For this study, the Marzano's scale was adapted for the adult elementary students of the blended course using simple English to fit their level of understanding of the language as well as its range (from 1 to 5) as it is shown in the table below.

Table 13. Adapted Marzano's scale

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 This is new to me. I need help <input type="checkbox"/>	2 I'm starting to understand, but still need help. <input type="checkbox"/>	3 I can do this. Just need a little help <input type="checkbox"/>	4 I can do this on my own. <input type="checkbox"/>	5 I've got this! I can teach it to a friend. <input type="checkbox"/>

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input type="checkbox"/> I can do this. Just need a little help	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can each it to a friend.

3.5.6. Final oral exam

The final oral exam used until now to evaluate the oral proficiency of the blended course students, is one already prepared to test students at basic level when concluding the regular course delivered by the language centre.

This exam however, was especially constructed to be taken at the end of the blended course based on the blended course material. It has two parts: in the first part there is a list of personal questions. Each question has a backup question, listed in a parallel list that is used in case the students cannot understand and or answer the questions taken from the first list. The second part of the test has infographics taken from the reading parts of the online course. For this section, the students are given some time to read the information and then are asked several questions related written in the examiner's booklet. (See Annex 10).

To evaluate the students' performance, the F2F teacher, uses an Oral Exam Evaluation Sheet which considers four aspects: Grammar, Vocabulary, Pronunciation and Fluency. At the bottom, there is an oral rubrics table, which is currently used in the Language Centre to evaluate the oral proficiency of all the basic and pre-intermediate students.

3.6. Validity and reliability of the study

To make sure that the new tests and evaluations to be included in the blended course were going to be effective, there was a need to prove

that they were well-designed so as to make sure they were reliable and valid.

- **Portfolio worksheets:** To be valid, the portfolio worksheets had to measure what was done in the F2F class. So, the tasks given in each of them were consistent with what was taught and practiced in class. To make sure it was reliable, the worksheets provided several and varied tasks that included sentences to be done, paragraphs to be completed as well as maps and pictures to be signalled and or completed.
- **Portfolio rubrics:** To assure that the rubrics to appraise the students' performance are reliable, the Marzano's scale, a recognized measure, was adopted and adapted to the author's student's context. Then it was submitted to three colleague experts who analysed it and contributed with their ideas helping to improve it.
- **Final Oral exam:** To make sure it was valid, it needed to measure what was intended to measure. To accomplish that, the personal questions of the first part of the exam were formulated to be consistent with the topics and structures developed in the course. Also, in the second part of the exam, the material used: pictures and tables were taken from the online course to make sure that the students were familiar with them and so their challenge was to focus on their oral production.

For both parts, the exam was proven to be reliable since it is possible to give other students the same test for they would also be in contact with the online course content. Finally, the students were assessed following the basic/pre-intermediate rubrics criteria that is currently used in the language centre and which is consistent with the students' proficiency at that level.

3.7. Procedure

3.7.1. Online placement test

The online placement test was given to the students on the first session of the course in a computerized classroom where each student accessed a computer and followed the instructions within a given timeframe. However, there were technological inconveniences that prevented the researcher of this study to enrol two students in the online placement test.

3.7.2. Pre and Post-Test (Entry / Final written exam)

After the attempt failure described above, another entry test was taken, a written pre and post-test (the final written exam of the current blended course). In both occasions the test was applied under similar conditions: timing and instructions.

3.7.3. Portfolio worksheets

In each F2F class, after the presentation and practise of the new unit content and structures, the students worked with the worksheets prepared to consolidate the unit. Also, they self-evaluated their performance using the self-evaluation table placed at the bottom of each class worksheet.

Portfolio cover design

The *portfolio* cover design was worked in class and in doing so the students had the chance to show their personality and creativity. To help them decorate it, the following basic instructions were given:

With the colours / markers you brought:

- Write 8 words / sentences you learned in class.
- Draw a class situation.

- write your name; the name of your teacher and the name of the course.

The result was a satisfying display of the students understanding of the language as well as a personalization of their work. In the annex section there is a sample of a student's portfolio cover design and a students' portfolio worksheets. (See Annexes 11 & 12).

3.7.4. Final oral exam

The final oral exam was administered in pairs on the last day of classes. There were only two students at a time in class to avoid distractions and or interruptions as well as to prevent the other students from listening to the questions which were later on used for them.

The exam was given as planned following the procedures set: time, content and structure. Moreover, the teacher kept the oral exam format with its rubrics at hand and graded accordingly after each pair left the room

CHAPTER 4

RESULTS

4.1. Data analysis

To complete this study properly, it is necessary to analyse the data collected in order to test the hypothesis and answer the research questions.

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of the data is carried out with the help of varied instruments ranging from questionnaires applied to teachers and students to exam results applied to the modified course. The following are the instruments used for that purpose:

4.1.1. Teacher questionnaire results

The questionnaire applied to the 5 colleague teachers selected showed the following results:

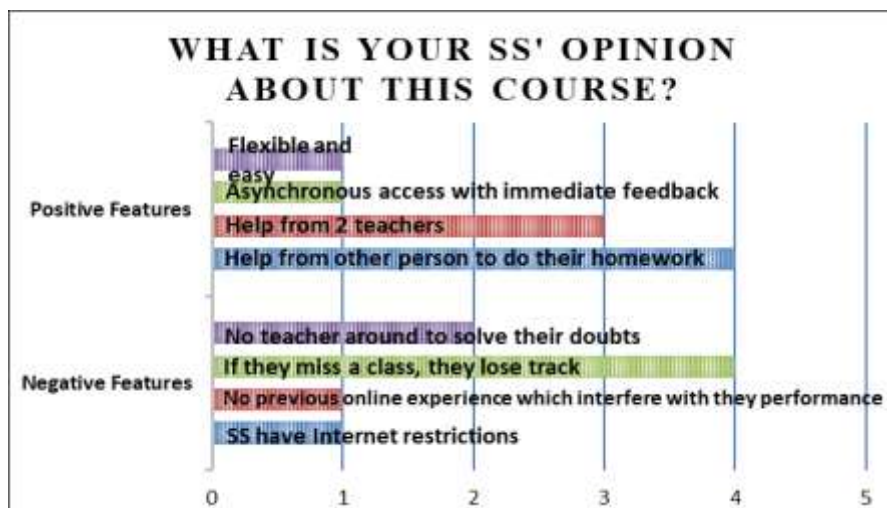
To the first question: What is your students' opinion about this course? Write several positive and negative features of the academic part of the course, the teachers gave the following answers:

Positive Features

- It is flexible and easy (4)
- They have asynchronous access with immediate feedback (3)
- They have help from 2 teachers.
- They can receive help from other person to do their homework.

Negative Features

- There is not a teacher around to solve their doubts.
- If they miss a class, they lose track.
- No previous online course experience which interfere with their performance (4)
- SS have internet restrictions (2).
- The following graph shows the results.



Graph 1. Teachers' perception: their SS' opinion about the course.

There are some contradictory answers in the teachers' assertions when they say that their students state that they receive help from 2 teachers (3), but that there is not a teacher around to solve their doubts (2) and when they express that it is flexible; easy and asynchronous (2) but if they miss a class, they lose track (4). However, what is clear is that the internet restrictions and the lack of online experience (2) make it difficult for their students to perform in the course.

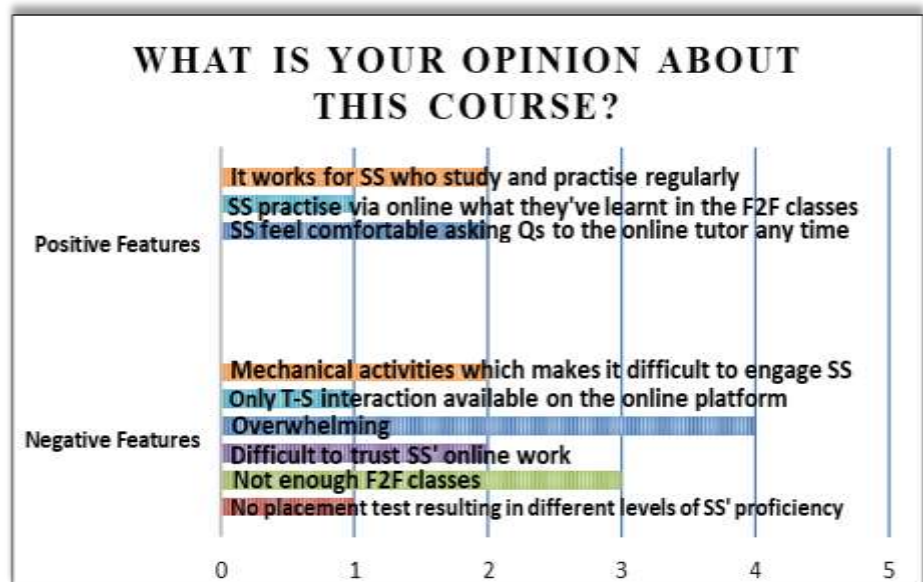
To the second question: What is your opinion about this course? Write several positive and negative features of the academic part of the course, the teachers wrote the following:

Positive Features

- It works for SS who study & practise regularly (2)
- SS practise via online what they have learnt in the F2F classes.
- SS feel comfortable asking Qs to the online tutor any time (2)

Negative Features:

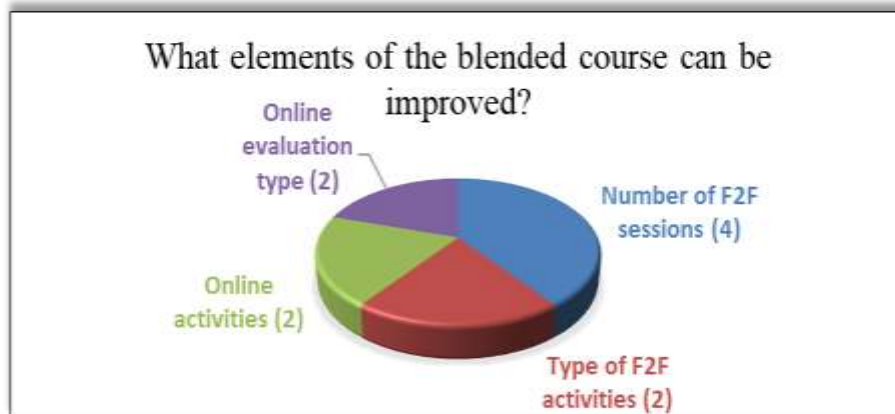
- Mechanical activities which makes it difficult to engage SS (2)
- Only T-S interaction available on the online platform.
- Overwhelming for SS (4)
- Difficult to trust SS' online work (2)
- Not enough F2F classes (3)
- No placement test resulting in different levels of SS' proficiency.
- The results can be seen in the following graph.



Graph 2. Teachers' opinion about the course.

Even though two teachers have a positive opinion of the course on how convenient - time and allocation- it is for the students, in general they are not satisfied with the course structure; its impact on the students and the course results. However, only 2 teachers perceive the students' online work as distrustful.

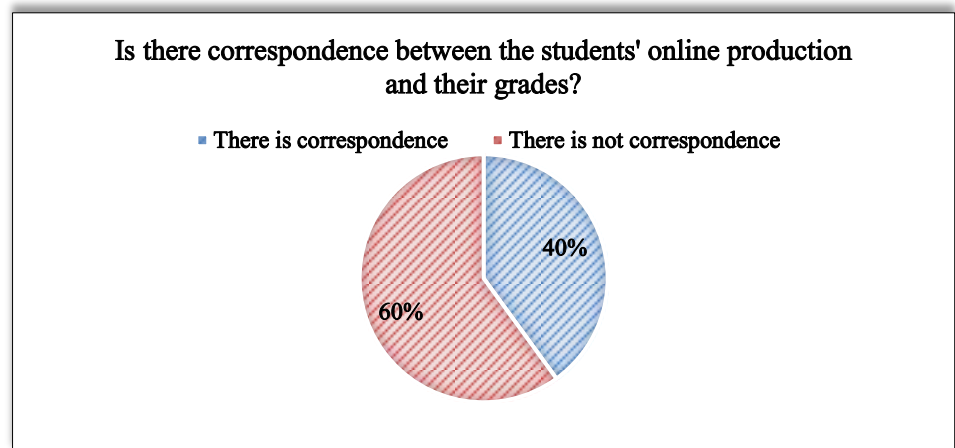
The answers for the third question: What elements of the blended course can be improved? are shown in the following graph:



Graph 3. What elements of the blended course can be improved?

The element of the course most of the teachers estimate can be improved is the number of F2F sessions, which they believe is not enough in the course. The explanation is that they do not trust the online component and feel they need F2F contact to teach the students. Also, two of them are aware that the activities developed in the F2F classes need to be enhanced, something that can be achieved by using the customized worksheets in class. Finally, the teachers also see some restrictions on the online component where they suggest an improvement of the online activities (2) and of the online type of evaluation (2), something that cannot be achieved in short term for the online component characteristics.

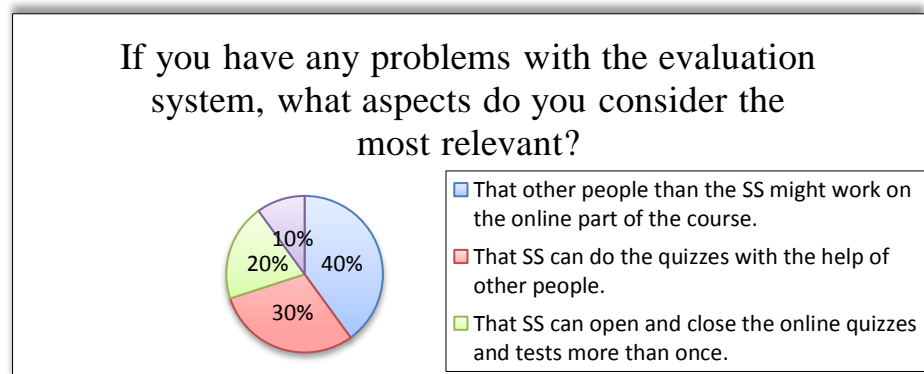
To the fourth question: Is there a correspondence between the students' online production and their grades? 2 teachers answered there is correspondence while the other 3 expressed that there is not correspondence as it is shown in the following graph.



Graph 4. Is there correspondence between the students' online production and their grades?

A slight majority of the teachers (3) thinks that there is correspondence between the student's online production and their grades, while the other ones (2) do not. This is consistent with what was shown previously, that 2 teachers do not trust the students' online work and so they think there is not correspondence.

To the fifth question: If you have any problems with the evaluation system, what aspects do you consider the most relevant? You can tick more than one box, answers are shown in the following graph:



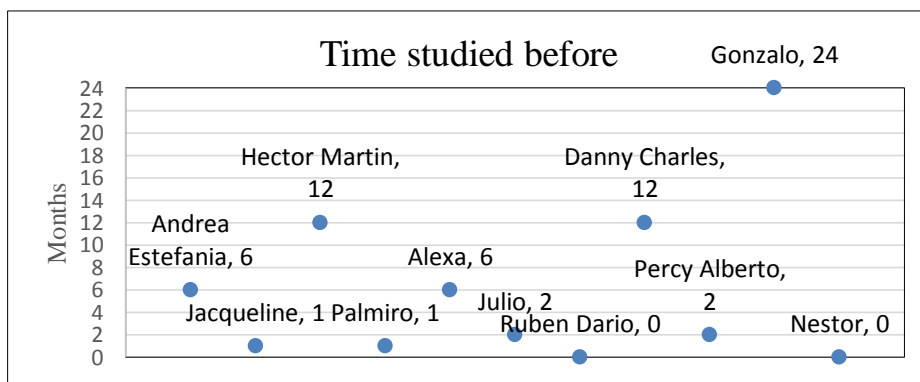
Graph 5. If you have any problems with the evaluation system, what aspects do you consider the most relevant?

The graph shows that most of the teachers (70%) are concerned with the probability of the students receiving help to do their online work and quizzes rather than by the chance of them using other material or opening and closing the quizzes and tests repeatedly (30%).

4.1.2. Student entry questionnaire results

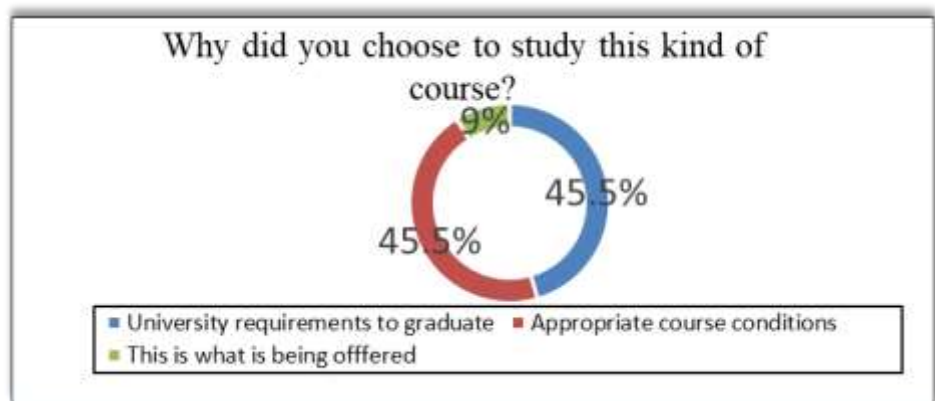
The first questionnaire applied to the 11 students at the beginning of the course showed the following results:

To the first question: ¿Cuánto tiempo estudiaste inglés antes de este curso? All the interviewed students but two answered that they had had previous contact with the target language, whether at school and or after that for a short period of time, which was usually a long time ago. Their answers ranged from 0 to 24 months. For that, see the graph below. On the other hand, when comparing the time the students studied before the blended course and their performance in it, there is not a correspondence. See the results in Graph 6.



Graph 6. Time studied before

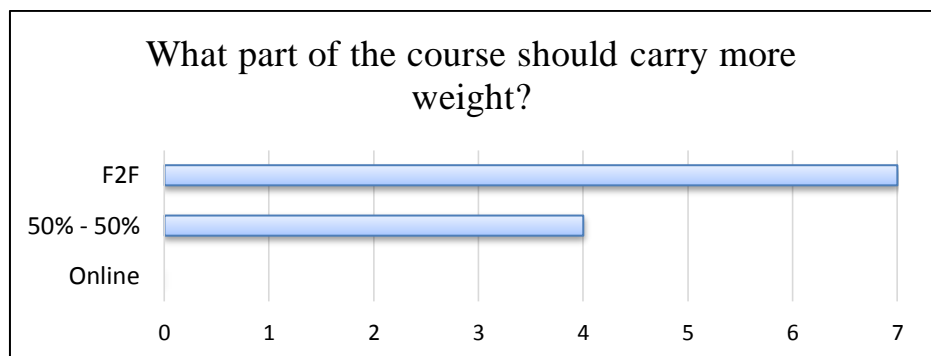
When they were asked: ¿Porqué escogiste estudiar este curso “blended”? The results are shown in the following graph:



Graph 7. Why did you choose to study this kind of course?

Almost half of the class chose this course (5) for its appealing characteristics considering their work conditions and the importance that blended learning has reached in time. The other (6) expressed their desire to graduate and to take what the university offers to them now.

To the third question: ¿Qué consideras debería tener más peso en este curso: la parte online o la presencial? ¿Por qué? The results are shown in the following graph:

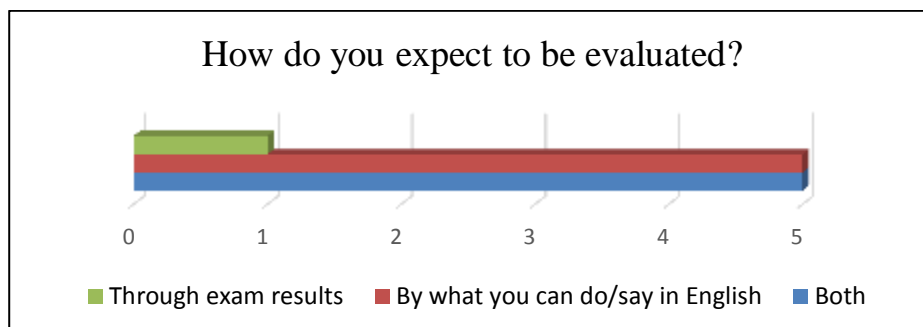


Graph 8. What part of the course should carry more weight?

Most of the students (7) think that the F2F component should carry more weight. The students who chose both (4) said that there

should be a balance in this kind of courses and nobody answered that the online part should carry more weight in the course.

To the fourth question: ¿Cómo esperas ser evaluado? Sólo por los resultados de tus exámenes o por lo que puedes hacer/decir en inglés?



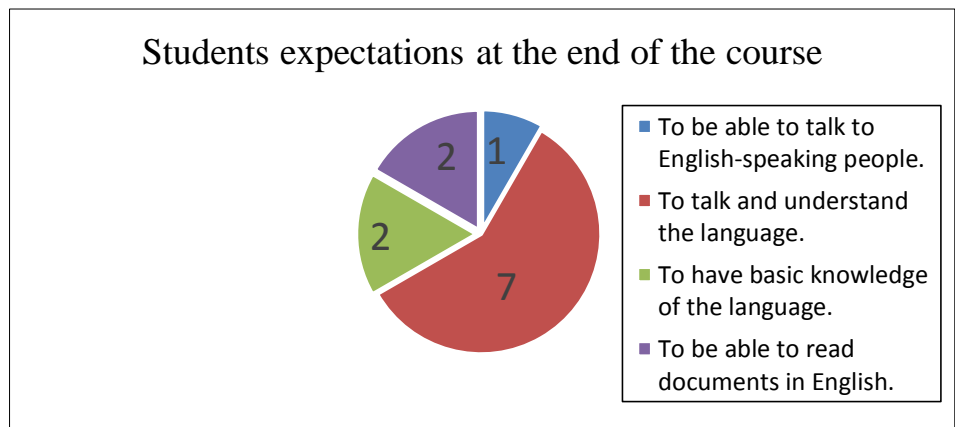
Graph 9. How do you expect to be evaluated?

The results displayed in the graph above, show that almost all the students prefer to be evaluated whether by their production or by using both forms of evaluation: through exams and their production.

To the last question: ¿Cuáles son tus expectativas del curso en cuanto a tu nivel de inglés? ¿Qué esperas poder hacer en inglés al final del curso?

In general, the students have high expectations for improving their level of English at the end of the course. Most of them (7) hope to talk and understand the language; two expect to have basic knowledge of the language while the other students (3) have more focused goals such as being able to read documents in English and to talk to English-speaking people.

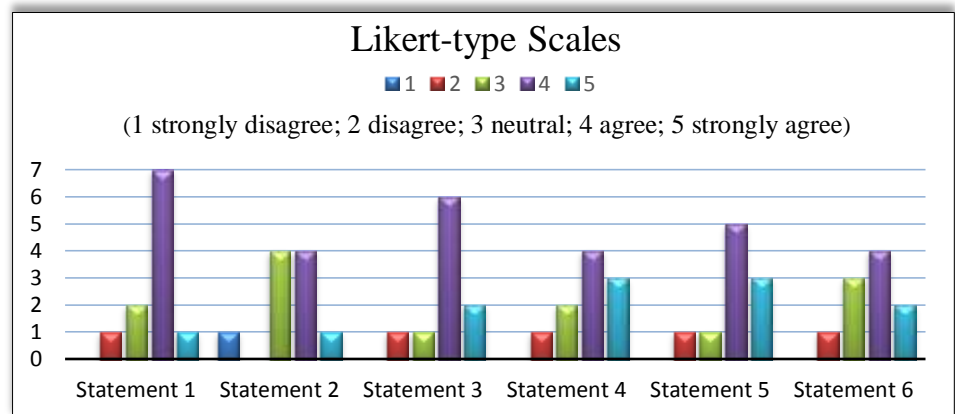
The results show that there is not correspondence between what the students reach at the end of the course - even with good grades - and their expectations. The graph below shows these results:



Graph 10. Students expectations at the end of the course

4.1.3. Student end-of-course questionnaire results

Because not all the students completed the course, only 10 out of the 11 students filled in-of-cur this questionnaire. The results are presented in the following graph as it was structured in the questionnaire: separated into two big groups leading the Online part and followed by the F2F one.



Graph 11. Student end of course questionnaire results

ONLINE

Statement 1: The online evaluations reflect what has been learnt in the unit.

Statement 2: The online activities reflect what I can do in a real-life situation.

What most of the students think of the online component is that its evaluations reflect what has been learnt in the unit (7); while the idea of the online activities reflecting what they can do in a real-life situation is not that popular since only 4 agreed and 1 strongly agree. The latter is because they realize that the online activities do not give them authentic exposition to real situations.

To the only question of this section: ¿Qué añadirías o quitarías del sistema de evaluación online? ¿Por qué? The following suggestions were given:

- More time for the module & level tests.
- Improve the grammar activities and evaluations.

A student asked for more time assigned to the module and level tests. The usual time given is 30 minutes, which is enough for the students to work on unless he has not had enough prior practise and or knowledge, which seems to be the case of the learner. Also, another student requested an improvement in the grammar exercises and evaluations, but gave no light on such demand.

F2F

Statement 3: The F2F class evaluations reflect what I learnt in the unit.

Statement 4: The portfolio exercises allow to apply what I learnt in the unit.

Statement 5: The self-evaluation allows me to realize how much I learnt in class.

Statement 6: The classroom activities reflect what I can do in a real-lifesituation.

The results show that almost all the students believe that the F2F evaluations reflect what they learnt in the units. Also, most of them consider that the portfolio worksheets let them put into use what they learnt in the unit.

Moreover, most of them find the self-evaluation chart a useful tool to realize how much of the lesson they learnt and what their weak areas are. Finally, a considerable number (4 agree and 2 strongly agree) of the students estimates that the activities performed in class reflect what they can do in real life. All in all, the outcomes show that the current F2F activities and evaluations now have a very good level of acceptance among the students.

To the only question of this section: ¿Qué añadirías o quitarías del sistema de evaluación presencial? ¿Por qué? A student made the following suggestion: Apply the knowledge to an engineering situation.

The student request for a more personalized use of the language in their professional environment and its posterior evaluation is something that should be considered and later worked on to make the language learning more meaningful.

4.1.4. Online placement test results

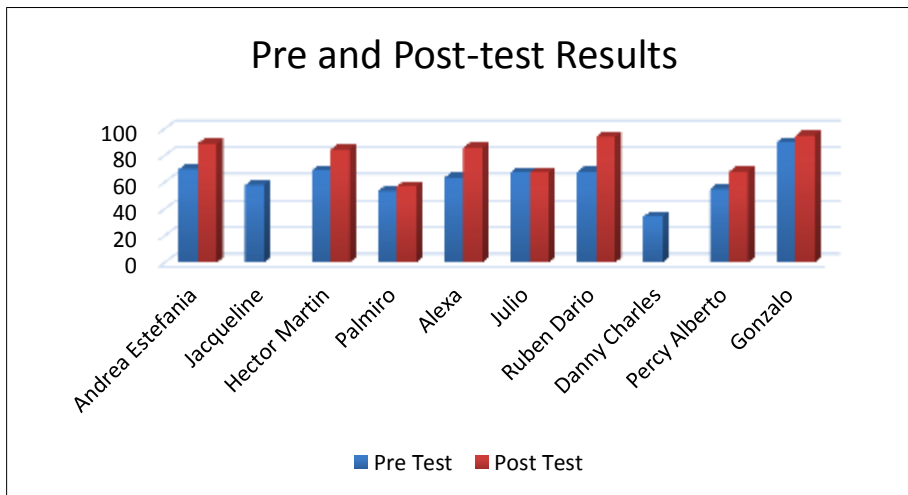
As indicated before, the results of the Online Placement Test were not considered in this study for the internet connection problems that prevented two students from accessing the online test taken in class and because of the unsuitable question types in it. The automatic computerized results table of this test is displayed in the annexes section (See Annex 13).

4.1.5. Pre-test and post-test results

As it has already been stated, the final written exam of the course became the pre and post-test. The following table shows the results obtained.

Table 14. Pre-test and Post-test Results

	NAME	Pre Test	Post Test
1	Andrea Estefania	70	89
2	Jacqueline	58	
3	Hector Martin	69	84.5
4	Palmiro	53.5	57
5	Alexa	63,5	86
6	Julio	67.5	67.5
7	Ruben Dario	68	94
8	Danny Charles	34.5	
9	Percy Alberto	55	68
10	Gonzalo	90	95
11	Nestor Alberto	52.5	72.5



Graph 12: Pre and Post-test Results

The graph shows that all the students but one, who remained the same, improved their performance in the final exam of the course given at the beginning and at the end of the course. Also, there are two students who did not take the final exam (post-test) because they did not finish the course. These results reveal then that in general, the students' proficiency in the second language improved after taking the blended course.

4.1.6. Final oral exam record sheet

The final oral exam, recorded on the oral exam format used regularly in the language centre, shows the results of the students' oral performance at the end of the course (See Annex 14).

4.1.7. Online record sheets

The students' online classwork and test results needed to be recorded to facilitate a closely follow-up in a systematic and organized manner with two purposes: to appropriately monitor the students' progress and their evaluations. With those aims in mind the online record sheets, one for each module, were created.

The recording of the online classwork called *Practice* in the online course is made through check marks regardless the grades the students get in the automated online webpage. The reason for this kind of evaluation is that they are practising the language and the grade assigned only measures their work progress. On the other hand, the students' online Review Quizzes and Tests grades are recorded in the 1-100 scale automatically given by the online course system. (See Annex 15).

4.1.8. Portfolio worksheets record sheet

The results obtained in the worksheets that students worked with in the F2F classes were recorded in an excel-based table especially made for this purpose. Each class worksheet grade corresponding to each unit was stored and their average made the

final mark. Also, there was a portfolio rubrics table at the bottom of the page so as to make it available at the moment of grading (See Annex 16).

However, when grading, it came out that there was not correspondence in the portfolio rubrics wording and the worksheets evaluated. This is because the portfolio rubrics evaluates the portfolio as a whole while the worksheets are graded individually.

This conflict came up when, over the course of the present research, it was perceived that the focus of the evaluation should be on the class worksheets instead of the portfolio as a whole and prepared the recording sheet structure for such grades accordingly. This conflict may be overcome by adapting the portfolio rubrics changing its wording to evaluate each worksheet instead.

Nevertheless, the instrument – portfolio rubrics - was already made and validated. Then, it was applied anyway having in mind that what was being evaluated was a worksheet instead. This was possible due to the similar nature they share.

The results shown in this record sheet are consistent with the students' performance in the F2F classes, but what is remarkable is how compatible the grades are with their level of attainment in achieving the objectives of the course. For instance, the students who could not finish the course, have failing marks as well as the weak students Danny Charles and Nestor Alberto. One of them did not pass the course while the other passed with 12.

Proposed evaluation scheme

After introducing all the proposed changes in the blended course evaluation system, a new evaluation scheme emerges.

The F2F component scheme then does not have a classwork grade anymore. Instead, a portfolio grade which is the average of the class worksheet grades takes its place. On the other hand, the online component who used to share a classwork grade with the F2F component now has an exclusive classwork grade which evaluates the *Practice* of the component. The following table

shows the changes and the resulting proposed scheme can be seen in the annexes section. (See Annex 17).

Table 15. Current Evaluation Scheme in Lima and the Proposed Evaluation Scheme

Current Evaluation Scheme in Lima	Proposed Evaluation Scheme
A F2F classwork grade that includes attendance, class participation and homework.	A portfolio grade which is the average of the class worksheet grades replaces the F2F classwork grade.
A final classwork grade which is the average of the classwork for both components.	A classwork grade for the online part of the course only. It evaluates the <i>Practice</i> of the online component.

Source: Patricia Basurto

4.2. Discussion of results

With the knowledge got from the present investigation, the research questions formulated in the previous section were answered:

Are the students aware of how effective the course evaluation system is?

In general, students are not aware of their own proficiency of English. Their focus is always on the tests and they assume that good exam results means learning the language.

At the beginning of the course, the blended course students did not have a clear idea of their learning state and had unreal expectations of the outcomes at the end of the course, but the use of self-assessment rubrics in the class worksheets let them be aware of their own learning process and motivated them to go on considering that process.

Could the use of worksheets in the F2F classes improve the students' production?

Yes, the outcomes demonstrated that the use of worksheets in the F2F classes improved the students' production. The reason is that the class worksheets provided the students with tailor-made material prepared to support and reinforce their oral practice in class. This allowed them to have a better oriented oral production.

Could a custom-made final oral exam better assess the students' oral production?

Yes, the results obtained in the present study demonstrated so. The final oral exam, especially adapted to the students of the blended course with the vocabulary and structures learned in it, better assessed their oral production. This happened because the students could express themselves better thanks to the questions and situations they had been facing throughout the course in both components.

The students practised and developed their oral skills in the F2F classes first and then on the online component. In each F2F class the students interacted using the vocabulary and structures presented in the unit gradually and then using the class worksheets, which consolidated their practise. In addition, the teacher and the worksheets as well offered them feedback and the possibility to self-evaluate their performance.

At home, the online component helped them to reinforce what they had practised and learned in class providing them with a restricted context of interaction with the machine, but with a wider span of production since they could listen to and pronounce the words and dialogues repeatedly.

4.2.1. Pedagogical implications

The pedagogical implications of this study are:

Even though the F2F part of the blended course is intended to be tightly related and complement the online part to develop the

students' language proficiency, it is strongly suggested that the F2F part is developed in a way to allow the students to personalize the language so as to help the professionals of a master program to become able to use the language to talk about at least one of their own professional situations.

Based on Al-Makhzoomi & Freihat (2011) work on the impressionistic evaluation Vs the analytic method of writing correction and the experience of the author when constructing and using rubrics for such purpose, it is suggested that institutions and teachers work on the construction of rubrics to evaluate students' writing since the latter is better at helping the students to develop their writing ability when identifying the areas for improvement.

There are additional benefits of using students' portfolio in the blended course. The portfolio worksheets have self-evaluation rubrics that allow the students to appraise their performance in class acknowledging thus their strengths and weaknesses. This information was taken from the end-of-course questionnaire in which 8 out of 10 students agreed that self-evaluation allows them to realize how much they learnt in class. It is then suggested to construct and use self-evaluation rubrics in class to help students accordingly.

CONCLUSIONS

We can conclude from the study the following:

The results obtained from this study support the hypothesis that the current evaluation system of the blended course can be improved by introducing a more accurate measure of the blended course students' proficiency.

Even though at the beginning of the present research it was the use of the class worksheets the only tool considered to improve the evaluation system, a tailor-made final oral exam in conjunction with it proved to make the difference in the evaluation system.

The final oral exam was not considered at the beginning of the present study since there was one available at the language centre. It is one made for the basic students of the regular courses of English and was being used for the blended course students to prove their level of attainment in the second language. It was seen then necessary to create another for the blended course students, one which includes the course content and structures to assess their oral skills in a familiar context for them.

Concerning the improvement of the blended course evaluation by introducing a modification in the F2F component scheme only, the results show that modifying one component scheme was enough for making the difference in the whole evaluation system.

With regard to the inclusion of class worksheets in the F2F component scheme, it resulted in a more accurate measure of the students' performance because the students' actual production was mirrored in the activities involved in the class worksheets.

Moreover, at the beginning it was seen the problem of evaluation only, but in the process of the present investigation, a problem of cohesion was found in the course since it needed to have more personalized materials to adjust to the online course content and to take the students to a higher level of commitment. The class worksheets then proved not only to be important elements of evaluation, but of cohesion since the students could make more productive exercises based on the course material, taking into account that the F2F content is based on the online course.

As it can be seen, the evaluation system of the blended course was adapted to reflect the students' proficiency of English. To attain that, it was necessary first to explore the possibilities for a better adjustment, then to implement those adjustments to the evaluation system of an experimental blended course and finally corroborate that the adjustments in it fairly assess the students' proficiency of English.

Furthermore, the self-evaluation rubrics were either not considered in the course nor at the beginning of this research because they do not contribute to the course evaluation system. However, and as a requirement for implementing a portfolio to hold the class worksheets, self-evaluation rubrics were constructed and included in each class worksheet. The result was that the use of these rubrics in class exerted a positive influence on the students' performance improving their interest and commitment in the course.

Finally, this research contributes to the language centre with the information gathered from the analysis and implementation of changes in the current blended course evaluation system. Such information could move authorities to introduce modifications to the aforementioned evaluation system. Similarly, other language centres and or teachers could be interested in this study since blended and online courses share similar structures and processes to be implemented and or improved.

RECOMMENDATIONS

In the course of the investigation, the identified areas where further research is suggested to be carried out are:

- Evidence was accidentally found on the fact that if the students' regular learning pace is interrupted by any circumstance, they lose such pace and stop producing on the second language. The fortuitous situation was that the online teacher mistakenly assigned the *Practice* and *Tests* a week later than expected. The result was that most of the students, who had been working steadily week by week on the online component throughout the course, slowed down or stopped working and only a third of them did what was expected from them that week. The finding was recorded through screen captures taken during the course. Hence, further study on that direction should be carried out.
- One interesting aspect which was not developed in this research was the impact on the students' performance when having one teacher for both parts of the blended course. The mentioned course is sometimes taught by two teachers who interact with the students and with each other to coordinate the corresponding activities and evaluations. However, a single teacher for both parts of the course make it possible to know them better, to have a thorough follow up of their progress and inconveniences they might have to better help them. Further study on that matter should be made.

- Finally, I would recommend to replicate this study an action research carried out in a 11-student class of a basic blended course offered by the language centre of Universidad de Piura, but in a larger scale. The suggested study would be a quantitative one with the purpose of ratifying the results obtained in the present study and to make them more generalizable. As this kind of courses are not frequent enough, the sample size would be a problem that could be overcome by applying the changes to the courses dictated over a period of time.

BIBLIOGRAPHICAL REFERENCES

BOOKS

- Baxter, A. (1997). *Evaluating your students*. (P. Seligson, Ed.) London: Richmond Handbooks for Teachers.
- Brown, D. (2004). *Language Assessment. Principles and Classroom Practices*. New York: Longman.
- Brumfit, C., & Mitchell, R. (1995). The Language Classroom as a Focus for Research. In C. Brumfit, & R. Mitchell (Eds.), *Research in the Language Classroom* (p. 9). Modern English Publications in association with The British Council.
- FUNIBER. (2012). *Observation and Research in the Classroom Context*. FUNIBER Course Material.
- Hugues, A. (2000). *Testing for Language Teachers* (Twelfth ed.). (P. Ur, Ed.) Cambridge: Cambridge. Cambridge Handbooks for Language Teachers.
- Sharma, P., & Barret, B. (2011). *Blended Learning. Using technology in and beyond the language classroom*. Oxford: MacMillan. MacMillan Books for Teachers.
- Vaughan, N. (2007). Perspectives on Blended Learning in Higher Education. *International Journal on E-learning*, 6(1), 81-94.
- Wallace, M. (1998). *Action Research for Language Teachers*. (M. Williams, & T. Wright, Eds.) Cambridge: Cambridge University Press.

ARTICLES

- Cheng, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course. *British Journal of Educational Technology*, 257-278.
- Graham, C., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 4-14.
- Joosten, T. (2008). Assessment of Student Learning in Blended Courses. *Sloan-C Certificate Program Faculty Development for Blended Teaching and Learning*, (pp. 102-123). Wisconsin.
- Lynch Gómez, E. (n.d.). *Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study of the Brooklyn International High School*.
- McMackin, M. C., Decola, C., & Foley, J. G. (1998). Learning deliberately about portfolio assessment. *Educational Action Research*, 6(3).
- Rebolledo, P. (2017). What is research? *Champion Teachers Peru 2017*. British Council.

WEBPAGES

- Al-Makhzoomi, K., & Freihat, S. (2011). Analytic or Impressionistic Evaluation of EFL Jordanian Students' Composition Performance. *Arab World English Journal*, 2(3), 141-167. Retrieved from http://www.academia.edu/18093588/Analytic_or_Impressionistic_Evaluation_of_EFL_Jordanian_Students_Composition_Performance
- Bebawi, S. (n.d.). Sabri.org. Retrieved 2017, from Definition of Online Education: <http://www.sabri.org/EDTECH-01/Definition.htm>
- Licausi, M. (2017). Mrs.Ls. Levelend Learning. Retrieved from <http://mrslevelendlearning.com/what-are-marzano-scales/>
- Lin, H. (2012). Blending Online Components into Traditional Instruction in Pre-service Teacher Education: The Good, the Bad and the Ugly. *International Journal for the Scholarship of Teaching and Learning*, 2(1). Retrieved from <http://www.georgiasouthern.edu/ijstl>

- MGH Insititute of Health Professions. (2015). *Building Online Communities Part 1*. Retrieved 2017, from <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching/building-online-community>
- Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. (1993). *Student Portfolios: Classroom Uses*. Retrieved from <https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html>
- Pearson. (n.d.). Online Placement Test Information Booklet. Retrieved June 2017, from <https://www.pearsonelt.com/content/dam/professional/english/pearsonelt.com/SampleMaterials/Digital/Placement-test-information.pdf>
- Regis University Electronic Portfolio Project. (2017). http://academic.regis.edu/laap/eportfolio/basics_what.htm.

ANNEXES

Annex 1: Teacher questionnaire

Respondent: _____ Intended duration: _____ mins

Date: _____ Location: _____

Topic: Blended Course

1. What is your students' opinion about this course? Write several positive and negative features of the academic part of the course.
Example: It saves time.

2. What is your opinion about this course? Write several positive and negative features of the academic part of the course.

3. What elements of the blended course can be improved?

- ☐ number of F2F sessions
- ☐ types of F2F activities
- ☐ online activities
- ☐ online evaluation type

4. Is there a correspondence between the students' online production and their grades?

- ☐ yes
- ☐ no

5. If you have any problems with the evaluation system, what aspects do you consider the most relevant? You can tick more than one box.

- ☐ that other people than the students might work on the online part of the course.
- ☐ that students can do the quizzes with the help of other people.
- ☐ that students can open and close the online quizzes and tests more than once.
- ☐ that students can use any material to help them to do the online quizzes and tests.

Annex 2: Student entry questionnaire

Interviewee: _____ Intended duration: _____ mins

Date: _____ Location: _____

Topic: Blended Course Evaluation

1. ¿Cuánto tiempo has estudiado inglés antes de este curso?
2. ¿Por qué escogiste estudiar este curso ‘blended’?
3. ¿Qué consideras que debería tener más peso en este curso: la parte online o la presencial? Por qué?
4. ¿Cómo esperas ser evaluado? Solo por los resultados de tus exámenes o por lo que puedes hacer / decir en inglés?
5. ¿Cuáles son tus expectativas del curso en cuanto a tu nivel de inglés?
¿Qué esperas poder hacer en inglés al final del curso?

Annex 3: Student end-of-course questionnaire

I. Hasta qué punto estás de acuerdo con las siguientes afirmaciones. Marca el número que mejor refleje tu opinión (1= menos de acuerdo; 5= más de acuerdo).

PARTE ONLINE

1. Las evaluaciones online reflejan lo aprendido en la unidad.

1 2 3 4 5

2. Las actividades online reflejan lo que puedo hacer en una situación real.

1 2 3 4 5

¿Qué añadirías o quitarías del sistema de evaluación online? Por qué?

PARTE PRESENCIAL

3. Las evaluaciones de las clases presenciales reflejan lo aprendido en la unidad.

1 2 3 4 5

4. Los ejercicios de práctica del portfolio me permiten aplicar lo aprendido en la unidad.

1 2 3 4 5

5. La auto-evaluación me permite darme cuenta de cuánto he aprendido de la unidad.

1 2 3 4 5

6. Las actividades en el aula reflejan lo que puedo hacer en una situación real.

1 2 3 4 5

¿Qué añadirías o quitarías del sistema de evaluación presencial? Por qué?

Annex 4: 1st Session Lesson Plan

**Centro de Idiomas
Universidad de Piura**

LESSON ANALYSIS

NAME OF TEACHER: Patricia Basurto
DATE: 1st April, 2017
LEVEL: Blended Basic

1. Lesson Aims – By the end of the lesson, the students should:

- A. Be able to understand the structure of the course and its components.
- B. Be able to greet and give farewells to each other.
- C. Be able to recognize and use names and titles.
- D. Be able to introduce themselves and others.
- E. Be able to talk about their occupations and other ones.

2. Aids and Materials:

A multimedia projector, a power point presentation, a laptop computer for the teacher and for each student, board, markers and two handouts.

3. Boardwork:

To write the course and the teacher's name.

To draw the online course structure (the course structure is presented in the power point).

To give additional explanation and or vocabulary not included in the PPT.

4. Assumptions about students' language knowledge:

A. Items students have never seen before:

SS have never seen the webpage before and will have trouble accessing to it, understanding the words in it and navigating on it.

- B. Items students will recognize but have trouble using:
SS have seen and used all the vocabulary presented in units A.1 & A.2., but have not used them for long.

5. Anticipated problems, (based on assumptions above) AND solutions:

A. Grammar:

SS will have trouble remembering how to structure present simple sentences and questions.

Solution: To give them additional explanation when needed.

B. Vocabulary:

SS won't know the words related to the course and the online course structure: evaluation; practice; structure; gradebook; settings, etc.

Solution: To teach them in a practical way using the PPT presentation for the course structure and the multimedia projector to navigate on the online course while having them also navigating on it using their own laptop computers.

C. Productive Skills:

It will take a lot of time for the SS to produce parts of the language because they haven't been in contact with the language for a long time.

Solution: To make enough time of the lesson for this purpose and to monitor SS closely to provide assistance when needed.

D. Others:

Students will arrive late for the course presentation.

Solution: The students who arrive early will help me give a second explanation with a twofold aim: to make sure they understood and to give the latecomers the opportunity to listen to it.

SS are not familiar with the online course webpage.

Solution: To enter the course webpage along with them – they already have access because they have been registered to it - and to teach them by modelling the steps to take in order to do the basic tasks on it.

LESSON PLAN

<u>TIME</u>	<u>AIM OF ACTIVITY</u>	<u>ACTIVITY</u>	<u>INTERACTION</u>
<u>10 am</u>	-To break the ice and introduce each other.	-T introduces herself and ask SS to do the same by giving their name and place of work.	<u>T-SS</u> <u>S-SS</u>
<u>10:05</u>	-To let SS know the course, its structure, rules and components.	-With the help of the power point presentation and the board. T presents the course structure, its rules and components.	<u>T-S</u>
<u>10:25</u>	-To introduce the concept of Portfolio and its use in the course.	- T talks about the SS Portfolio and asks the SS to bring a yellow paper file for the next class.	<u>T-SS</u>
<u>10:28</u>	-To let SS be familiar with the syllabus of the course.	-T focuses on the syllabus, which was already sent to their e-mails, and explains the sequence of classes and online work.	<u>T-SS</u> <u>S-SS</u>
<u>10:30</u>	-To let the latecomers know and understand the structure of the course.	-T and SS briefly explain together the previously mentioned presentations.	<u>T-SS</u> <u>SS-SS</u>
<u>10:40</u>	-To solve SS doubts about the course, the Portfolio and the syllabus.	-T invites SS to ask questions about all the previous explanations. T answers them.	<u>T-SS</u> <u>S-T</u>
<u>10:50</u>	-To get SS learn how to access the online part of the course.	-SS open their assigned laptop computers and access the course webpage following the T instructions. They are given their personal codes to access the online course.	<u>T-SS</u> <u>SS</u>
<u>11:05</u>	-To make SS get familiar with the online course webpage.	-T guides SS using her computer and the multimedia projector. T encourages SS to ask questions and to help each other.	<u>T-SS</u> <u>S-SS</u> <u>SS</u>
<u>11:25</u>	-To get SS know the Online Placement test and how to access to it.	- T explains what the Placement Test is for and SS are given their codes to enter the Online Placement test.	<u>T-SS</u>
<u>11:30</u>	-To evaluate SS proficiency level at the beginning of the course.	-SS enter the test (about 25'). T monitors to give additional assistance when needed.	<u>SS</u>

<u>12:00</u>	-To make SS remember and practice the alphabet and its pronunciation.	Recess	<u>T-SS</u>
<u>12:20</u>	-To practice spelling letters using their personal information.	-With the help of the PPT and the multimedia projector, T starts A.1 unit presenting the alphabet and its pronunciation.	<u>T-SS</u> <u>S-S</u>
<u>12:25</u>	-To introduce several greetings & farewells and the concepts of morning, afternoon and night.	-In pairs SS spell to each other their names and last names. Then, to the whole class.	<u>S-S</u> <u>S-SS</u>
<u>12:30</u>	-To make SS internalize the new items.	-T shows, with the help of the PPT, different greetings & farewells. Also she shows the different concepts of morning, afternoon and night.	<u>T-SS</u> <u>SS</u> <u>T-SS</u>
<u>12:35</u>	-To make SS notice the difference between names and titles.	-In groups of three and in turn, SS greet and say goodbye to each other using the new vocabulary. T monitors.	<u>T-SS</u>
<u>12:40</u>	-To practice using names and titles.	-T shows public people pictures with their names and titles.	<u>S-SS</u>
<u>12:43</u>	-To wrap up basic ideas of A.1 unit.	-In turns, SS name public people giving their titles as well.	<u>S-S</u>
<u>12:50</u>	-To get SS know what the chart is for and how to evaluate themselves.	-SS are given the A.1 portfolio worksheet called Interview. First they complete their own information and then ask 4 classmates in turn for their personal information.	<u>T-SS</u>
<u>1:00</u>	-To get SS evaluate their achievement in the activity.	-T explains the “Rate yourself Chart” (at the bottom of the hand-out page), its parts and meaning.	<u>S</u>
<u>1:08</u>	- To introduce some of the most common occupations	-SS rate their achievement in the activity by marking with an “X” in the box that best describes their situation.	<u>T-SS</u>
<u>1:12</u>	-To get SS learn their occupation and its pronunciation.	-T starts A.2 unit with the presentation of 8 occupations and makes SS repeat their pronunciation.	<u>T-SS</u>
<u>1:18</u>	-To make SS talk about their occupation.	-T writes on the board ‘engineer’ and asks them to repeat.	<u>T-SS</u> <u>S-S</u>

<u>1:20</u>	-To reinforce the pronunciation of the phrase.	-T writes next to it 'I'm a civil engineer'. SS repeat and tell each other.	<u>S-SS</u> <u>T-SS</u>
<u>1:24</u>	-To practice the spelling and pronunciation of the new vocabulary.	-Each S tells the phrase to the class. T and the class corrects the pronunciation, repeating it correctly when necessary.	<u>T-SS</u> <u>S-S</u>
<u>1:30</u>	-To get SS evaluate their achievement in the activity.	-SS are given the A.2 portfolio worksheet called Dictation and are assigned a letter: A or B. First T dictates 5 sentences for the whole class. Then SS dictate 3 sentences in turn to their partner according to their letter.	<u>S</u>
<u>1:38</u>	To get SS know basic expressions to introduce people.	-SS rate their achievement in the activity using the "rate yourself chart" placed at the bottom of the hand-out page.	<u>T-SS</u> <u>SS</u>
<u>1:40</u>	To model how to introduce people.	-T shows a PPT slide with some expressions to introduce people and makes SS drill these expressions chorally.	<u>T-SS</u>
<u>1:46</u>	-To practise introducing people.	-T models, using a SS information, how to introduce people.	<u>S-SS</u>
<u>1:48</u>	-To reinforce the concept of occupations and how to place them in sentences.	- In groups of three and in turn, SS introduce each other. T monitors and records the activity.	<u>T-SS</u> <u>SS</u>
<u>1:55</u>	If time allowed:	-T shows the PPT slide with a game of occupations. SS make sentences with the prompts given: "Mary / designer" "Mary is a designer"	<u>S-S</u>
<u>2:00</u>		-In pairs, SS play the occupations game.	

NOTE: The highlighted interactions in the lesson plan show the changes introduced in the course. They are in the aims of the activities as well as in the activities performed in class.

Annex 5: Sample of a modified F2F Lesson

UNIVERSIDAD DE PIURA

PORTFOLIO



+

MARKERS



FOR NEXT CLASS

14

UNIVERSIDAD DE PIURA

A.1 Worksheet

Blended Documentary Course
Unit A.1

INTERVIEW

Name: _____ Date: _____

Objective: To ask and give personal information.
- Group of 5.

1. Fill in the table with your information.
2. Talk to 4 other students and fill in their information.

	YOU	1	2	3	4
What's your first name?					
What's your last name?					
What's your hometown area of the city?					

Rate Yourself

	1	2	3	4	5
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5

16

Annex 6: Online placement test

Vocabulary questions:

- Fill in the table – words presented
- Choose the right word or phrase – to complete sentences.
- Complete the dialogue – from a word bank.

Grammar questions:

- Choose the right word or phrase – to complete sentences.
- Choose the right word or phrase. You may choose more than one.
- Drag and Drop.
- Error correction.

Reading questions:

- Choose the right picture.
- Choose the right word or phrase – to complete the text.
- Short answer – answer questions on the text.
- Drag and drop.

Listening questions:

- Listen to the conversation and answer.

Integrated skills questions:

- Listen and then write – what they have heard.
- Listen and read – find differences.

Taken from: Placement Test Information Booklet
<https://www.pearsonelt.com/content/dam/professional/english/pearsonelt.com/SampleMaterials/Digital/Placement-test-information.pdf>

Annex 7: Online placement test – Question types

Activity assigned by Basurto, Patricia	Score
Placement Test 1	75%
Placement Test 2	67%
Placement Test 3	75%
Placement Test 4	33%
Placement Test 5	33%
Placement Test 6	60%
Placement Test 7	33%
Total Score	56%

Placement Test

Switch to Test

Placement Test 1

3/4

75%

Listen to the announcement. Choose the correct answer.

- Which flight is going to London?
 - ☒ Flight 1250 ✓
 - ☐ Flight 208
 - ☐ Flight 510
 - ☐ Flight 42A
- When does United Airlines Flight 510 leave?
 - ☐ It leaves at 4:30 p.m.
 - ☐ It leaves at 4:13 p.m.
 - ☐ It leaves tomorrow.
 - ☒ It is leaving now. ✓
- Tokyo passengers will leave at what time?
 - ☐ 5:10 p.m.
 - ☐ 2:08 p.m.
 - ☐ 12:50 p.m.
 - ☒ 4:30 p.m. ✓
- A *departure time* is the time that a plane _____.
 - ☒ is on the ground ✗
 - ☐ arrives
 - ☐ leaves
 - ☐ is in the air

1/3

33%

Annex 8: Pre and post-test (entry / final written exam)

Centro de Idiomas
Universidad de Piura

Final Exams		
C&OW	Oral	Written

LEVEL 1 FINAL EXAM

Name: _____ Teacher: _____

Date: _____

SECTION I: VOCABULARY.

A. Label the pictures below using the words from the box. There are extra words.

(3 marks)

hall / living room / kitchen / dining room / garage / bedroom



1. _____



2. _____



3. _____

B. What are they doing? Choose one of the words of the box to complete the sentences.

(6 marks)

writing / working out / having / jogging / rollerblading / reading / riding / watching



1. Alfred's _____ a newspaper.



2. They're _____ TV.



3. Susan is _____.



4. Bob's _____.



5. The family's _____ a picnic



6. Helen is _____.

C. Look at the family tree and complete the sentences.

(5 marks)



1. Ashley is Tim's _____.
2. Brian is Phyllis and Alan's _____.
3. Derek is Jennifer's _____.
4. Alan is Daphne's _____ in law.
5. Brian is Ashley's _____.

D. Read the dialogs and complete them telling the time. Use almost where corresponds. (6 marks)

Example: Ann: What time is it?
Bob: It's quarter past one



1. Helen: Do you know the time?

Mary: It's _____.



2. David: I'm late for my class. It's two o'clock!

Mary: No, it isn't. It's _____.



3. Felix: What time is it?

John: It's about _____.



SECTION II: GRAMMAR

A. Complete the following interview using the words from the box.

(5 marks)

A: Sam, can you describe a typical day of yours?

B: Well, I usually wake up at (1) _____, I go to work at (2) _____.

A: (3) _____ do you have vacations?

B: Usually (4) _____ but there are (5) _____ in which I have them in October.

A: (6) _____ do you like to travel?

B: To the Caribbean, but it depends on the (7) _____ of the year. My favorite is January.

A: How many (8) _____ do you work a week?

B: Four, I don't work (9) _____.

A: (10) _____ do you do on weekends?

B: I like to go fishing.

days
6:00 a.m.
8:00 o'clock
in September
what
years
when
on Fridays
where
month

B. Complete the sentences with your own information.

(10 marks)

1. On Sundays I usually _____
2. I work at _____
3. On week days I get up at _____
4. On my next vacations _____
5. Next year _____

C. Choose one of the options to complete the sentences correctly.

(4 marks)

Example: That isn't my notebook. Is it yours? (isn't / aren't)

1. You _____ study for the final exam. (don't have to / should)
2. _____ you like to go to the cinema with me? (Do / Would)
3. Mike _____ an English class today. (have / has)
4. Is he _____ boss? (you / your)

D. Complete the following dialogs.

(4 marks)

Example: Q: Does your mother have a cell phone?

A: Yes, she does

1. Q: ¹ _____ you live in Miraflores?

A: No, ² _____ don't

2. Q: Are ³ _____ Peter's friend?

A: No, I'm ⁴ _____.

E. Find the correct word to complete the sentences.

(5 marks)

Example: has / have / having They are having a good time!

1. play / played / playing Robert is _____ with his sister.
2. I did / I am / I'm not _____ an accountant. I am an engineer.
3. am to buy / am going to buy When I arrive in Lima, I _____ a new I-pad.
4. work / worked / 's working Henry _____ this year. His contract is finishing in October.
5. call / called / is calling I _____ a school friend yesterday.

F. Answer the questions with your information. Write complete answers. (6 marks)

1. How many brothers and sisters do you have?

2. How often do you go on shopping?

3. How much money do you have in your saving account?

G. Complete the dialogs using the expressions from the box. There are **two** you don't need. (6 marks)

introduce	How are you	See you tomorrow	thank you	She's	I'm fine
	Nice to meet you too		Good morning		

Pete: (1) _____ Mr. Clark. How are you today?

Mr. Clark: (2) _____ Pete, (3) _____. How about you?

Pete: I'm OK. Are you going to the training tomorrow?

Mr. Clark: I don't think so. I have to work.

Pete: Mr. Clark, I want to (4) _____ you my friend, Cloe. 5) _____ a dancer.

Mr. Clark: (6) _____ Cloe? Do you dance salsa?

Cloe: Yes Mr. Clark.

SECTION III: READING.

My friend Peter

My friend's name is Peter. Peter is from Amsterdam, in Holland. He is Dutch. He is married and has two children. His wife, Jane, is American. She is from Boston in The United States. Her family is in New York, but she now works and lives with Peter in Milan. They speak English, Dutch, German and Italian!

Their children are pupils at a local primary school. The children go to school with other children from different parts of the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden, but her best friend Greta is from Austria. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. However, he prefers playing with Frank, a Spanish boy. There are many children from Italy too. Imagine, French, Swiss, Austrian, Swedish, South African, American, Italian, Spanish and Canadian children all learning together in Italy!

A. Circle the correct answer based on the reading. (12 marks)

1. Where is Peter from?

A) Germany B) Holland C) Spain D) Canada

2. Where is his wife's family now?

- A) New York B) Switzerland C) Boston D) Italy

3. Where are Peter, Jane and their children now?

- A) Madrid B) Boston C) Milan D) Sweden

4. What are their children's names?

- A) Greta and Frank B) Anna and Peter C) Susan and John D) Flora and Hans

5. Flora's best friend is:

- A) American B) Sweden C) Austrian D) Australian

6. In the school you can find:

- A) Children from Peru B) Only Italian children
C) Children from Europe only D) Children from Europe, Africa and America

B. Write T for true or F for false.

(8 marks)

1. Jane is from Milan.

T F

2. Peter and Jane can speak three languages.

T F

3. There are many children from different countries at the school.

T F

4. There are children from Australia at the school.

T F

SECTION IV: WRITING.

Describe the person you see. Include: physical appearance and clothes.

(10 marks)



Write an email to a friend inviting him / her to go to the movies.

(10 marks)

PB

Annex 9: Portfolio worksheets: Module A

Blended Elementary Course

Unit A.5

READING

Name: _____ Date: _____

OBJECTIVE: To practice reading comprehension.

Read the invitation of the Travel Agency.



BOOK ONLINE today at CABATRAVEL.COM

Contact us at:
225 689 642

AEROMEXICO

Connecting you to the WORLD

Go to Cancun with us.
Travel from 3 to 12 of May

1. Write the name of the travel agency's webpage.

2. The travel starts on...

3. You can go with your family.

☐ True

☐ False

☐ No information

4. The name of the airline is...

5. What is your destination?

6. There isn't a phone number

☐ True

☐ False

☐ No information

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input type="checkbox"/> I can do this. Just need a little help	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

worksheet: Module B
Blended Elementary Course
Unit B.4

THAT'S A SURPRISE!

Name: _____ Date: _____

Instructions:

- Work alone.

1. Fill in the blanks in the sentences. Think of true things that will surprise your partner. For example: "I don't like parties."

1. I don't like _____.
2. I love _____.
3. I have _____ brothers and sisters.
4. I get up at _____ every day.
5. I have _____ pairs of shoes.
6. I work from _____ to _____.
7. I don't _____ every day.
8. I want a/an _____.
9. I don't have a/an _____.

- In pairs

2. Take turns reading your sentences. Show surprise.

A: I don't like pop music.

B: You don't like pop music?

A: I love old jeans.

B: You love old jeans?

3. Write what surprised you about your classmate(s).

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input type="checkbox"/> I can do this. Just need a little help	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

Portfolio worksheet: Module C
Blended Elementary Course
Unit C.5

WHAT SHOULD I DO?

Name: _____ Date: _____

Objective: To be able to use appropriate expressions with modal verbs in different situations.

- In pairs

Instructions:

1. You are in an English class. Write 4 sentences about your situation.
Use a different modal verb from the box in each sentence.

should	shouldn't	have to	don't have to	must
--------	-----------	---------	---------------	------

2. Example: You *don't have to* wear a suit.

3. Choose 1 situation from the following box.

You are driving in the city	You are at a job interview	You are in a hospital
-----------------------------	----------------------------	-----------------------

4. Write 5 sentences about your situation.

5. Share your information with another classmate.

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 This is new to me. I need help! <input type="checkbox"/>	2 I'm starting to understand, but still need help. <input type="checkbox"/>	3 I can do this. Just need a little help <input type="checkbox"/>	4 I can do this on my own. <input type="checkbox"/>	5 I've got this! I can teach it to a friend. <input type="checkbox"/>

Annex 10: Final oral exam

BLENDÉD ELEMENTARY FINAL ORAL EXAM 1

PART 1:

(THREE MINUTES)

Good morning / afternoon / evening. My name is..... And your names are...?

(Ask each student THREE questions. Select them from the list below).

Backup question

- | | |
|---|---|
| 1. What do you do? | 1. Are you a civil engineer? |
| 2. Are you Korean? Where are you from? | 2. Are you Peruvian? |
| 3. Where do you work? | 3. Do you work at Petroperu ? |
| 4. When is your birthday? | 4. Is your birthday today? |
| 5. What's your father's name? | 5. Is your father's name Javier? |
| 6. What's your favorite color? | 6. Is yellow your favorite color? |
| 7. Can you play the guitar? | 7. Can you dance marinera ? |
| 8. Where do you live? | 8. Do you live in Lima? If not, where? |
| 9. How old are you? | 9. Are you 20 years old? |
| 10. What are you wearing today? | 10. Are you wearing blue jeans today? |
| 11. How often do you go to the cinema? | 11. Do you go to the cinema every week? |
| 12. How long does your English class long? | 12. Does your English class last 1 hour? |
| 13. Do you have children? How many? | 13. Do you have a son or a daughter? |
| 14. Do you have to wear formal clothes to work? | 14. Do you wear formal clothes? When? |
| 15. What did you do yesterday? | 15. Did you work yesterday? |
| 16. What are you going to do on Saturday? | 16. Are you going to the bank on Saturday? |
| 17. Where will you go on your next vacation? | 17. Will you go to Ica on your next vacation? |

PART 2:

(FOUR MINUTES)

I am going to give each of you a picture.

Student A: You can see information about the Open House Language Center (hand in picture 1). Read it. Student B, you just listen. I'll give you your picture in a moment.

Allow about 15 seconds for the student to get familiar with the information.

Now Student A, answer the questions.

(Ask 3 questions only)

- What is the language center telephone number?
- When can you visit the language center?
- Can you learn Korean in the language center?
- What languages can you learn there?
- Can you register for classes in October? If not, when?

- When do classes begin?

(Retrieve the picture)

Student B: You can see information about the General Merchandise Co (hand in picture 2).
Read it. Student A, please, you just listen.

Allow about 15 seconds for the student to get familiar with the information.

Now Student B, answer the questions.

(Ask 3 questions only)

- Does the company sell shorts? If not, what does it sell?
- How much does the t-shirt with short sleeves and pocket cost?
- What t-shirt is on sale? How much does it cost now?
- Do they have green t-shirts?
- Do they have t-shirts for men? What sizes?
- Do they have t-shirts for children?

A	B
Open House	General Merchandise Co.
1	2

Thank you. That is the end of the test.

1



**AROUND THE WORLD
LANGUAGE CENTER**

OPEN HOUSE

Around the World Language Center
202 Main Street
☎ 416-444-3800

Visit the Center on Friday, September 6,
 from 8:00AM to 10:00PM.

Learn a new language!
English as a Second Language
Spanish • Portuguese • Japanese
Korean • and many more

Registration for classes:
Monday-Friday, September 9-15, 8:00AM-7:00PM.
Classes begin Monday, September 16

2

General Merchandise Co.

Men's and Women's T-shirts

Great T-shirts in your favorite colors. 100% cotton.

 <p>T-shirt with short sleeves \$17</p>	 <p>T-shirt with long sleeves \$19</p>
 <p>T-shirt with pocket and short sleeves \$19</p>	 <p>T-shirt with pocket and long sleeves \$21 on sale for \$19.99</p>

COLORS
 red white blue black gray

SIZES
 Men: S, M, L, XL Women: XS, S, M, L

Annex 11: Sample of a student's portfolio cover



Annex 12: Sample of Entries of a Student's Portfolio Worksheets

A.4

Names: Andrea
Percy 08/04/17

WRITE A DIALOGUE IN A CLASS

Asking and answering personal questions with WHAT WHO and WHERE

Percy: What's your name?

Andrea: My name is Andrea. Where do you live?

Percy: I live in Los Olivos. What's your cell phone number?

Andrea: My cell phone number is 956055724.

Who lives with you?

Percy: I live with my son. And you?

Andrea: I live with my parents.

Percy: What do you do?

Andrea: I'm a study english at university UDEP. And you?

Percy: I'm working in Arequipa.

Andrea: Do you like the city in Arequipa?

Percy: I like more or less.

+ I'm an english student at university UDEP. And you?

+ Arequipa city?

+ I like it more or less.

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
1	This is new to me. I need help!	2	I'm starting to understand, but still need help.	3	I can do this. Just need a little help.
4	I can do this on my own.	5	I've got this! I can teach it to a friend.		

Annex 12: Module B1

Blended Elementary Course
Unit B.1

PHYSICAL DESCRIPTION

Name: Andrés

Date: April 29th

Objective: To be able to make physical descriptions.

Are you...?
Do you have...?

1. In pairs add one more descriptor.
2. Fill in the table with your information.
3. Ask 2 other students and fill in their information.

	YOU	Ruben	Gonzalo
young or old?	young	young	young
short or tall?	short	tall	tall
thin or heavy?	thin	heavy	thin
happy or upset?	happy	happy	happy
color of hair?	brown	grey	black
color of eyes?	brown	black	brown
color of skin?	brown	brown	white

4. Write the description of one student

Gonzalo is young, tall, thin and happy.
He has black hair and brown eyes. He has white skin.

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input checked="" type="checkbox"/> I can do this. Just need a little help.	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

4 ✓

Annex 12: Module B2

Blended Elementary Course
Unit B.2

YOUR CLOTHES

Name: Palmira

Date: April 29th

Objective: To be able to talk, ask and answer questions about the clothes you have.

Instructions:

- Work alone.

1. Make a list

What kind of clothes are in your closet? Make a list

I have...

Ten pairs of sandals six dresses Two pairs of sport shoes
one pair of boots ten jeans five pants
five blouses four shirts ten T-shirts

2. Look at your list of clothes. Which ones are your favorites? Put an asterisk (*) next to those.

- Work in pairs.

3. Tell each other about your clothes. Take notes.

Use this language:

A: What's in your closet?

B: I've got shirts, pants, shoes, ...

A: What are your favorites?

B: My favorite skirt is my long, black one.

My favorite shoes are my purple ones.

4. Report to the class about your partner's favorite clothes.

Ruben's favorite pants are his black ones.
Palmira's favorite jacket is his blue one.

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input checked="" type="checkbox"/> I can do this. Just need a little help.	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

4

Annex 12: Module C1

Blended Elementary Course
Unit C.1

MY FAMILY TREE

Name: Andrea

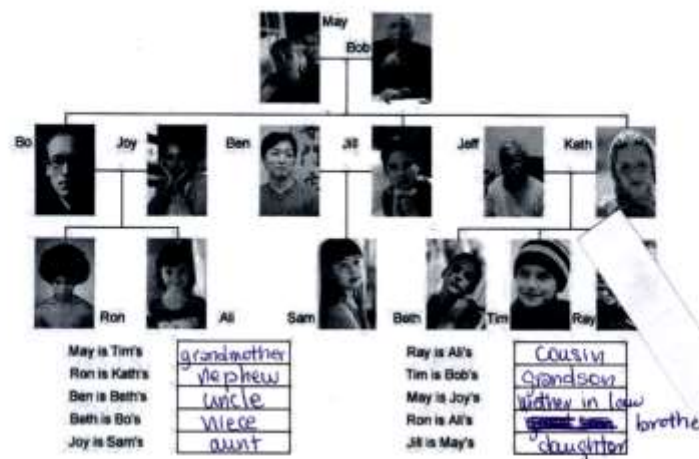
Date: Saturday 13th May

Objective: To be able to talk about family relationships.

Instructions:

- In pairs

1. Complete the information of the family tree.



2. Write a paragraph about your own family.

In my family there are six members. My parents, my brother, my sister in law and my niece. My father's name is Luis, my mother's name is Tereza, my brother's name is Ivan, my sister in law's name is Yasmín and

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
1	<input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input checked="" type="checkbox"/> I can do this. Just need a little help.	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

finally my niece's name is Corina. Also I have two dogs Chiqui and Zeus.

Annex 12: Module C2

Blended Elementary Course
Unit C.4

MY IDEAL HOUSE

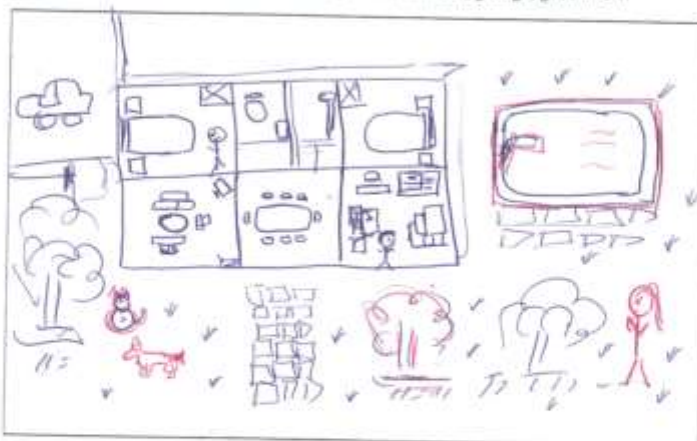
Name: _____

Date: 27 May, 2017

Objective: To be able to talk about parts of the house and preferences. Also, to use prepositions.

Instructions:

1. Draw your ideal house. Include dining room; kitchen; garage, garden etc.



2. With a different color, draw three people or animals inside or outside your house.
- In pairs
3. Take turns telling each other about your ideal house.
4. Tell each other where the people or animals you draw are. Use prepositions.

Rate Yourself	Beginner	Novice	Capable	Confident	Expert
	1 <input type="checkbox"/> This is new to me. I need help!	2 <input type="checkbox"/> I'm starting to understand, but still need help.	3 <input type="checkbox"/> I can do this. Just need a little help.	4 <input type="checkbox"/> I can do this on my own.	5 <input type="checkbox"/> I've got this! I can teach it to a friend.

Annex 13: Online placement test results

8 Apr 2017, 12:26 PM

1	ANDREA ESTEFANIA	80%	A
2	JACQUELINE	56%	B
3	HECTOR MARTIN	76%	A
4	PALMIRO	0%	F
5	ALEXA	64%	B
6	JULIO	0%	F
7	RUBEN DARIO	68%	B
8	DANNY CHARLES	52%	C
9	PERCY ALBERTO	32%	E
10	GONZALO	76%	A
11	NESTOR ALBERTO	32%	E

[illegible]

Annex 15: Online record sheet – Module A

[illegible]

[illegible]

UNIVERSIDAD DE PUJIA																			
CENTRO DE DONAS		SEMESTRE: 2017-I																	
ACTA DE VOTOS ONLINE		HORARIO: Sábados (18-2pm)																	
NIVEL: Level 11 Esports		CATEGORIA: Danto																	
PROFESORAS: Patricia Lady																			
CLASE FEME																			
		B1		B2		B3		B4		B5		NOT							
		BUL	GR V	LC	R	W	RQ	BUL	GR V	LC	R	W	RQ	BUL	GR V	LC	R	W	RQ
1 Andrea Estefania		V	V	V	V	V	95	V	V	V	V	V	92	V	V	V	V	V	96
2 Jacqueline		V	V	V	V	V	36	V	V	V	V	V	79	V					90
3 Hector Martin		V	V	V	V	V	95	V	V	V	V	V	93	V	V	V	V	V	99
4 Paimiro		V	V	V	V	V	61	V	V	V	V	V	49	V					71
5 Alexa		V	V	V	V	V	93	V	V	V	V	V	91	V	V	V	V	V	88
6 Jifo		V	V	V	V	V	96	V	V	V	V	V	93	V	V	V	V	V	90
7 Ruben Dario		V	V	V	V	V	86	V	V	V	V	V	92	V	V	V	V	V	94
8 Danny Charles							72						67					86	
9 Percy Alberto		V	V	V	V	V	44	V	V	V	V	V	75	V	V	V	V	V	72
10 Conrado		V	V	V	V	V	98	V	V	V	V	V	96	V	V	V	V	V	90
11 Nestor Alberto							78						79	V	V	V	V	91	

Annex 15: Online record sheet – Module C

[illegible]

UNIVERSIDAD DE PIURA														
CENTRO DE IDIOMAS														
SEMESTRE : 2017-I														
PORTFOLIO RECORD SHE														
HORARIO : Sábado (10am-2pm) Patricia														
NIVEL : Bleded Elemental														
CATEGORIA : Sabatino														
PROFESOR : Patricia														
CLASE: PEIME														
	A.1	A.2	A.3	A.4	A.5	B.1	B.2	B.3	B.4	C.2	C.3	C.4	C.5	AVERAGE
1 ANDREA ESTEFANIA	15	16	15	15	13	17	17	13	15	0	17	0	17	13.1
2 JAQUELINE	12	6	10	11	0	13	13	11						5.8
3 HECTOR MARTIN	15	14	13	16	14	13	16	13	13	16	16	16	16	14.5
4 PALMIRO	16	14	14	12	12	14	13	12	14	12	12	0	0	11.2
5 ALEXA	16	17	15	16	14	17	13	18	16	0	17	16	14	14.5
6 JULIO	14	13	12	11	0	12	13	13	12	12	13	15	15	11.9
7 RUBEN DARIO	14	15	14	18	14	16	16	14	15	20	18	17	17	16.0
8 DANNY CHARLES	12	13	12	11	0	0	12	11						5.5
9 PERCY ALBERTO	0	0	12	13	12	13	11	13	10	0	13	16	12	9.6
10 GOMZALO	17	19	18	18	18	15	17	18	0	14	0	16	17	14.4
11 NESTOR ALBERTO	13	12	12	11	13	15	13	11	12	0	12	0	0	9.5

CATEGORY	5	3	1
CONTENT	Portfolio contains all the required material.	Portfolio contains some _(s) of the required material.	Portfolio contains little _(s) of the required material.
MECHANICS	There are no errors in spelling, punctuation or grammar.	There are some _(s) errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are numerous.
PERSONAL REFLECTION	All the portfolio worksheets have been revised and self-evaluated by the student.	Some _(s) of the portfolio worksheets have been revised and self-evaluated by the student.	Only little _(s) of the portfolio worksheets have been revised and self-evaluated by the student.
OVERALL IMPACT OF THE PORTFOLIO	The portfolio demonstrates well the student's skills, abilities and knowledge of the subject.	The portfolio demonstrates some _(s) student's skills, abilities and knowledge of the subject.	The portfolio does little _(s) to demonstrate the student's skills, abilities and knowledge of the subject.

*[a] some represents between 60% to 40%

Annex 17: Proposed evaluation scheme

Online								F2F					Both
PRAC	RQ	VMAT	VMBT	VMCT	LT	OW	OAV	PORT	MAT	MBT	O	FW	F

Online

PRAC = Practice

RQ = Review Quizzes Average (A1; A2; A3; A4; A5; B1; B2; B3; B4; B5; C1; C2; C3; C4; C5)

VMAT = Virtual Module A Tests

VMBT = Virtual Module B Tests

VMCT = Virtual Module C Tests

LT = Level Tests

OW = Online work – (Practice)

OAV = Online Average

F2F

PORT = Portfolio

MAT = Module A Test

MBT = Module B Test

MCT = Module C Test

O = Final Oral exam

FW = Final Written exam

Both

F = Final Mark