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**INSTRUCTIONAL DESIGN APPLIED IN A BLENDED LEARNING
ENVIRONMENT FOR ENGLISH LANGUAGE TEACHING IN PRE-
INTERMEDIATE STUDENTS AT UNIVERSIDAD DE LA SABANA.**

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ENVIRONMENT FOR ENGLISH LANGUAGE TEACHING IN PRE-
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Dedication

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This hard work is dedicated at first place to God, who was the one who gave me the strength to do this task, and secondly to my cousin Sol Joely Duarte Garzón who passed away in August the 15th 2017. Cousin, I just want to dedicate this achievement to you, since you as a teacher always encouraged me to pursue my personal and academic dreams, I miss you so much and I am thankful, for I will finally be able to get my degree as an educator.

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I want to thank to my mom and professors who helped me to achieve this important goal in my life, without your help and support I wouldn't have been able to do it.

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2. Descripción
<p>This inquiry aims to create an instructional design which implies all the steps that are followed to create a virtual environment and take advantage of the new educational trends, e.g. a technological educational activity. The idea of including this activity within the instructional design with the purpose of include the constructivist pedagogical model. Through this implementation students are encouraged to use the learning strategies presented in the CPS (Class Preparation Session) which is also using the Flipped Learning approach.</p>

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4. Contenidos

Chapter 1: Introduction, it begins with the research questions and objectives, which look for creating an instructional design that is appropriate for our English classes bearing in mind the constructivist approach and the flipped learning. Chapter 2: Literature Review describes studies carried out in similar issues with relevant theory related to concepts as instructional design, blended learning, flipped classroom and constructivism. Chapter 3: Research Design evidence the type of the study, methodological design, it also gives a description of the researcher's and participants' characteristics and context. Moreover, the aspects concerning data collection procedures in an explanatory sequence design, which corresponds to the mixed methods approach, qualitative and quantitative stages implemented. Chapter 4: clarifies the Pedagogical Intervention consisting in the creation of the instructional design taking into account the theory and new ways to focus the virtual learning environment. Chapter 5: describes the Data Analysis and Findings where procedures of data analysis, data management, data reduction and categories are discussed. To sum up, Chapter 6: displays the Conclusions of the study in which students showed some improvement in their skills by using the TEA.

5. Metodología

The purpose of this explanatory sequential design is to collect the data in sequence. Thus, in the first phase, it is imperative to establish the linguistic skills that are worked in the asynchronous hour (CPS) in Virtual Sabana, the control group (1 of the researcher's groups) will be given a questionnaire with closed-ended questions; they will be asked about their insights regarding the skills that are worked in the CPS nowadays. The key fact with this research instrument is to quantitatively analyze strengths and weaknesses in the CPS, including the apprentices' interests and opinions. In this manner, after having its results, the development for the instructional design can take place. And with the ADDIE model, all the advantages that Moodle offers will certainly maximize the students' learning process and the platform use. In the second stage, the researcher will fill her teacher's field notes in order to check students behavior with the development of the

activity suggested for this stage. Lastly, in the third stage, learners will have a second questionnaire; yet this time, they will answer a questionnaire with open-ended questions, which emphasis goes on supporting the 1st and 2nd data collection instrument, verifying their perception in regards to this asynchronous session after implementing the instructional design.

6. Conclusiones

The instructional design can be of great help for teachers in order to create the activities in the platform, having in mind the constructivist approach and the flipped learning. It was also evident that students were more engaged with the TEA, for they had the opportunity to practice the language in a real life situation, they found this activity more meaningful. On the other hand, it was quite difficult to get students acquainted with the learning strategies suggested in the platform; as teachers, we still struggle a lot in order to have them using those strategies. They really want to have activities related to games, so a new study can be open about gamification, maybe to find out the best games for them to enjoy their learning process.

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Revisado por:	Pablo Alexander Munévar

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This deepening proposal seeks to create an instructional design with a constructivist framework that supports students from Universidad la Sabana with their learning process in a foreign language, as it is English. Therefore, for its design there are some theoretical aspects that will be taken into account to set up the instructional design, as the Moodle platform use, the features that a blended learning environment must have, the positive effects that Flipped Learning has on the students' learning process; lastly, the constructivist pedagogical approach pertinence into a virtual environment.

The main objective of this proposal is to ensure that the blended learning environment designers (level coordinators) take full advantage of the tools that Moodle has, the new educational trends to have a successful face to face class, a great instructional design on the activities suggested in Virtual Sabana and a good learning language proficiency in the level three students. In order to do this research, the mixed methods research was chosen to collect the required data, bearing in mind the explanatory sequential design (quantitative data + qualitative data + interpretation). The instruments to carry out this process are the following: Questionnaires, Teacher's field notes, experimental and control groups. There were some surprising results in regards to the information that had to be known by students beforehand; nevertheless, the advised activity (Technological Educational Activity) with the aim of using the constructivist pedagogical approach had a great impact on the students' discernment in regards to the class task (speaking activity assessed) that had a different focus and methodology. There are definitively varied ways to tackle the in-class activities mixed with the activities given in a

virtual environment; how can teachers do that? By exploring and identifying new strategies and educational trends that can support the students' language proficiency. xi

Key words: Instructional design (instruction); Moodle (Didactic computer program); Blended Learning (Online and active Learning); Flipped Learning and constructivism (model).

Resumen

Esta propuesta de profundización busca crear un diseño instruccional que con bases constructivistas apoyen el aprendizaje de la lengua inglesa en los estudiantes de la universidad de La Sabana. Para el desarrollo de la misma se encuentran aspectos teóricos que se tendrán en cuenta al momento de crear un diseño instruccional, uso de la plataforma Moodle, las características que debe tener un ambiente con aprendizaje semipresencial, los efectos positivos que tiene la inclusión del aula invertida y por último la relevancia que tiene el modelo pedagógico constructivista dentro de un ambiente virtual.

El objetivo principal de esta propuesta es asegurar que los diseñadores (coordinadores de nivel) del ambiente de aprendizaje semipresencial tomen ventaja de las herramientas que Moodle tiene, las nuevas tendencias educacionales para tener una clase presencial efectiva, un buen diseño instruccional con las actividades sugeridas en Virtual Sabana y desarrollar una buena competencia lingüística en los estudiantes de nivel tres. Para realizar esta investigación, las metodologías de investigación mixta fueron escogidos para recolectar los datos, teniendo en cuenta el diseño secuencial explicativo (datos cualitativos + datos cuantitativos + interpretación). Los instrumentos para llevar a cabo este proceso son los siguientes: Cuestionarios, notas de campo del profesor y grupos de control. En cuanto a los resultados obtenidos, hubo algunas sorpresas en relación a información que los estudiantes deben saber de antemano; sin embargo la actividad sugerida (Actividad Tecnológica Educativa) con el propósito de usar el modelo pedagógico constructivista tuvo un gran impacto en el conocimiento de los estudiantes en cuanto a la actividad de clase (actividad de producción oral evaluada) que tuvo un enfoque y

metodología diferente. Definitivamente existen una gran variedad de caminos para abordar xiii
los caminos de clase mezcladas con las actividades de la plataforma virtual ¿Cómo pueden los
profesores lograr esto? Por medio de la exploración e identificación de nuevas estrategias y
tendencias educativas que puedan apoyar el proceso de aprendizaje de los estudiantes.

Palabras Claves: Diseño Instruccional (instrucción); Moodle (Programa de computador didáctico); Aprendizaje Híbrido (Aprendizaje en línea y activo); Aula Invertida y constructivismo (modelo).

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Chapter 1

Introduction

Through the advancement of this proposal, the theoretical context is significant, for this research is focusing on understanding how those components can conceptually foster this academic research and be able to acknowledge the need of creating this instructional design. Over its development, some previous perceptions based on theories made by some recognized and unknown authors will be significant to make this article theoretically robust; on the other hand, the goal is to strengthen the knowledge in the constructs shown here to boost the instructional design.

With all of these theoretical components, it is pertinent to take into account the new educational trends based on technology, because today our society is changing and education is constantly evolving; therefore, as teachers we must be updated with the information that second by second is fluctuating our students' mindset towards their learning styles. One of these trends has been taking place in Latin America for some years, and it is called "Actividades Tecnológicas Escolares" which in English means Technological Educational Activities (TEA). As Otalora highlights two specific facts in his lecture "Las Actividades Escolares Tecnológicas: Herramientas para educar" First, the idea of formulating a Technological Educational Activity (TEA) is to bear in mind the development of thinking and the construction of knowledge concepts; second, focus on the complex proposal about the nature of those activities (As cited in Vargas, 2013, p.

24). The intention of including this type of activity is link the constructivist pedagogical approach with unexplored tools in Moodle that can encourage students to have a different way to learn with a meaningful value, not only for their professional life, but also for their personal life.

In the instructional design was explained the process that is followed in the Virtual Sabana design and the activities proposed, not only for the ones in the platform, but also with the ones done in the face-to-face classes. In the platform, there are activities related to: listening, reading, grammar, learning strategies and videos about the writing content. The last ones explain the rhetorical structures for the paragraphs to be written in class. On the other hand, the face-to-face classes are intrinsically bounded with the activities in the platform; that is why the Flipped Learning strategy is being implemented today. How is the Flipped learning related to the technological activity? One of the focuses of the CPS is to have students using the listening and reading strategies presented there; there are several strategies that apprentices can use according to their learning style and have a better understanding. At first place, they have to do the CPS activities at home, and the next week, in the f2f classes they use them, for the teacher always gives the instructions telling them to use those; nonetheless, it has been quite challenging to have them understand why the use of those is so important, not only for the English subject, but also with the rest of the subjects and their own lives. The TEA has to be done by using the strategies when searching the information required in the task, the strategies suggested are skimming and scanning (reading strategies), the TEA was developed as it follows:

TEA – TRANSGENIC FOOD DEBATE

The technological educational activity is about food, due to the topics given in the textbook used for this level Speakout – Pre-intermediate. In the unit six, they need to make predictions about the future of food, based on different alternatives. Bearing in mind this topic, students need to have useful information to support their viewpoints; therefore, this activity has three stages:

1. 1st Stage - Colombian Food in the Past: This part of the TEA is focused on the research of information about the Colombian food history (people's basic needs, sources of food and land resources), the instructions were given in a tool provided in Moodle called "Blog" In there they could find the steps they had to follow. In their search, they had also to use the skimming and scanning strategy to take advantage of the time, since they only had one hour to do this task. After finding and summarizing the information, they had to post their findings in the teacher's thread as well including the requirements: use of the simple past and use of the linking words – FANBOYS. As this activity has an assessment, they created a visual aid and did a short presentation about the information found.

2. 2nd Stage – Food Problems Today: In this stage students had to search information about the problems that the society is facing today (Today's food description, the issues that the global population is facing in terms of food and the solutions that are taking place nowadays). The procedures from this activity are pretty similar to the ones

mentioned in the previous stage, they needed to use the reading learning strategies provided in the CPS in order to have a fast and better understanding from the references found, they had to post their findings in the teacher`s tread and create a visual aid to do their presentation using adverbs of frequency, present simple and present continuous and the FANBOYS.

3. 3rd Stage - Transgenic Food Debate: After collecting all the information about the food history in our country and the food problems we are facing today, students were given a real life situation in Colombia and had to be for or against that situation by having a specific role (Farmers – native seeds supporters, companies’ agents – transgenic seeds producers and government representatives – in charge of the transgenic food regulations). Each group was assigned with a role and by using the info gathered in the blog during the other stages they had to prepare their roles; they were allowed to use their partners’ posts to support their ideas.

To sum up, it is essential to highlight the importance of having a good instructional design in which there is a clear pathway for both teachers and students; bearing in mind all the features that enclosed the classes offered at Universidad de La Sabana. This research seeks to highlight the ADDIE instructional design, which has a specific aim to help teachers to have a proper and clear designing process and the activities shown in the platform and the face-to-face classes.

1.2 PROPOSAL CONTEXT

The instructional design will take place in the recognized institution called Universidad de la Sabana, which is located in Chía, Cundinamarca municipality. This university has a wide campus, where students, administrative staff and teachers have access to different areas, as the library, varied food areas, computer centers in various buildings, etc. Most of the students come from a medium-high social class; moreover, there is a small percentage of them from the program called “Ser pilo Paga” which is about a financial assistance offered by the government for students with no resources for studying in higher education institutions, their age varies among 16 to 21 years old. The English subject is transversal to all the undergraduate programs and postgraduate studies given at the university, this shows the impact that the program has in a great variety of students.

Bearing in mind the university precepts, technology is a crucial factor in our classes design; for that matter, the Moodle platform (Virtual Sabana) is an essential component for the English classes including blended learning foundations. The main reason of this proposal is focused on analyzing the instructional design impact in the level 3 classes; this implementation will be done in a focus group from this level.

1.3 INSIGHT PROPOSAL CONCEPT

The Languages and Foreign Cultures Department has handled Moodle and other technological tools for some years, this fact shows the level of expertise that the university has in regards to diverse ICTs management. The main objective of this instructional design is to support different processes at the moment of creating the asynchronous class and implementing the constructivist pedagogical model as a key fact on the use of Moodle.

Also according to the principles from the Master in Education in Technology from Universidad Distrital Francisco José de Caldas, the focus of this inquiry in the development of educational materials, which in my case is related to the instructional design based in the ADDIE model. Through the creation of material, it can facilitate the academic discernment, which tackles different aims as the contextual and disciplinary dimension theory and didactic quotations and our own experience as educators. With this aim, it is obvious the goal that we have as teachers in order to maximize the learning proficiency of our students, for sure creating new materials that enhance these processes could be an excellent way enrich not only students' knowledge but also the teachers' one.

1.4 Research Question

How are the techno-pedagogical guidelines used for the asynchronous session design in Virtual Sabana (a Moodle based platform) to boost A2+ English students' language proficiency?

1.5 Objectives

1.5.1 General

To create an instructional design for the asynchronous session CPS for A2+ English students at Universidad La Sabana by using an enhanced Moodle based platform.

1.5.2 Specific

- To analyze the linguistic competences that A2+ students are working in the asynchronous session.
- To systematize experiences about the learning strategies used for the virtual environment design in level 3 (A2+).
- To appropriate the Constructivist pedagogical model through the Flipped Learning approach when creating the instructional design.
- To assess the pedagogical and learning impact of the instructional design in a level 3 control group.

1.6 Justification

This preliminary design's goal is to create an instructional design with a theoretical framework for the design of the asynchronous hour in Virtual Sabana, which is a Moodle based platform; this is addressed to the A2+ students from Universidad de la Sabana. Today, students have to develop the activities suggested in the platform; nevertheless, there is no collaborative work done by the students within Moodle, by the experience through these years, students seem to have an impact in their learning process, yet the significance of this process is limited since, it is not related to the students' interests. The instructional design will tackle these two features: the collaborative work by building group knowledge and an activity of their interest (TEA).

Taking into account some specifications mentioned above, it is important to deepen on each one. At first place, it is key to analyze the language proficiency that the A2+ students are working through the asynchronous session in Moodle. Second, to systematize experiences about the learning strategies used for the virtual environment design in level 3. Third, it is important to appropriate the Constructivist pedagogical model through the Flipped Learning approach when creating the instructional design, this with the purpose of fulfilling the real use of Moodle with this approach. Finally, to measure the pedagogical and learning impact of the instructional design in one control group, which is one of the receptors of the asynchronous session.

This proposal seeks to establish the parameters at the moment of designing the asynchronous hour content. Also, the competences that our pre-intermediate students are

developing; the idea is to create an instructional design with pedagogical purposes, which theoretically will be able to support the blended environment design to use the technological tools within the platform. With the instructional design designers might explore the platform fully in order to take advantage of all the resources available, and make sure that students are improving their competences significantly.

Moodle has been a technological tool that has enhanced and created a representative feature in the English lessons at Universidad de la Sabana. Teachers at this institution have tried to maximize the asynchronous hour through different ways. At the moment, the Flipped Learning approach is being used through explanatory videos done by some teachers or a grammar structure explanation with some practice. Students have to watch them before the f2f class take place. In that way, they have the chance to practice in class by using the explanations given in the videos or the grammar explanation. Along this development, some questionings emerged: What are the competences that pre-intermediate students are working in the Asynchronous session? Is there any theoretical foundation that supports the asynchronous session development? Are the activities suggested in the asynchronous session enough to fulfill the task?

There are diverse research articles focused on instructional design facts and the models that need to be followed when creating it. This inquiry is taking place for emphasizing on the importance of guiding this designing process, bearing in mind theoretical aspects about teaching and learning as they are: "Conductismo vs. Constructivismo: Sus principales aportes en la pedagogía, el diseño curricular e

instruccional en el área de las Ciencias Naturales" by Rosita Ulate Sánchez; "El aprendizaje semipresencial o virtual: nueva metodología de aprendizaje en educación superior" by María Angustias Hinojo & Andrés Fernández; "Estrategias para el aprendizaje de las funciones reales con la plataforma de Moodle" by Andrés Sánchez y "La planificación didáctica y el diseño instruccional en ambientes virtuales" by Rosa Amaro de Chacín.

Chapter 2

2. Literature Review

2.1 Background

Nowadays there are many technological tools that help people to develop multiple actions when teaching (professor) and the way in which the knowledge is acquired (apprentices), one of these tools that has had a great welcome in the educational field is Moodle, as it is explained in the degree thesis “Estrategias para el aprendizaje de las funciones reales con la plataforma Moodle” developed by Andrés Sánchez (2015) at Universidad Pedagógica Experimental Libertador “Gervasio Rubio”.

In this thesis the author does an analysis on the incidence that this tool has in the acquisition process about mathematical literacy (real functions) in intermediate education. It also seeks to motivate professors to improve their teaching practices; they can do it by taking into account different theoretical foundations in order to find new ways to teach their classes and select various technological resources. This inquiry shows how teachers can implicate psychological principles in the learning of the mathematics domain by using technology. The inclusion of several complementary activities suggested in the software that mediate in the development of collaborative tasks. Sánchez

(2015) shows evidence of this fact by stating:

La resolución de los problemas matemáticos, exige del estudiante su intervención individual y grupal asegurando el aprendizaje tanto autónomo como autorregulado, en el cual se evidencie las estrategias metacognitivas, al momento de abordar los problemas y la confección de un plan para la solución de estos con el apoyo de las TIC's. (p.43)

There are diverse methodologies to address a study; in this specific case, there were some typical cases that look for problem solution situations in students. The use of forums allowed knowledge exchange, pair support, in which apprentices could reflect deeply on the concept acquisition among all the participants. After doing the implementation of different mechanisms found in Moodle, some conclusions were set: First, it is recommended to include in the planning varied cognitive theoretical postulates to contextualize students. Alternatively, it is of great importance to include Moodle tools as forums, chats, wikis, among others; this in order to improve the learning proficiency and technological skills in students.

For this study, it is of great importance to remark and go back to the use of these collaborative tools like forums, blogs or wikis, since it is something that is not being taken into account nowadays, one of the purposes of using this tool is to promote the constructivist approach, and this can be done thanks to these Moodle tools.

The second study was done by Ulate (2013), who created the thesis named “Conductivismo vs Constructivismo: Sus principales aportes a la pedagogía, el Diseño Curricular e Instruccional en el Área de las Ciencias Naturales” at Universidad Estatal a Distancia San José, Costa Rica. One of the most important objectives from this research was a comparison among the behavioral learning and constructivist theory; through this conceptual confrontation, some pedagogical intakes could be directly related to each epistemological foundations theory in the natural science field.

In this inquiry there is not a set problem, but it seeks a path through the time, in which there is an evolution that these theories have had; at the same time, it tries to establish an analysis related to the contributions that these epistemological concepts have offered to the pedagogical fact and its impact that both have had in the curriculum and instructional design. As the researcher emphasized “... pero también comparten aspectos en común como lo es: el propósito de mejorar el aprendizaje y el avance del aprendizaje de los estudiantes por etapas o fases” (Ulate, 2013, p.67). Usually, when the natural sciences are taken into account from the investigation, different methodologies are used, as experimentation, analysis, practice, among others; however, if the constructivist approach is included, this characteristic varies, due to the knowledge construction given through experiences; therefore, the practice and the horizontal interexchange are key for the results assessment. Generally, the following conclusions could be established: some of the views assumed by the behaviorism allow some constructivist aspects; on the other

hand, from the curricular design, the area of expertise paradigm has to be taken into account.

Talking about the constructivist approach, it is key to mention the word “experience”, all because of the meaningful fact that this has on the students’ lives. When they construct knowledge together, based on their own experiences, they get meaningful learning that can last more than it is expected; therefore, it is necessary to take into account these facts once again to have a more significant learning process.

One of the most relevant facts of this proposal is the blended learning relevance in higher education. One of the chosen articles was done by Hinojo & Fernández (2012), its name is “El aprendizaje semipresencial o virtual: nueva metodología de aprendizaje en educación superior”. In this inquiry, the main objective is to measure the impact that the blended learning has in different international universities, this with the purpose of showing the advantages that this mix (face-to-face and virtual environment) could bring through educational experiences; and at the same time, it considers the possibility to include this methodology in higher education instructions. Hinojo & Fernández (2012) stated:

El aprendizaje, como casi todo, va evolucionando y cambiando con el tiempo. En este siglo XXI al que muchos denominan Siglo de la información y de la comunicación, una de las líneas de cambio está siendo esta propuesta de aprendizaje

semipresencial, que se ve favorecida por las crecientes posibilidades que van teniendo los nuevos estudiantes y docentes en la sociedad. (p.160)

Today, there are many stereotypes that have made the environments of ongoing more open, so the users that want to have access to the content offered, they can do it wherever they are. These kind of environments have generated VLC (Virtual Learning Communities) or learning atmospheres (E-learning), yet new types of learning are being created, which are related to the virtuality. In this paper there are advantages and disadvantages that can be found from the experiences' analysis in this kind of environments. Case studies and interviews were the methodological means to measure the positive and negative impacts of this type of learning in different university institutions from Spain and the Dominican Republic. This study's results show really positive aspects in relation to the blended learning. The conclusions of this reflection determine that the ICTs have worked as an inclusive way for the teaching and learning processes in the European Higher Education.

This fact was taken into account, due to the methodology handled at the department at Universidad de La Sabana, this is a key element that has been taking place here for a long time; therefore, it is necessary to bring up and remark how important is the blended-learning in the languages classes given at this institution.

Another reference for this proposal is focused on the teaching approach and the

instructional design from Chacin (2011) who created the study called “La planificación didáctica y el diseño instruccional en ambientes virtuales”. This problem centers on the need of knowing according to the author “...la situación actual del conocimiento profesional (necesidades) y tomar decisiones oportunas, sustentadas y fundamentadas que justifiquen una determinada propuesta formativa, según el propósito que se pretenda: resolver problemas, mejorar, cambiar, transformar o innovar” (de Chacin, 2011, p.137).

This study was developed as a guide about how to create a didactic planning and an instructional design in virtual environments. This proposal’s author ends with some compelling conclusions: ICTs use will not give a solution to teachers who do not accept innovative changes that these educational tools bring. Nowadays, different educational institutions in the world are taking an innovative approach that support students’ learning processes through technological tools; this is the case of the Flipped Learning, but what is the meaning of this new term? Flipped Learning Network defines it as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (as cited in Bauer- Ramazani, Graney, Marshall, & Sabieh, 2016, p. 430).

From this perspective the teacher stops being the knowledge supplier to become a learning facilitator who is in charge of creating activities that help students to use the

language instead of covering the curriculum. There are two main reasons in order to implement this approach when teaching a second language: The introduction to multiple ways to have an informal assessment and the inclusion of based project learning. One of the Languages and Foreign Cultures Department's principles focuses on projects that have to be done in a collaborative way, which boosts learning as a group, yet this project is developed in the face-to face classes, that is why the Moodle tools can mediate to enhance this process among students.

One close view to this approach is the one created by Gilboy, Heinerichs & Pazzaglia (2014) called "Enhancing Student Engagement Using the Flipped Classroom" This study shows this approach implementation in nutritional courses. In this article a comparison is shown among the traditional teaching methodology and the one that the flipped learning suggests, making this last one as the best learning choice for students, bearing in mind the Bloom's taxonomy. There are three stages that need to be taken into account when creating an environment of this kind; (Before class, during class and after class).

Un acercamiento a este enfoque es el reporte creado por Gilboy, Heinerichs & Pazzaglia (2014) llamado "Enhancing Student Engagement Using the Flipped Classroom" el cual muestra la implementación de este enfoque en unos cursos de nutrición. En este artículo se desarrolla una comparación entre la metodología de enseñanza tradicional con la que propone el flipped learning; ubicando el último término como la mejor opción de aprendizaje para los estudiantes teniendo en cuenta la

taxonomía de Bloom. Existen tres etapas que deben ser tenidas en cuenta al momento de crear un ambiente de esta índole: Antes de clase, durante la clase y finalmente después de la clase. Golby et al. stated: Before class: Designing the online portion of the flipped classroom (also referred to as offloaded content) took into account the work that students could master individually and most often included lower level-learning (e.g. knowledge, comprehension) (p. 111).

On the other hand, there are some dynamics that have to be done in the face-to-face classes. During class (F2F): with the topics objectives in mind, the F2F class was designed to apply the knowledge acquired by students in the online component using active learning strategies. Active learning strategies enabled students to achieve higher levels of learning within Bloom's taxonomy e.g. application, analysis, and synthesis (p. 111). The last step has to do with the after class activities. After class: Assessments are an integral part of the after-class component of the flipped classroom and should be aligned with the objectives of the offloaded content and the in class activities. These can be formative (e.g. at the end of the class assignment) or summative (e.g. exam, or portion of exam that covers several weeks of content (p. 112).

2.2 Theoretical Framework

2.2.1 Instructional design

Many theories have emerged from the investigation, which could be relevant facts to guide this proposal's concept. The categories that the researcher will take into account are: Moodle, Flipped Learning, Blended Learning, and the constructivism. The first one is the instructional design.

Through the history there have been a great variety of instructional designs models and the constraints that each one has. However, at first there is close definition of this term from the instruction concept. Leigh defines instruction as: un término al que históricamente se le ha dado un tinte que si bien realza su relación con el aprendizaje, más lo hace con la enseñanza y muy ligado al concepto de entrenamiento (as cited in Laverde, 2008, p. 232). This view has made emphasis on the importance that the instruction and teaching have, this with the purpose of recognizing the new dimensions that an instructional design implies today. Bruner explains the instruction as: "procurar los medios y los diálogos necesarios para traducir la experiencia en sistemas más eficaces de notación y ordenación" El autor lo considera como el meollo de la educación y sintetiza la idea actual según el cual el diseño instruccional se ocuparía de la planeación, la preparación y el diseño de los recursos y ambientes necesarios para que se lleve a cabo el aprendizaje (as cited in Laverde, 2008, p. 232).

From different types of instruction the author makes a lot of emphasis in the instructional designer role with all the processes that bear a good instruction. Some of the aspects that are related to an outstanding instruction are: content coherence, the objectives, the learning activities suggested, monitoring the creation of the virtual learning environments, which must be perfect for knowledge construction.

Continuing with the instructional design topic, there are varied environments in which this fact is evident that is related to the university setting. The instructional designers' expertise has to be a fundamental fact at the moment of designing a Virtual Learning Environment. Amaro, Brioli, García & Chacín (2009) stated, "Por ello la docencia en entornos virtuales, bien sea a través de una modalidad totalmente a distancia o una modalidad mixta, demanda entre otras competencias, saber cómo diseñar un curso en estos espacios y como dinamizarlos para generar experiencias educativas con cierta garantía de éxito" (p. 201).

It is of extreme importance to bear in mind the components that the instructional designer has to use in a virtual learning environment in terms of pertinence, technological skills, objectives, learning strategies used, etc. In this article some instruments are mentioned, which can be of great help when measuring this aspect. This initial analysis will help to identify strengths and weaknesses, and at the same time, it gives the opportunity to rethink about new ways to train people in charge of the design.

The experiences in our national context are crucial in order to evidence the specific needs given in these environments. There are three concepts that have to be taken into account for the instructional design development: learning, instruction and the strategies to develop the instructional material. It is evident that there varied significances for the word learning; for instance, Discroll stated: dos principios básicos en el aprendizaje: 1) El aprendizaje como referente en cambios perdurables en el desempeño de una persona; esto implica al estudiante como agente ejecutor de acciones que no podían ser desarrolladas antes del aprendizaje, 2) El aprendizaje como resultado de la experiencia e interacción con el mundo (As cited in Torres, 2012, p.32). On the other hand, Morrison, Ross, Kalman & Kemp stated that: ...que el aprendizaje es un proceso activo en el cual el estudiante establece relaciones llenas de significado entre el conocimiento que es presentado y adquirido en la instrucción y el conocimiento que previamente ya tenía. En este último apartado se puede constatar la relación adyacente entre el aprendizaje y la instrucción (As cited in Torres, 2012, p. 35).

The online learning is composed by two key elements: learning and technology. According to Horton: el aprendizaje en línea se define como el uso de las tecnologías de información y de computación para crear experiencias de aprendizaje que por medio del diseño instruccional se puede generar un aprendizaje significativo y exitoso en el estudiante (As cited in Torres, 2012, p. 34). The instruction is key in order to design the pedagogical materials; this depends on the effective attainment of the task or activity assigned. Discroll defines: la instrucción como cualquier arreglo deliberado de eventos de

aprendizaje que faciliten al aprendiz la adquisición de nuevas conductas o logros de unas determinadas metas de aprendizaje. En la teoría instruccional existen varias metodologías que han sido modificadas a medida que las investigaciones van avanzando. There are four important components that need to be taken into account in the instruction process:

1. The apprentice
2. The tasks and the learning objectives
3. The learning environment
4. The reference framework

On the other hand, Merrill established five principles that can be applied in an instructional design process: En primer lugar, la solución de problemas en la vida cotidiana del aprendiz; segundo, la usabilidad de conocimientos previos; tercero, la demostración del nuevo conocimiento adquirido; cuarto, la aplicación del conocimiento adquirido por el estudiante y por último la integración del conocimiento en su cotidianidad (As cited in Torres, 2012, p. 34). Morrison sets the function of the instructional design as the concept and the development of an instruction that provides effectiveness in the apprentices' learning process, through the following components:

- a Problema instruccional
- b Características del estudiante
- c Análisis de tareas

- d Objetivos de instrucción
- e Secuencia de los contenidos
- f Estrategias instruccionales
- g Diseño del mensaje
- h Desarrollo de material instruccional
- i Instrumentos de evaluación
- j Procesos de evaluación formativa, evaluación sumativa y revisión
- k Planeación para la implementación instruccional
- l Manejo de proyectos de diseño instruccional (As cited in Torres, 2012, p. 37)

Through this theoretical review, it has been implied different elements and criteria that evolve within the instructional design, one of them is the pedagogical model that has to be taken into account for this type of design. Through the time there have been differences in some learning theories, which can be used for the instructional design: behavioral, cognitive and constructivist; those models have a lot of positive and negative approaches in each.

There will be a deeper explanation about the constructivism and the instructional design effects specifically, Mergel (1998) stated: "A pesar de que creemos que el constructivismo no es una teoría prescriptiva de la instrucción, cabría la posibilidad de que proporcionara una guía más explícita de como diseñar ambientes de aprendizaje que refuercen el aprendizaje constructivista" (p.24). The author used the concepts given by

Jonassen whose works show how the constructivist theory could be a guiding agent in the instruction process. Jonassen (1998) mentioned some constructivist implications for the instructional design in a learning environment:

Implicaciones del constructivismo para el diseño instruccional en un ambiente de aprendizaje:

- Proporcione múltiples representaciones de la realidad – evite sobresimplificaciones de la instrucción por la representación de la complejidad natural del mundo.
- Realice actividades reales auténticas - que estén contextualizadas.
- Proporcione un mundo real, ambientes de aprendizajes basados en casos, en lugar de instrucciones secuenciales predeterminadas.
- Refuerce la práctica de reflexión.
- Faculte contextos, contenidos y conocimientos dependientes de la construcción.
- Soporte la construcción colaborativa de conocimientos a través de la negociación social, no ponga a competir a los estudiantes por el reconocimiento (as cited in Mergel, 1998, p. 24).

With these guidelines, there is a wide possibility to apply the learning theories, especially the constructivist model in a learning environment, and also by recognizing the instructional designer capacity in order to do the necessary adjustments depending on the students' needs.

According to Wilson, Las recetas del diseño instruccional podrían ser de utilidad para el diseñador novato, que tiene poca experiencia y destreza; pero para el diseñador experimentado las teorías de aprendizaje son de gran ayuda porque le permiten tener una visión más amplia del proceso para identificar nuevas posibilidades y formas diferentes de ver el mundo. Como quiera que sea, realicemos o no, la mejor decisión sobre el diseño, esta debe ser sustentada en nuestros propios conocimientos sobre esas teorías. (As cited in Mergel, 1998, p. 28).

For this inquiry, there are many aspects that need to be tackled in order to have a well-developed instructional design that fosters the use of the platform and the students' language acquisition. For this inquiry the ADDIE model will be taken into account in order to have a path that really fulfills the teachers and students' needs. At this moment, there is no specific pathway to be followed by the platform's designers. The creation of this instructional design seeks to guide designers and teachers as well as possible new members that can join this educational institution.

2.2.2 Moodle

The inclusion and the use of this tool in a blended environment are important for the development of learning activities that the instructional designer includes. There are a lot of instructions, which make an active use of this online tool, and at the same time Moodle

has varied advantages to do the class in a collaborative way. At first place, Maikish (2006) defines "Moodle is a free, open source course management system software package that is designed to help educators create quality online content and a collaborative interactive environment to support their classroom courses" (p. 26).

One of the advantages of this tool is the ability that students acquire by using a technological means for their own learning, and at the same time teachers can do their classes dynamically and assertively. Maikish (2006) stated, "Moodle also allows students to use technology to enhance learning by allowing them to constructively interact with course material to further their learning", "Moodle also allows teachers to apply technology to facilitate a variety of effective assessment and evaluation strategies through its different assessment and review modules" (p. 27).

Moodle is a component that pedagogically helps to create dynamic classes in different knowledge area; there are some other technological tools that have more experience in their use and others that are being explored. In English there is an imperative need to use technology as a way to support or students. Bonk and Graham think that the use of computer technology for language learning underlies forms of communication responsible for increasing language and globalization (as cited in Guerrero, 2013, p. 7). There are a lot of online pedagogical tools that support a second language learning acquisition: Hot potatoes, adverbial analyzer, iWRITE, etc. Lin conducted a study at National Taiwan Normal University. In the study the author pointed out how the

application of an online lexical syllabus constructed on Moodle with the hyperlinks of concordances at the AWL (Academic Word List) Highlighter, influenced the acquisition of academic vocabulary and the developing of writing skills in twenty five EFL college students (as cited in Guerrero, 2013, p. 19). With the quotations mentioned above, a great possibility can be seen in order to achieve a meaningful learning in a second language acquisition through Moodle.

A learning virtual environment designer needs to have at least a basic knowledge about the platform that he wants to use and also the type of educational context that it will be used. In order to use Moodle there are some basic principles. Guardia thinks that there are a series of elements that need to be taken into account for a coherent organization in the system. Those components are: the context where it will be used, the curriculum that the institution offers, the teaching load it has, the syllabus with an appropriate content, a virtual learning environment, and evidence about publishing and marketing. According to Alonso & Blazquez (2012) Moodle is considered as:

Moodle es una plataforma que tiene la capacidad de ofrecer diferentes tipos de actividades, además de permitir que otro tipo de herramientas externas puedan ser incluidas dentro de su dominio. Se considera que la formación virtual y el desarrollo de actividades son fundamentales para que exista una relación intrínseca entre los contenidos y las informaciones dadas en la plataforma de Moodle, ya que de las tareas virtuales dependen las actividades realizadas en la presencialidad (p. 66).

All the functions and tools that Moodle has, depend on the knowledge that the instructional designer has; so the course's success is based on this main principle.

Moodle is a platform that la Sabana university uses, which according to Vargas (2013): "...es una plataforma LMS (learning management system o sistema de gestión de aprendizaje) que funciona sobre Moodle en su versión 2.1. en el año 2012, un LMS como Moodle, Blackboard, eCollege o Sakai (tipos de plataformas), es un software que busca apoyar fundamentalmente la creación de cursos y sitios web" (p. 48). In this institution the use of technology in its classes is a priority y is part of the university's principles; consequently, knowledge about the content and the software is key for the instructional designers, so they can make an assertive use and take full advantage of it.

2.2.3 Blended Learning

The blended learning is a common concept in the education and world technology. Today there are many institutions that are looking for improvements in their students learning process, and this can be done effectively through technological means that can support this practice, Coaten & Marsh define Blended Learning as "una forma de aprendizaje que mezcla la enseñanza presencial con medios tecnológicos no presenciales (as cited in Bartolomé, 2004, p. 11). In the educational context blended learning is

directly related to the learning theories. According to Tomei: existen tres teorías que se relacionan con el conductismo desde la multimedia de ejercitación y práctica, el cognitivismo con presentaciones de información, software que ayuda al estudiante a explorar y el humanismo enfocado en diferencias individuales y destrezas para el trabajo colaborativo. Todo esto dependiendo de los objetivos que se tienen trazados (As cited in Batolomé, 2004, p. 12)

In some studies done, there are varied authors that denote blended learning positive aspects, as the access to different resources, which are available openly in the web in order to be used by teachers who need them. Likewise, the scalability, which refers to the possibility of reacting and adapting to any change that teachers may want to do to those resources. On the other hand, the students' autonomy in one of the most relevant fact in this kind of environments. As Bartolomé stated:

De parte de los estudiantes la autonomía es uno de los factores más relevantes para este tipo de ambientes. El propósito es conceder al aprendiz la oportunidad de ser responsables de sus estudios de manera individual y de esta manera la participación conjunta de alumno-profesor; teniendo en cuenta estos aspectos y elementos multimedia la calidad de las clases pueden mejorar de manera sustancial. (p. 18)

Twigg made some studies with blended learning implementations in which the classes were replaced for a great variety of learning resources that implied more active actions from the students, some of the techniques used were:

1. Evaluación continua con feed-back a los estudiantes
2. Mayor interacción entre los estudiantes
3. Tutoriales on-line
4. Uso de ayudantes pregraduados (As cited in Bartolomé, 2004, p. 17)

A virtual course success depends on: the course objectives, the instruction and the model to be used. One of those models is *Khan's Octagonal Framework*, which according to Singh (2003) serves as guide to plan, develop, deliver, manage and evaluate blended learning programs. Organizations exploring strategies for effective learning and performance have to consider a variety of issues to ensure effective delivery of learning and thus a high return on investment (p. 2).

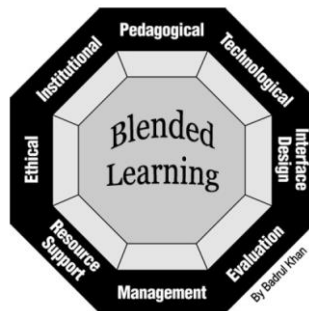


Figure 1 Khan's Octagonal Framework. Retrieved January 10th, 2017 from http://asianvu.com/digital-library/elearning/blended-learning-by_Singh.pdf. Copyright 2017 by Harvey Singh. Adapted with permission.

This model offers a group of components that need to be followed for having a course with firm foundations. At the moment of creating a blended course, the designer must focus on the features of this model, the dimensions that comprise this model are:

1. Institutional
2. Pedagogical
3. Technological
4. Interface design
5. Evaluation
6. Management
7. Resource support
8. Ethics

Singh (2003) stated: "Each dimension in the framework represents a category of issues that need to be addressed. These issues help organize thinking, and ensure that the resulting learning program creates a meaningful learning experience" (p. 53). Each of these categories has estimations and interrogations that the designer must bear in mind. The institutional dimension focuses on organizational, administrative and academic aspects from the institution. It is of great importance to keep in mind the infrastructure, the financial capacity, the content, resources and the students' needs. Then, the pedagogical dimension, which studies the mix and analysis of: content, apprentices' needs and learning objectives, this with the purpose of establishing the pathway that the implementation must take.

In the technological dimension, after having identified the implementation pathway,

the teacher in charge has to focus on the virtual environment design and the tools to be used for the learning program. It also takes into account the necessity of having an LMS (Learning management system), for there are many technical aspects that have to be handled from this stage. The interface design addresses the interface user because it is in charge of giving support to all the blended environment components. It is extremely important to analyze the usability of the tools offered through the interface; for instance, its content structure, its navigability and its graphics design.

The evaluation dimension values the proper functioning of the learning program. It must be capable of evaluating its effectiveness and the students' performance. In the management dimension the designer focuses on the infrastructure, the logistics, possible issues when enrolling, notifications and schedules among others. The resource support dimension accomplishes the task of creating different types of resources that are available in order to be organized and introduced to the apprentice. In this dimension the tutor is considered as a support resource for the student, it could be via chat or email address. Finally, the ethics dimension provides facts as opportunity equality, cultural diversity, and students' nationality.

The ICTs inclusion in learning processes has taken place through the last years in different knowledge areas; thus, in a second language acquisition there is no exception. Aborisade (2011) affirms: "Reports on the application of computer assisted language learning (CALL) had opened the door to consideration of advances on e-learning

applications" (p. 37). The use of technology when teaching a second language has advantages for both sides, teachers and students. Murray stated that computer-based technologies can be powerful pedagogical tools as extensions of human capabilities and contexts for social interactions supporting learning (As cited in Aborisade, 2011, p.)

With these advantages Aborisade (2011) stated "The blended mode enables an enhanced learning experience by enabling diverse learning environment, thus fostering reinforcement, increasing accessibility of learning materials; and helping to build a sense of community and collaboration through the collaborative and communication platforms of the wiki and forums for sharing experiences of learning" (p.37).

As the blended learning has been present at Universidad de La Sabana for many years, it is concept that the Department of foreign languages has handle for a long time and the staff knows about it; consequently, this is a relevant fact in our teaching practices that needs to be known and used appropriately.

2.2.4. Flipped Learning

The flipped learning is a pedagogical approach that has had a great impact in the latest years through different institutions around the world, yet what is the flipped learning? Flipped Learning Network (FLN) (2014) defines it: "Flipped Learning is a pedagogical approach in which direct instruction moves from the group's learning space to the individual learning space, and the resulting group space is transformed into a dynamic,

interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (p. 1).

Through technological means, this strategy has become stronger, the results show the meaningful advantages that this approach has. It is necessary to recognize all the fundamental pillars that it has: **F**lexible Environment, **L**earning Culture, **I**ntentional Content, and **P**rofessional Educator. With a flexible environment, the teacher can redesign the learning environment, the flexibility in this environments allow students to the possibility to learn whenever and wherever he wants. In the flipped learning principles, the learning culture is key; the instructions are student centered and the class time is used for the exploration of the topic in detail by giving the opportunity to create a meaningful learning. The apprentice become an active participant in the knowledge construction.

On the other hand, in the intentional content teachers are constantly thinking about how they can use this model in order to help their students to comprehend the content; they are in charge of collecting and exploring the materials that they are going to use for this task. Lastly, the professional educator has the task of observing apprentices to provide assertive and formative feedback in their process. These professionals have the capacity of reflecting about their teaching practices and accept constructive criticism.

With the new educational trends, the traditional classes have lost strength, talking

about the students learning, Slomanson (2014) stated that in the traditional classroom, professors spend the majority of their time dispensing information. The students spend the majority of their time taking notes. Professors have little time to help them connect the analytical dots. In the flipped model, new content is presented in online, out-of-class videos. Class time may then focus on activities enhancing the overall learning environment. (p. 95)

The flipped learning bears in mind the Bloom's taxonomy, which are set in a hierarchical position. Brame (2013) says that in terms of Bloom's revised Taxonomy, this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis and/or evaluation) in class, where they have the support of their peers and instructor. As it is set in the previous statement, students are working on their low cognitive levels out of class, while the higher cognitive levels are worked inside the classroom. With this change it is expected that the apprentices are able to get better results in their learning process.

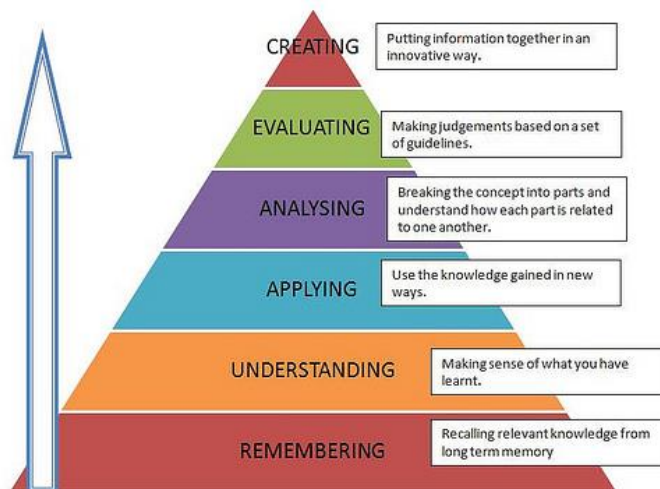


Figure 2 Pyramid Bloom. Retrieved January 10th, 2017 from

<http://wilsonsflippedlab.blogspot.com.co/2013/06/climbing-pyramid-blooms-with-flip.html>. Copyright 2017 by Hassan

Wilson. Adapted with permission.

Which are the aspects that need to be taken into account for doing this implementation? The main emphasis is the creation of videos as an instructional mean that offers relevant information related to the objective previously set. The way to tackle this approach is by instructive videos, which are available for students to have access to those at any moment. This is a way to prepare you class and get to know its content, so students can put into practice the content learned beforehand. There are two ways in which this model can be used, one has to do with video search and the other with the video creation.

In the web there is a great variety of resources that could help a teacher that is using this strategy; however, there are some videos that do not fulfill specific apprentices'

needs, so it is imperative to create videos with the required features. It is important to have the necessary equipment for the material development, Bergmann & Sams stated some stages to create the videos:

1. **Planning the lesson:** First determine the objective of your lesson and decide whether a video is an appropriate instructional tool to accomplish the educational goal of the lesson.
2. **Recording the video:** Recording the lesson entails sitting at your computer or interactive white board with a microphone, webcam, writing device, or document camera.
3. **Editing the video:** You can do as much or as little editing as you want.
4. **Publishing the video:** Last publish the video for your students to view in Youtube or any educational website.

2.2.5 Constructivism

The name of this pedagogical model could give some hints about its focus and its purpose within the educational field; the knowledge construction is a relevant fact at the moment of creating it. Delval states: el constructivismo plantea la formación del conocimiento "situándose en el interior del sujeto" (As cited in Araya, Alfaro & Andonegui, 2007, p. 77). This means that the human being is able to transform his own reality through social behaviors because when the knowledge is created collaboratively, it is more meaningful. The features of this pedagogical model suggest some anthropologic

and epistemological principles, as Araya et. Al (2007) suggest:

1. Principio de interacción del hombre con el medio.
2. Principio de la experiencia previa como condicionadora del conocimiento a construir.
3. Principio de elaboración de "sentido" en el mundo de la experiencia.
4. Principio de organización activa.
5. Principio de adaptación funcional entre el conocimiento y la realidad.

This model makes the apprentice participate actively in the construction of his own knowledge, making use of the social tools that allow to share it and at the same time it is constantly evolving. Some of the most used media for this model are the ICTs because the construction of knowledge in joint is given naturally through these means. Novak & Gowin stated: el profesor debe proveer herramientas para facilitar y negociar la construcción de significado. Las Tics pueden construirse en buenas herramientas para construir significado (As cited in Sánchez, 2004, p.77)

The problem solution is one of the established precepts by the constructivism; this fact makes the apprentice put into practice the acquired knowledge in a real life situation, this implies that the knowledge acquired is not only in the apprehension stage, but it is also evident in a real and meaningful context. This significance is given by the collaborative work that students do depending on the problem and solution provided, this allows

different perspectives with more options Maturana states:

El aprendizaje colaborativo es fundamental para el constructivismo. Las personas que nos rodean son parte de nuestro mundo de experiencias y son importantes para construir significados. Los 'otros' son tan importantes para los constructivistas que proponen el aprendizaje colaborativo como una estrategia pedagógica fundamental. El aprendizaje colaborativo nos permite contrastar nuestro mundo de experiencias y significados con la comunidad de otros. Los otros nos ayudan a constreñir o compeler nuestro pensamiento, ya que las interacciones con ellos nos generan perturbaciones y a través de la resolución de tales perturbaciones, hacemos adaptaciones para ensamblar el nuevo mundo de experiencias a su conocimiento previo (As cited in Sánchez, 2004, p. 77)

For making this learning process easier, it is demanding to handle a constructivist methodology, which has to be organized in order to achieve optimal results in students. According to Sánchez (2004) these are the parameters that have to be taken into account:

1. Aprendices que de manera coordinada lleven a cabo un diseño con el que puedan construir conocimiento y reflexionar sobre el mismo.
2. Facilitadores o entrenadores que sean experimentados en el diseño de estrategias y experiencias de aprendizaje. Esta persona debe estar en la capacidad de orientar a los aprendices según sus necesidades.

3. Un medio idóneo para la interacción de los aprendices. Este contexto debe tener las herramientas necesarias con características que se acerquen a su realidad permitiendo que sean ellos quien controlan su alrededor.
4. Recursos para poder construir conocimiento (Software, Internet, multimedios, libros, lápices, etc.). (p. 80)

From the instructional design, it is mandatory to establish clear instructions in which students are able to comprehend and construct fast and effectively. El diseñador constructivista especifica los métodos y estrategias instruccionales que ayudaran al estudiante explorar activamente tópicos/ambientes complejos y/o temas y lo conducirá a pensar en un área determinada como pensaría un experto de este campo. El conocimiento no es abstracto, está ligado al contexto en estudio y a las experiencias que el participante lleva al contexto. Como tales, a los estudiantes se les motiva a construir su propia comprensión y luego validar, a través de negociaciones sociales, esas nuevas perspectivas. (Ertmer & Newby, 1993, p. 16).

It is imperative the student keeps track of the knowledge construction notion; hence, the instructional design development has to be taken into account, this with the purpose of setting a pedagogical model within the virtual environment. There are some constructivist strategies that can help the learning environment and the instructional design. According to Ertemer & Newby (1993) se pueden incluir actividades como: tareas en contextos del "mundo real", acciones que tengan que ver con el aprendizaje

cooperativo para desarrollar y compartir puntos de vistas alternativos, debates, discusiones, presentación de evidencias y uso de ejemplos, todo esto con orientación suficientes para procesos constructivistas. (p.14)

It is clear that the instructional design must have constructivist features in its development, there are some implications that can be taken into account to help create the instructional design; as a result, it can be clearly evident for teachers and apprentices.

Ertmer & Newby (1993) suggest the following implications:

1. Identificación del contexto donde las habilidades serán aprendidas y aplicadas.
2. Control de la capacidad de manipular la información por parte del estudiante.
3. Presentación variada de la información presentada.
4. Apoyo del uso de habilidades para la solución de problemas que permitan al estudiante ir más allá de la información presentada.
5. Evaluación enfocada a la transferencia de conocimiento y habilidades.

This is a real challenge, for this approach has been taken into account, but from a different focus; everything is worked in the face-to-face classes; the goal is to merge the virtuality with the face-to-face classes in order to take advantage of both moments and maximize the students' time.

Chapter 3

3. Research Design

In this segment, there will be a deep explanation in regards to the design research methodology to be taken for this inquiry; it is significant to bear in mind the type of research that focuses on the procedures and principles of this study. As the development of this research will be held at a university context, applied research is the approach to follow which according to Burke & Christensen (2014) it focuses on answering real world, practical questions to provide relatively immediate solutions; besides, the results would potentially have practical implications for education policy; in the latter, the results would potentially have implications for practicing counselors. The intention of this instructional design is to contribute on the proper use of this virtual platform called Moodle.

Title	Instructional design applied in a blended learning environment for English language teaching in pre-intermediate students at Universidad de La Sabana.
Research Question	How are the techno-pedagogical guidelines used for the asynchronous hour design CPS (Class Preparation Session) in Moodle (Virtual Sabana) for the level 3 English students?
Research Objectives	<p><u>General Objective:</u></p> <p>To suggest an instructional design with theoretical background for the asynchronous session CPS (Class Preparation Session) for level 3 English students at Universidad La Sabana by using varied Moodle tools.</p> <p><u>Specific Objectives:</u></p>

	<ol style="list-style-type: none"> 1. To analyze the linguistic competences that level 3 students are working today in the CPS (Class Preparation Session). 2. To systematize experiences about the learning strategies used for the virtual environment design in level 3. 3. To appropriate the Constructivist pedagogical model through the Flipped Learning approach when creating the instructional design. 4. To assess the pedagogical and learning impact of the instructional design in a level 3 experimental group.
Context	A recognized institution located in Chía, Cundinamarca, Colombia.
Participants	There will be two groups from level 3 with a great variety of students whose age start from 16 years old to 20 years old. English is a subject that is transversal to all majors given at Universidad de La Sabana. These students have face to face (f2f) classes twice a week, two hours each session.
Type of Study	<p><u>Mixed Methods Research:</u></p> <ul style="list-style-type: none"> ✓ <i>Quantitative:</i> Closed-ended questionnaire ✓ <i>Qualitative:</i> Open-ended questionnaire and Teacher's field notes.
Data Collection Instruments	<ul style="list-style-type: none"> ✓ Questionnaires ✓ Teacher's field notes ✓ Experimental and Control groups
Data Analysis Approach	Explanatory sequential design
Allotted Time	July 17 th to November 17 th

Table 1 Inquiry's General View

3.1 Type of study

This inquiry has traced the mixed methods research, which attempts to have a mixture of quantitative and qualitative methods in order to enhance the results of the inquiry from both approaches. There is a mixture of quantitative and qualitative methods that can be

conducted concurrently (at the same time) or sequentially (one by one) to tackle the main question or group of questions (Johnson & Christensen, 2014). As Hesse-Bieber (as cited in González, 2016) says the mixed methods are a great opportunity to combine quantitative data (questionnaires) as qualitative data (control groups and observation by using teachers field notes) known as inter-method mixing, this for considering future studies based on instructional design, the constructivist model, and the flipped learning approach.

In educational research is essential to foster pluralism as there is not a single truth, and there must be a couple of insights or viewpoints, so the inquiry is robust and well grounded. Burke & Onwugbuzie (2004) say:

... epistemological and methodological pluralism should be promoted in educational research so that researchers are informed about epistemological and methodological possibilities, and ultimately, so that we are able to conduct more effective research. Today's research world is becoming increasingly interdisciplinary, complex, and dynamic; therefore, many researchers need to complement one method with another, and all researchers need a solid understanding of multiple methods used by other scholars to facilitate communication, to promote collaboration, and to provide superior research. (p.15)

It is relevant to set the type of design that will be held for this study, which is focus on the explanatory sequential design, which according to Cresswell (as cited in Bian, n.d.)

the purpose of this design is to use qualitative approach to explain quantitative results (significant, non-significant, outliers or surprising results) or to guide to form groups based on quantitative results. The main fact is to have a sequence of distinct methodologies for getting more reliable outcomes and deeper implications to verify the set hypotheses.

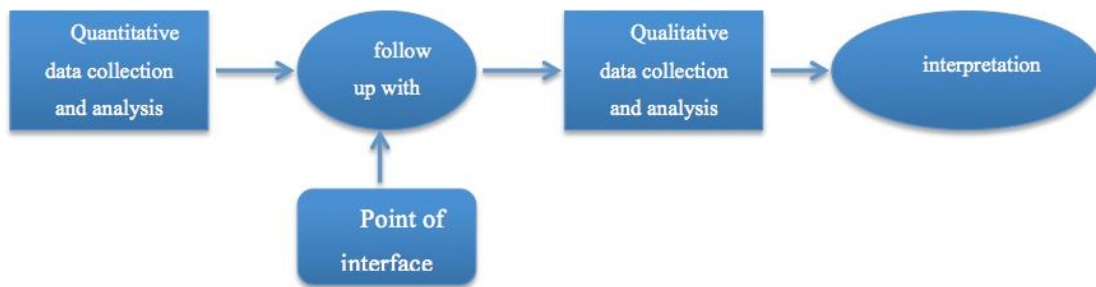


Figure 3 Explanatory Sequential Design (diagram). Creswell (as cited in Bia, n.d., p. 28)

3.2 Methodological Design

The purpose of this explanatory sequential design is to collect the data in sequence. Thus, in the first phase, it is imperative to establish the linguistic skills that are worked in the asynchronous hour (CPS) in Virtual Sabana, the control group (1 of the researcher's groups) will be given a questionnaire with closed-ended questions; they will be asked about their insights regarding the skills that are worked in the CPS nowadays. The key fact with this research instrument is to quantitatively analyze strengths and weaknesses in the CPS, including the apprentices' interests and opinions. In this manner, after having its results, the development for the instructional design can take place. And with the ADDIE

model, all the advantages that Moodle offers will certainly maximize the students' learning process and the platform use. In the second stage, the researcher will fill her teacher's field notes in order to check students behavior with the development of the activity suggested for this stage. Lastly, in the third stage, learners will have a second questionnaire; yet this time, they will answer a questionnaire with open-ended questions, which emphasis goes on supporting the 1st and 2nd data collection instrument, verifying their perception in regards to this asynchronous session after implementing the instructional design.

This kind of instrument for data collection has particular features, as Bian (n.d.) states, it needs to have two phases design, which will collect the data at different times (p. 32). As this is a mixed design; first, the quantitative data collected will be the primary input to set aspects to be enhanced based on the ADDIE model. After the questionnaire, the teacher's field notes will play an important role, since there will be an analysis on the constructivist frame, learning strategies and the competences worked in the CPS. On the other hand, the last phase has to do with a second questionnaire however it will have open-ended questions, which outcomes are going to support the 1st data collection by identifying their insights associated with the first data collection. According to Bian (n.d.), researcher needs to design the qualitative study based on what learn from the quantitative results.

For the purpose of analyzing the data collected; in the first place, some questions will be chosen based on the weaknesses found through the questionnaire. In a Microsoft Excel file the information gathered will be analyzed by using some formulas. To identify the key facts in this inquiry much easily, the color code technique will be used (data analysis and teacher's field notes) as it follows: Instructional Design (**ID**) Language Proficiency (**LP**), Learning Strategies (**LS**), Constructivist Approach (**CA**) and Flipped Learning (**FL**). This will benefit the researcher to identify the needed information easily and much quicker.

After having the complete analysis with graphs from the chosen questions, the teacher will have to apply the instructional design with the suggested aspects mentioned in the theoretical framework, taking into account the color code technique. Then the second part of the inquiry has to do with the qualitative questionnaire, the aim of this stage is to interpret the combined results for testing the pertinence of the instructional design.

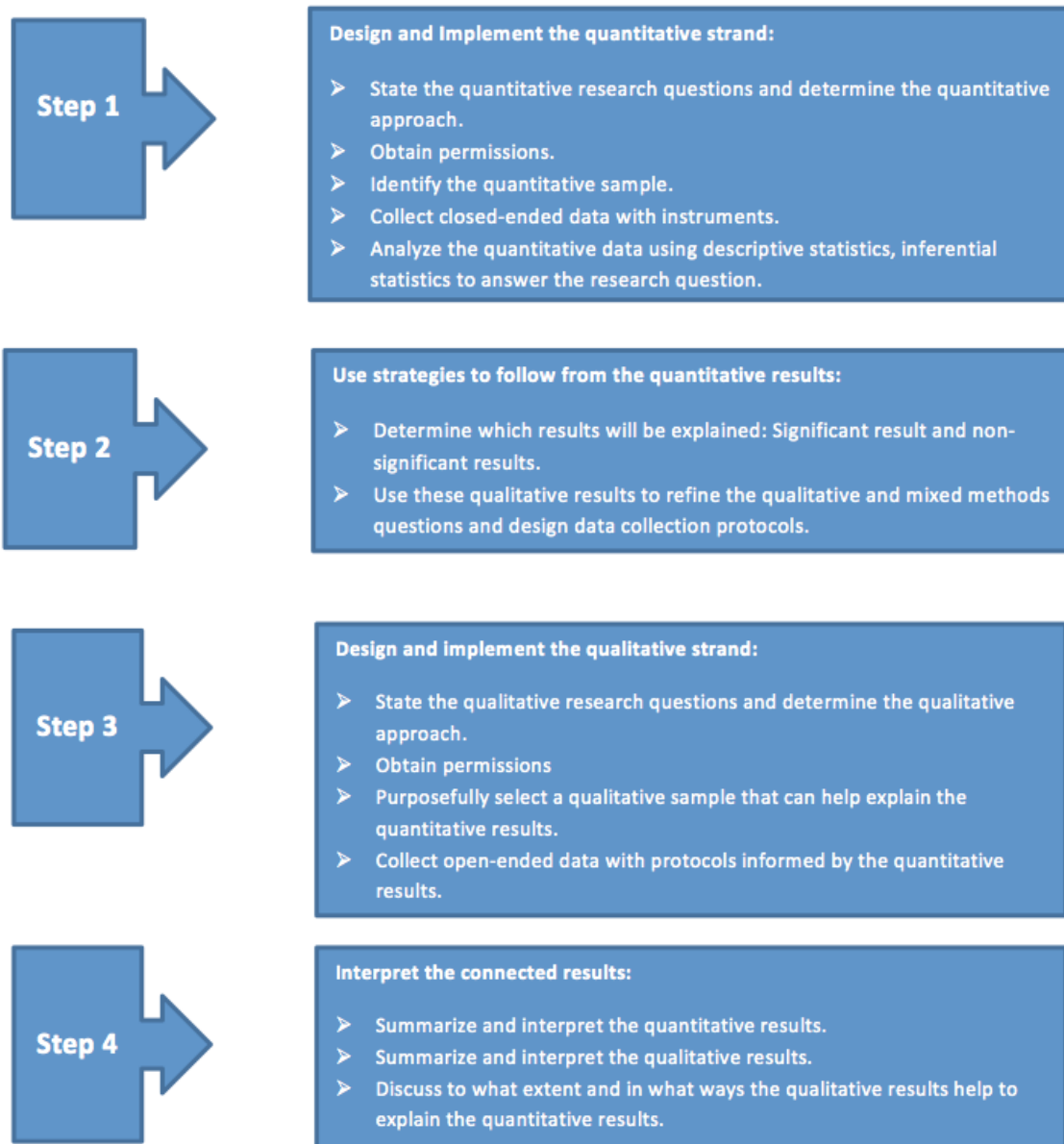


Figure 4 Flow Chart of the Basic Procedures in Implementing an Explanatory Design. Creswell (as cited in BIAN, n.d., p. 35)

3.3 Researcher's role

Firstly, it is of great importance to recognize the teacher as a designer in charge of doing possible changes in the platform, so trainees can enhance their experience when browsing the activities suggested in the CPS, not only for making them feel comfortable with it, but also for raising their LP. Chiappe (2008) described the instructional designer as the one in charge of meeting...la coherencia y pertinencia de los contenidos, los objetivos y las actividades de aprendizaje, las cuales surgen como alternativas a los cuestionarios y hacen evidente la preocupación por hacer algo más activa la participación de los estudiantes en el proceso de aprendizaje. (p. 233). Another role that the teacher has got is related with the FL, he/she needs to have an active role as a facilitator providing opportunities for trainees to reflect upon the acquired knowledge from the CPS activities in the F2F classes.

This inquiry has got a first stage in which the closed-ended questionnaire has a great significance, for it has a deep relation with the objectives set. The data analysis will be key to categorize the features to be tackled in the ID; this will also guide the researcher to have an overall view from apprentices' outlook in regards to the platform. On the other hand, on the second and final stage, there is an open-ended questionnaire that according to Bian (n.d.) the researcher has a qualitative design study based on what is learnt from quantitative results. (p. 33). Apart from this, the researcher will be an active agent who besides applying the questionnaires will have the teacher's field notes to supplement the

results given, this will also allow a self-reflection in the researcher's teaching practices to improve and enhance student's skills through the ID.

3.4. Context and Participants

This research will be carried out at Universidad la Sabana, which is a recognized institution in Colombia; it is located in Chía Cundinamarca in the outskirts of Bogota city. The experimental and control groups' participants aged 16 to 20 years old, this due to the great variety of apprentices that the university embraces (undergraduate students, post graduate students and outside students). This population has different reasons for studying English and recognizes the use of ICTs as one of the main components in the English classes at this university. That is why, in the researcher's groups, learners will be given a consent form in which they will be informed about their participation in this inquiry.

3.5 Data Collection Instruments

The following are instruments to collect data for the research question:

3.5.1 Closed-ended questionnaire (Appendix A):

The aim of using this type of instrument in the first stage is to collect data that helps to analyze students' insights in regards to the platform by taking into account the explanatory sequential design principles. Johnson & Christensen (2014) claim that closed-ended questionnaires require participants to choose from a limited number of

responses that are predetermined by the researcher providing quantitative data (p. 198). The researcher seeks to restrict participants' options in order to allocate the issues suggested in the theoretical framework from this paper.

3.5.2 Teacher's field notes (Appendix B):

Having this type of research instrument, helps to analyze different features in a specific context, as Schwandadt (as cited in Labaree, 2009) refers, "to notes created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied" In this specific inquiry the teacher's field notes will help to analyze students' behavior towards the instructional design.

This type of data collection instrument has two parts: descriptive and reflective information. The first one refers to the researcher's attempt to accurately document factual data; on the other hand, the second concept is related to the researcher's record about his thoughts, ideas, questions and concerns as he is conducting the observation.

3.5.3 Open-ended questionnaire (Appendix C)

The data that will be collected from this instrument is to support the data found in the appendix A; apprentices will find open questions that will be answered according to their opinions in regards to the changes they noticed in the platform. Johnson & Christensen

(2014) affirm that open-ended questions take you into the natural language and worlds of your research participants and, therefore, open-ended questions provide primarily qualitative data (p. 198); also because of the explanatory sequential design that requires that the last stage of this inquiry requires to have qualitative results.

3.6 Data Collection Procedures

In this segment, there will be an explanation about how the inquiry will be set in order to collect the required data. In order to carry out the explanatory sequential design, it is pertinent to have three stages (pre, while and post); in the first stage, the closed-ended questionnaire will be held by level 3 students in order to check out how they feel about their LP and the platform, by this moment, the ID will be already created and the researcher will make adjustments if necessary according to the CA, this will be done with the focus group in the first 2 weeks of class. In the second stage, the open-ended questionnaire will take place at the end of the semester, the control group will be asked about their insights in regards to any modification they noticed in the platform through the semester; this data will support the first data collected. Finally, the researcher will make an interpretation of the data and revise the ethical concerns for this type of study. All this process will take 8 weeks.

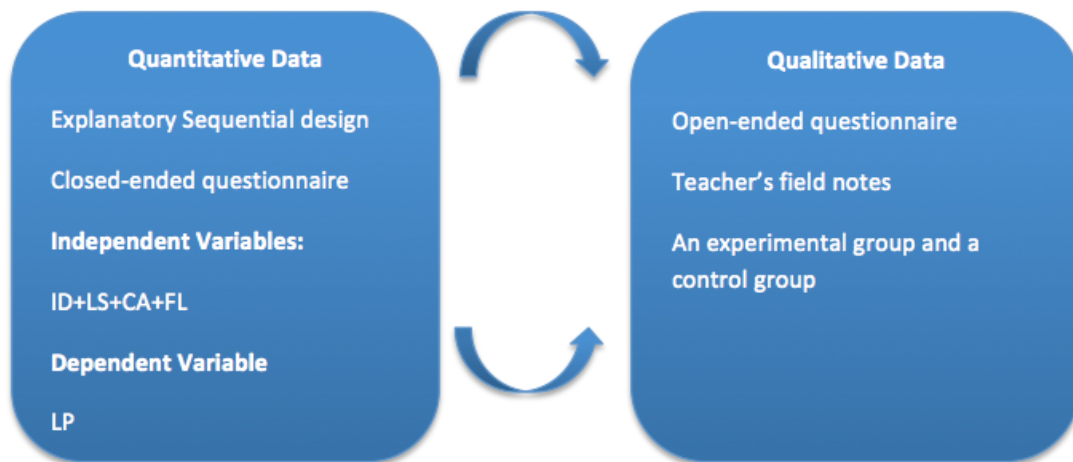


Figure 5 Data Collection

3.6.1. Pre-stage

In order to check the close-ended questionnaire reliability the coefficient alpha, also called Cronbach's alpha was chosen. This approach was created by Lee Cronbach in 1954 from an older formula done by Kuder & Richardson in 1937. Johnson et al. (2014) define it as a way of offering reliability estimate that can be showed as the average of the whole possibilities of split-half correlations (p. 170). The size of this approach has to fluctuate in value among 70 to 90, the last one for research purposes. This method was picked for its versatility in this type of data collection instrument. Students will take this questionnaire through a Google forms (Appendix A) in the second week of class after signing the consent letter. This stage is set for getting to know the students perception about the platform use for our English classes.

3.6.2 While-stage

In this part of the inquiry, the teacher will be in charge of gathering information in her field notes; this with the purpose of analyzing students' behavior facing the activities suggested in the ID. One of the strongest emphases is the constructivist model in one of activities that is for the course assessment (Class Task – Speaking Activity). The collected data is going to support the last stage of this inquiry.

3.6.3 Post-stage

At the end of the research, the same apprentices who took the questionnaire in the first stage will take an open-ended questionnaire, this for making a comparison from the platform before the ID and after. This data will help to complement the results from the first one. These instruments will gather outstanding data that can support this research.

3.7 Ethical Concerns

When dealing with ethics, the researcher must be familiar with the issues that are being held in a research process. Johnson & Christensen (2014) described ethical concerns as:

If research ethics are a guiding set of principles developed to assist researchers in conducting ethical studies, it is important to identify the ethical issues that are of importance to researchers. Three areas of ethical concern for educational, social and behavioral scientists are (1) the relationship between society and science, (2) professional issues, and (3) the treatment of research participants. (p. 127)

Therefore, the following ethical concerns were taken into account in order to carry out this study:

- At first place, the Director of teachers and research of the Cultures and Foreign Languages Department at Universidad de La Sabana allowed me to develop this study with a control group of A2+ students (Appendix D)
- Secondly, students signed a consent letter in which it was set that their identities would be completely anonymous. (Appendix E)

Chapter 4

4. Pedagogical Intervention

Instructional design in the platform Moodle (Virtual Sabana)

4.1 Introduction

In today's world there is an increasing need of being updated with new elements that technology brings with it; through the years, it has touched many areas of people's lives, everything we do is mediated by technological devices, websites, apps, etc. The ICTs have had a great impact, especially when talking about the education field; in this sense, educators have a demanding task, which requires high knowledge on varied topics; and at the same time, it's mandatory to keep updating the knowledge acquired, since there is a lot of information out there, and this needs to be used, for it is relevant to work on it in order to achieve the main goal that is focused on improving apprentices' proficiency at any subject.

With this technological trend, it is demanding to use all educational tools that help apprentices learn better through activities suggested with specific learning objectives and clear instructions that can offer a meaningful learning. For achieving those goals, there are many facts that need to be taken into account; thus, the ADDIE model will be used to analyze the platform's setting, set an action plan, and apply educational innovations that

are a tendency nowadays; hence, teachers who are using this tool for their synchronous and asynchronous classes can take advantage of this ID. To do so, the instructional designer must bear in mind the student population features and the type of information that will be presented in the activities suggested in the platform.

The purpose of having a clear ID is to include the most groundbreaking teaching activities that can be included to enhance the platform use, activities suggested and students' learning process as well. By means of this model, the information to be introduced will have a systematic, planned and structured process that can supplement the ones that have been already created for empowering teachers and students in their learning process. The ADDIE model organization is focused as it follows: Analysis, Design, Development, Implementation and Evaluation; these components are inclusive on the ID scope with general and specific objectives; for getting good results, the designer must consider three fundamental bases: pedagogical, instructional and technological aspects, which will allow students to experience the platform advantages easily.

Following is offered an instructional design using the ADDIE model focused on one level 3 group from Universidad de la Sabana that will do the course using the new implementations suggested in the ID, the other two groups will work on the common course with no changes. This report strives to show each of the stages from this model and the activities suggested with a constructivist approach.

4.2 Instructional Design according to the ADDIE model

4.2.1 Analysis Stage

- Learners' features

This ID aims to a pre-intermediate English course (A2+ – according to the Common European framework of Reference for Languages), for students from all undergraduate programs offered by Universidad de la Sabana. The students' age range from 16 to 20 years old, since external students from any age can be part of this course.

According to the results from a closed ended questionnaire applied before the students started to work on the platform activities 70% of the students think that the learning strategies presented in Virtual Sabana are useful; nonetheless, they don't really use them at the moment of presenting their listening and reading exams. Another focus of the questionnaire was related to the instructions given in regards to the activities they must do in the platform, 60% partially agreed on this fact, the other 40% totally agreed. Consequently, this instructional design will emphasize on this fact.

- What the audience needs based on the analysis:

Taking into consideration the results, students seem to understand the course structure in the platform, for them it is not difficult to find all information presented there: f2f class information, independent work, CPS activities, and core documents, among others.

Nevertheless, students are keen on having activities related to games and problem-solution tasks. Therefore, students' insights can strengthen not only their learning process but also the platform use. This ID looks for maximizing Virtual Sabana and support the students' goal learning a foreign language. It will include more activities related to problem-solution, this last suggestion will have a TEA in order to promote collaborative work, which will be evidenced by using some of tools given in the platform.

- Available budget and communication media

This institution has a great advantage, talking about the facilities that it offers to its students and staff for getting into the technological era. In order to work on the activities suggested in Virtual Sabana, apprentices have plenty of resources: at first place, they have their own mobile devices (cellphones, tablets, laptops, etc.), they can also use a place called Studium, which is a computer lab that has a lot of computers, tablets and languages books for practicing, besides they can find computers at the library and other rooms in the campus. One positive aspect about the platform is that it can be open from any kind of device, so students are able to rely on several resources that are not only at the university but in their own homes as well.

The university also counts on diverse news media that help to address all relevant information in regards to the use of Virtual Sabana. The institution has got the email address, the official website, the on campus newspaper, etc. The university staff and

students are able to find this information all the time by checking any of the options mentioned before.

- Constraints

There are no supposed to be any constraints since apprentices have all the resources, sometimes they have to do with students' commitment due to the lack of time they have to do all the tasks from their undergraduate programs including the English ones.

- Implementation date

This course starts on July 24th and finishes on November 10th, on this time a problem-solution activity will be included in order to use one of the unused tools from the platform.

- Development of the activity

Problem-solution activity TEA (Technological Educational Activity):

All the activities in the course are linked by the topics given in the course book Speakout pre intermediate - 2nd edition, taking into account grammar and vocabulary. It is significant to bear these aspects in mind to design the TEA; that is why, it will be divided into three stages: 1) Food consumption – past: apprentices have to create a report in which they show evidence of research on food consumption in the past in our Colombian

context, they need to explain how food has evolved (positively and negatively). This report will be done in a blog within the platform where there has to be a collaborative job because this is a group work. In a f2f class they must present the report using any visual aid (PPT, Wix, Powtoon, etc. 2) Food today: students must research information about the issues that the global population is facing in terms of food. Taking into account the researched information, they need to include information about what solutions are taking place nowadays. The evidence of preparation needs to be recorded in the same blog, the groups will have to present this info in a f2f session with a visual aid as well. 3) Debate: The groups will be given a food problem in which they will take for and against roles; the purpose of this activity is to use all the information gathered beforehand and use it to support their view points. Each member of the group must record their supporting information in the blog.

4.2.2 Design Stage

- Asynchronous session - selection of pedagogical strategies

The first step is to have clear instructions and offer an appealing appearance by using striking pictures and videos that will be all created in Studium (our resources center for creating audiovisual aids). The Moodle tool used to create the asynchronous session is the quiz, in this resource we can set different activities that in level three start as it follows:



Figure 6. Virtual Sabana - CPS

The following is the layout that all coordinators use to create their asynchronous session, here students can find the following information:

- A welcome message with a short description of the content they will find within the CPS (a Moodle quiz).
- The asynchronous session objectives
- The time they will take doing the CPS (1 hour)
- The evaluation criteria

CPS - Week1



CLASS PREPARATION SESSION

Dear Student,

Welcome to your Class Preparation Session (CPS). In this hour, you will have the opportunity to practice reading and listening skills. You will also learn some strategies to help you better learn. Today, you will take a diagnostic test to help us plan our classes based on your needs.

You will find a vocabulary activity which will be needed for the 1st session Week 2, please have it ready as you consider (a photo, a screenshot, your notebook, etc.)

Objectives:

- To diagnose your listening, reading and grammar skills.
- To get familiar with relationships vocabulary.

Instructions:

Select the correct response for each question.

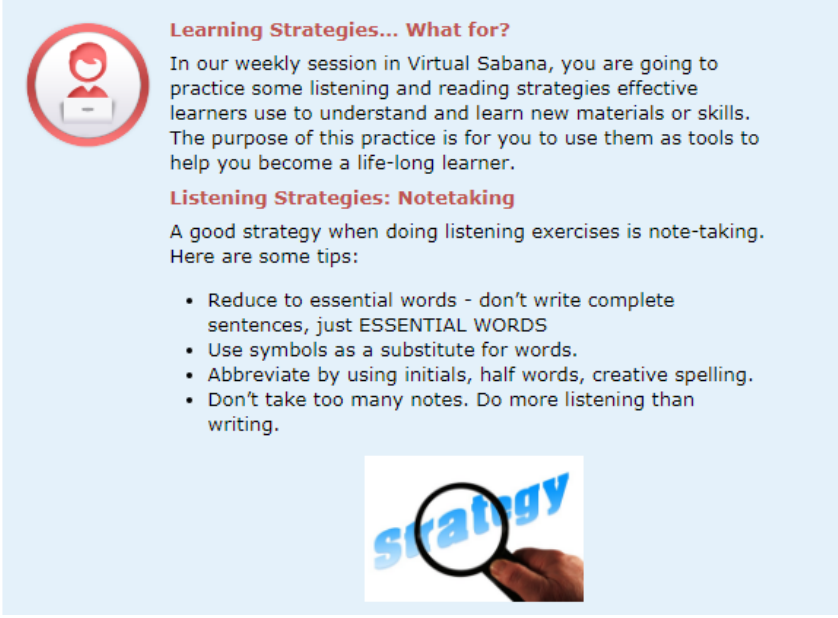
Time:
1 hour

Evaluation criteria:
You will answer 18 questions (3,1 each)

Figure 7. Virtual Sabana - CPS Instructions screenshot.

This English course offers sixteen weeks of 4 hours of face to face classes and 1 hour for the asynchronous session. Hence, the activities suggested in the CPS must achieve one hour of development, the following is the organization of the virtual activities offered in the CPS:

- Learning strategy for reading or listening



Learning Strategies... What for?

In our weekly session in Virtual Sabana, you are going to practice some listening and reading strategies effective learners use to understand and learn new materials or skills. The purpose of this practice is for you to use them as tools to help you become a life-long learner.

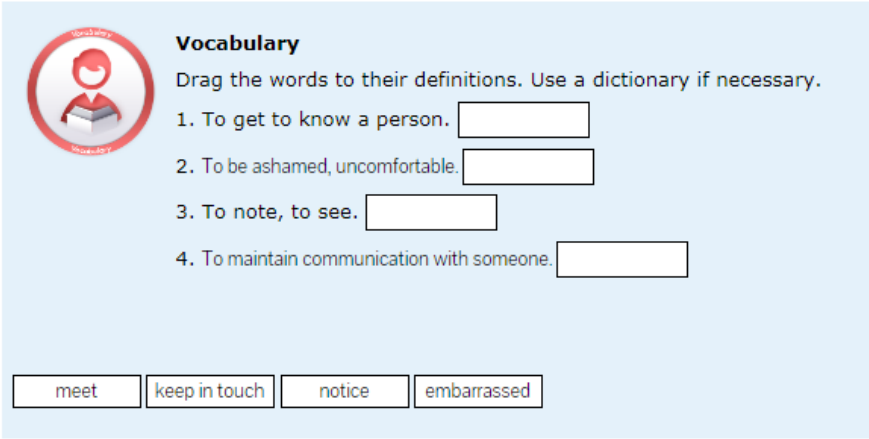
Listening Strategies: Notetaking

A good strategy when doing listening exercises is note-taking. Here are some tips:

- Reduce to essential words - don't write complete sentences, just ESSENTIAL WORDS
- Use symbols as a substitute for words.
- Abbreviate by using initials, half words, creative spelling.
- Don't take too many notes. Do more listening than writing.

Figure 8. Virtual Sabana - CPS Learning Strategies Section screenshot.

- Pre- reading – Pre-listening (vocabulary activity)



Vocabulary

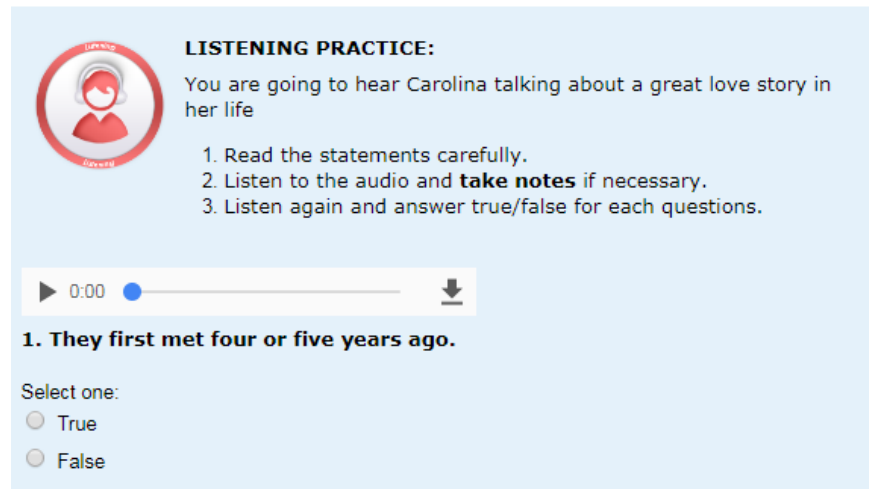
Drag the words to their definitions. Use a dictionary if necessary.

1. To get to know a person.
2. To be ashamed, uncomfortable.
3. To note, to see.
4. To maintain communication with someone.

meet keep in touch notice embarrassed

Figure 9. Virtual Sabana - CPS Vocabulary Section screenshot.

- Reading – listening activity with multiple choice questions



LISTENING PRACTICE:

You are going to hear Carolina talking about a great love story in her life

1. Read the statements carefully.
2. Listen to the audio and **take notes** if necessary.
3. Listen again and answer true/false for each questions.

0:00

1. They first met four or five years ago.

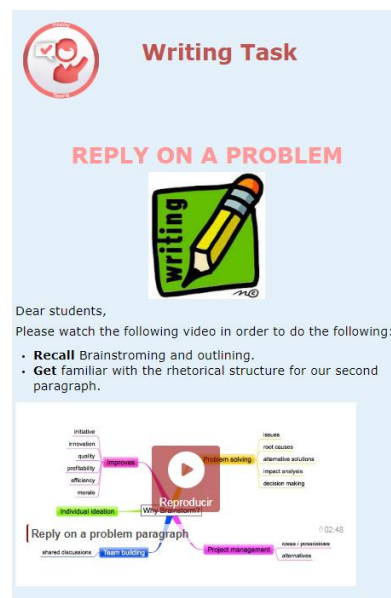
Select one:

True

False

Figure 10. Virtual Sabana - CPS Listening Section screenshot.

- Flipped content (grammar or writing)



Writing Task

REPLY ON A PROBLEM

Dear students,
Please watch the following video in order to do the following:

- **Recall** Brainstroming and outlining.
- **Get** familiar with the rhetorical structure for our second paragraph.

Individual Ideation | Brainstorming | Problem Solving | Issues | Issue Occurs | Alternative Solutions | Impact Analysis | Decision Making

Reproducer

Reply on a problem paragraph

shared discussions | team building | project management | ideas / possibilities | alternatives

02:48

Figure 11. Virtual Sabana - CPS Flipped Content screenshot.

- Grammar – writing practice

When you are brainstorming, what do you have to write?

Select one:

- a. Complete ideas with punctuation marks
- b. Only ideas with no punctuation marks
- c. Complete statements with punctuation marks

When you are outlining, what do you need to write?

Select one:

- a. Only sentences with no linkers
- b. Only ideas with linking words
- c. Only sentences with connectors



Now that you are familiar with the structure for this paragraph, click [HERE](#) in order to have access to the Ticket-in form. You need to follow the instructions provided in this file, do not forget to:

1. **Upload it in Virtual Sabana**
2. **Have it ready for the 2nd session.**

Figure 12. Virtual Sabana - CPS Practice screenshot.

After working on the previous activities, students must work on the Ticket-in, which is the proof that shows evidence that students worked on the CPS and also are familiar with the flipped content, since the class time will be devoted to the practice of those explanations given. Students can bring this information as they prefer, it could be a screenshot, a picture or a printed document, this proof is essential in case they do not remember the content. There are 2 ticket-ins that are taken into account for their assessment.

The second step for design stage looks for maximizing the resources and tools already presented in the platform; therefore, these will be the new activities to be included in the platform and the f2f classes:

- ✓ Problem Solution TEA (face to face classes)
- ✓ Blog usage in the platform (Virtual Sabana)

- TEA - Instructional design standard designation

General Objective

To have a debate about transgenic in Colombia by having specific roles.

Specific Objectives

- ✓ To use the learning strategies presented in the CPS when searching the required information.
- ✓ To search information in order to do a presentation about food consumption in the past.
- ✓ To talk about today's food problems and the possible solutions that are taking place.
- ✓ To provide possible solutions for a food problem by having a debate with specific roles.

The objective will be achieved when the student is able to:

- To search information and use learning strategies to get a better understanding.
- To use grammar and vocabulary correctly within the given context.
- To provide arguments in order to support his/her view point

CPS ACTIVITIES			TEA ACTIVITIES			-
Objectives	Activities suggested	Flipped Content	Learning strategies	Blog inst.	Oral p. criteria	Week
To do the diagnostic test and get familiar with vocabulary	Reading Grammar Listening	Vocabulary	-	-	-	Week 1
To use the taking notes learning Strategy and get familiar with present simple and continuous	Learning strategy Vocabulary Listening Grammar Practice	Grammar: Present simple vs. Present continuous	Taking notes	-	-	Week 2
To get familiar with the FANBOYS, brainstorming and outlining process	Learning strategy Vocabulary Listening Paragraph structure – Video	Compound Sentences Conjunctions FANBOYS Paragraph structure - Video	Listening for specific information	1 st Stage: Colombian food in the past (Research)	Task Preparation Collaborative work and learning strategies usage	Week 3
To get familiar with the present continuous and be going to	Learning strategy Vocabulary Listening Grammar Practice	Grammar: Present continuous and be going to	Listening for answers - Adaptation for reading strategies Monitoring	1 st Stage: Colombian food in the past (Oral presentation)	Oral Presentation Task fulfillment Conjunctions use Grammar Vocabulary Fluency	Week 4

To use the best learning strategy for watching a video and get familiar with phone calls collocations	Learning strategy Vocabulary Listening	Vocabulary - Phone calls collocations	Multiple choice questions tips	-	-	Week 5
To get familiar with the scanning strategy and past simple vs. past continuous	Learning strategy Vocabulary	Grammar: Past simple vs. past continuous	Scanning	-	-	Week 6
To practice reading and listening to be prepared for the exams	Reading mock Listening mock	-	-	-	-	Week 7
To practice fix up reading strategies and get familiar with verb patterns	Learning strategy Vocabulary Reading Grammar Practice	Grammar: Verb patterns	Fix up Reading strategies	-	-	Week 8
To practice reading by using the learned strategies and get familiar with the use of do and make	Vocabulary Reading Grammar Practice	Grammar: Do vs. Make	Review – usage	2 nd Stage: Food Problems Today (Research)	Task Preparation Collaborative work and learning strategies usage	Week 9
To practice reading and get familiar with the present perfect – for / since	Learning strategy Vocabulary Reading Grammar Practice	Grammar: Present Perfect for/since	Scanning and skimming	2 nd Stage: Food Problems Today (Oral Presentation)	Oral Presentation Task fulfillment Conjunctions use Grammar Vocabulary Fluency	Week 10
To get familiar with vocabulary about food	Learning strategy Vocabulary Reading	Food vocabulary	Review – Fix up strategies	-	-	Week 11
To recall the brainstorming and outlining process for the next paragraph structure	Listening Paragraph structure – Video	Paragraph structure - Video	Learning strategies review	-	-	Week 12
To get familiar with varied learning strategies and get familiar	Learning strategies Grammar Practice	Grammar: Modal verbs can /have to /can't / don't have to	Guessing from the context Paraphrasin g	-	-	Week 13

with modal verbs for permission and obligation			Vocabulary Predictions and connections			
To practice reading and get familiar with modal verbs for future	Reading Grammar Practice	Grammar: Modal verbs for future will /may /might	Review	3 rd Stage: Food Problems Today (Debate preparation)	Debate Preparation Collaborative work, learning strategies usage with the gathered information in the blog	Week 14
To practice reading and listening to be prepared for the exams	Reading mock Listening mock	-	-	3 rd Stage: Food Problems Today (Debate)	Debate Task fulfillment Conjunctions use Grammar Vocabulary Fluency	Week 15

Table 2 Lesson Plan

4.2.3 Development Stage

In the development stage there are many phases that the platform designers must have in mind to ensure that students will have the requirements for the platform and the TEA in time:

- The asynchronous session must be ready every Friday; so all teachers from each level can check and let the coordinator know if there is any inconsistency or mistake in the CPS.
- The corrections have to be done by the coordinators on Friday or Saturday the latest.
- The asynchronous session must be opened every Monday 1st hour (7 a.m.); thus, students can have access to it and start working on those activities.

- Students must have access to the CPS until Sunday midnight. The Quiz will close at this time.
- Teachers can have the grade report by downloading it from the platform (Excel file).

On the other hand, as designers and teachers have their own chores focused on the platform and the f2f classes, students have also to accomplish some goals to develop the in class activities and the TEA. This is the pathway they have to follow to do so:

- Students have to do the suggested activities in seven days; the due day is Sunday midnight.
- They have to do the reading or listening practice and bring the flipped content (grammar or paragraph explanation) in any format: a picture, a screenshot, a printed document, etc. For this information will help them to recall the explanations given.
- They need to use the strategies studied in the asynchronous sessions in the reading and listening practices within the face-to-face classes.
- In the TEA they need to use the skimming and scanning strategy in order to tackle the research process.
- The blog's post needs to be an original source; they need to use their own words to create the paragraph by using the grammar structures required and the FANBOYS.

- With the information collected in the blog; each group must create a visual aid in order to do their oral presentation about the topic assigned in each stage.

4.2.4 Implement Stage

One of the advantages of having a blended learning environment is the flexibility, for students do not have to meet with the teacher at a specific time and they can work on the virtual activities at any time at any place. Consequently, the students do not have any constraints to do these activities because they can do it from their mobile phones, tablets, laptops, or they can use the labs or devices offered by the University: Library, Studium, engineering rooms, laptops, tablets, etc. The semester has 16 weeks, which represent 4-month course; then, based on the CPS activities the flipped learning approach has to be evident by showing understanding of the information presented in the asynchronous session.



4.2.5 Evaluation Stage

The assessment purpose is to measure how efficient and effective is the instructional design in our pre-intermediate English courses. In this process, there are summative and formative evaluation; the first one has to do with the revision that teachers have to do beforehand in order to avoid having any kind of mistakes or issues using the resources presented within the quiz, this adjustment is key in order to ensure students navigation. Then, having in mind the students' performance, there are two types of assessment; first,

the platform quiz – CPS which provides a summative score, and the TEA, which is assessed by using a check list and providing a summative score and some formative comments on the students' speaking performance.

CPS - Week 8	CPS - Week 9	CPS - Week 10	CPS - Week 11	CPS - Week 12	CPS - Week 13	Total	1
50	50	48	50	50	50	50	
50	50	50	50	50	50	50	
47	50	50	0	43	0	32	
41	50	50	50	36	50	46	
36	44	47	25	36	44	39	
31	42	40	44	36	44	40	
44	47	50	50	43	47	47	
46	50	50	50	43	50	48	

Figure 13. Summative Excel File from Virtual Sabana

Class Task 3: Debate Transgenic Food

This is the evaluation criteria to assess your performance during the debate. You will be given some specific and clear comments so you can check what you need to work on:

Criteria	Excellent	Good	Acceptable	Almost	Needs Work
Did the <u>group</u> prepare and present a debate about transgenic food?	1.0	0.8	0.6	0.4	0.0
Was the student involved during the preparation of the task?					
Was the student's speech coherent and were cohesive devices sequencers and FANBOYS used?					
Did the student include the grammar structures seen in class during his/her intervention in the debate? (All grammar structures seen during the semester).					
Did the student include a great variety of vocabulary and information taken from the blog's entries in the debate?					
Did the student speak clearly and fluently?					

Comments:

Figure 14. Summative and Formative Assessment Checklist

Chapter 5

Data Analysis and Findings

In this stage of the research, the results of the implementation will be described by showing evidence of the processes that took place by using the mixed methods research. Some of the information that will be presented is about the design, validation process, and data analysis, procedures and management. Into the qualitative field, many methodologies have been conducted by different authors; for example, Johnson & Christensen (2014) talk about the Interim Analysis, which focuses on a series of processes in order to collect and analyze data taken from one inquiry (p. 588).

5.1 Instruments Design and Validation

This part introduces the data collection instruments used for the research implementation and describes the actions in order to be applied. 1) The closed-ended questionnaire (Appendix A); 2) Teacher's field notes (Appendix B); 3) The open-ended questionnaire (Appendix C). Those instruments were piloted by a teacher and researcher who is expert on Flipped Learning and by a group of 25 students in the last English summer course - 2017-3.

During this process, some changes were made in the close-ended questionnaire to have clearer questions in order to address the research purpose. In terms of validity and reliability, the closed-ended questionnaire was measured by the Cronbach's alpha.

Johnson & Christensen (2014) define Coefficient alpha as “a formula that provides an estimate of the reliability of a homogeneous test or an estimate of the reliability of each dimension in a multidimensional test” (p. 170).

Base de Datos												
ENCUESTA	EADES	I1	I2	I3	I4	I5	I6	I7	I8	Total		
1	17	4	3	3	4	3	4	4	4	29	K	8
2	20	4	3	4	4	3	4	4	3	29	Zvi	2,6
3	18	3	4	3	4	4	4	4	4	30	Vt	7,82
4	16	4	3	3	3	3	4	3	4	27	SECCION 1	1,143
5	21	4	4	4	4	4	4	4	4	32	SECCION 2	0,670
6	25	3	3	3	4	2	3	2	4	24	ABSOLUTO S2	0,670
7	23	4	3	4	4	3	3	4	4	29		
8	19	3	3	4	3	3	2	3	3	24	α	0,8
9	22	4	4	3	4	4	4	4	4	31		
10	24	4	4	4	4	4	4	3	4	31		
ESTADÍSTICOS												
VARIANZA		0,2	0,3	0,3	0,2	0,5	0,5	0,5	0,2			

Table 3 Close-ended questionnaire, Cronbach's Alpha

The questionnaires were made for very specific purposes, the open-ended questionnaire had questions about the platform purpose and the use of the activities suggested in our f2f sessions and the open-ended questionnaire seeks to find students perception, based on the activities suggested in the TEA and the link with the activities suggested in the CPS. Two English teachers from the Department of Languages and Cultures at Universidad de La Sabana revised those instruments.

The teacher's field notes were done with the purpose of reflecting upon apprentice's performance during the TEA development and their attitude towards the link among the CPS and the TEA. The researcher and with the help of other two teachers who have a lot of experience dealing with Moodle will assess the revision of this process.

Lastly, after the piloting, all changes were performed in order to have instruments with the best reliability and validity; therefore, all instruments were administered under the observations and suggestions made by the experts and after applying the 1st survey with the English summer course – 2017- 3.

5.2. Procedures for data analysis

On this stage of the investigation, theory and plus actions carried out throughout the data analysis. The information will be presented in a Joint Display. Creswell, Clark, & Garrett (2008) stated “Joint displays are ways to represent integration in a result or discussion that show the intersection of quantitative and qualitative data which is presented as a table or a graph” (p. 46). The focus of this process is to merge both data forms that array fundamental concepts as Flipped learning, Learning strategies and Instructional design; in order to display the results of the qualitative and quantitative study together sorted by themes.

The gathered information was merged with the apprentices’ insights in regards to the new activities suggested in the f2f classes and in the platform, as well as their self-reflections about their own learning proficiency, this information will be complemented with the teacher’s field notes to check the researcher’s perception too. For the purpose of analyzing the quantitative data (closed-ended questionnaire), the Microsoft Excel software was used, because of the implementation of Google Forms, which is a helpful

tool to save the data collected. In addition, it has varied ways to project the statistics that will be used by the researcher later on.

Another positive fact about this procedure is the process to be followed in order to get the data and the analysis to have reliability on the gotten results. The qualitative outcomes will have a lot of prevalence, since this data can provide a credible conclusion. Nevertheless, the results from the databases focused on the analysis of key information that was compared into supportive and non-supportive findings.

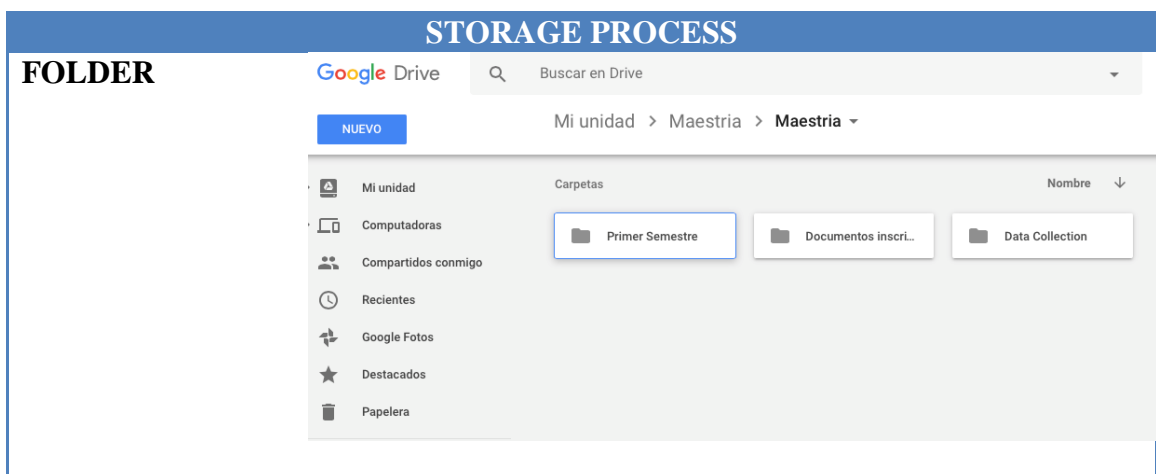
THEMES	QUALITATIVE	QUANTITATIVE
Instructional Design	Clear instructions in the CPS and Blog (Virtual Sabana). Open-ended questionnaire – Question 1, 2, 5.	Closed-ended questionnaire results: questions 2, 5, 7, and 10.
Language Proficiency	Listening and reading practice in the CPS. Open-ended questionnaire – Question 6.	Closed-ended questionnaire results: questions 3, 6 and 8.
Learning Strategies	Listening and Reading learning strategies – CPS. Open-ended questionnaire – Question 3.	Closed-ended questionnaire results: question 4.
Constructivist Approach	Blog use.	Closed-ended questionnaire results: question 9.

	Open-ended questionnaire – Question 4.	
Flipped Learning	CPS and f2f classes correlation.	Closed-ended questionnaire results: questions 6 and 7.

Table 4 Joint Display

5.3 Data Management

To keep track of the data collected and its organization, an online cloud storage service named Google Drive was taken into account. There is a folder named Data Collection, which contains all types of qualitative and quantitative data. The questionnaires were numbered up according to the sequence of implementation, and the teacher's field notes were typed in in order to have the record. Below there are the screenshots showing evidence of the storage process:



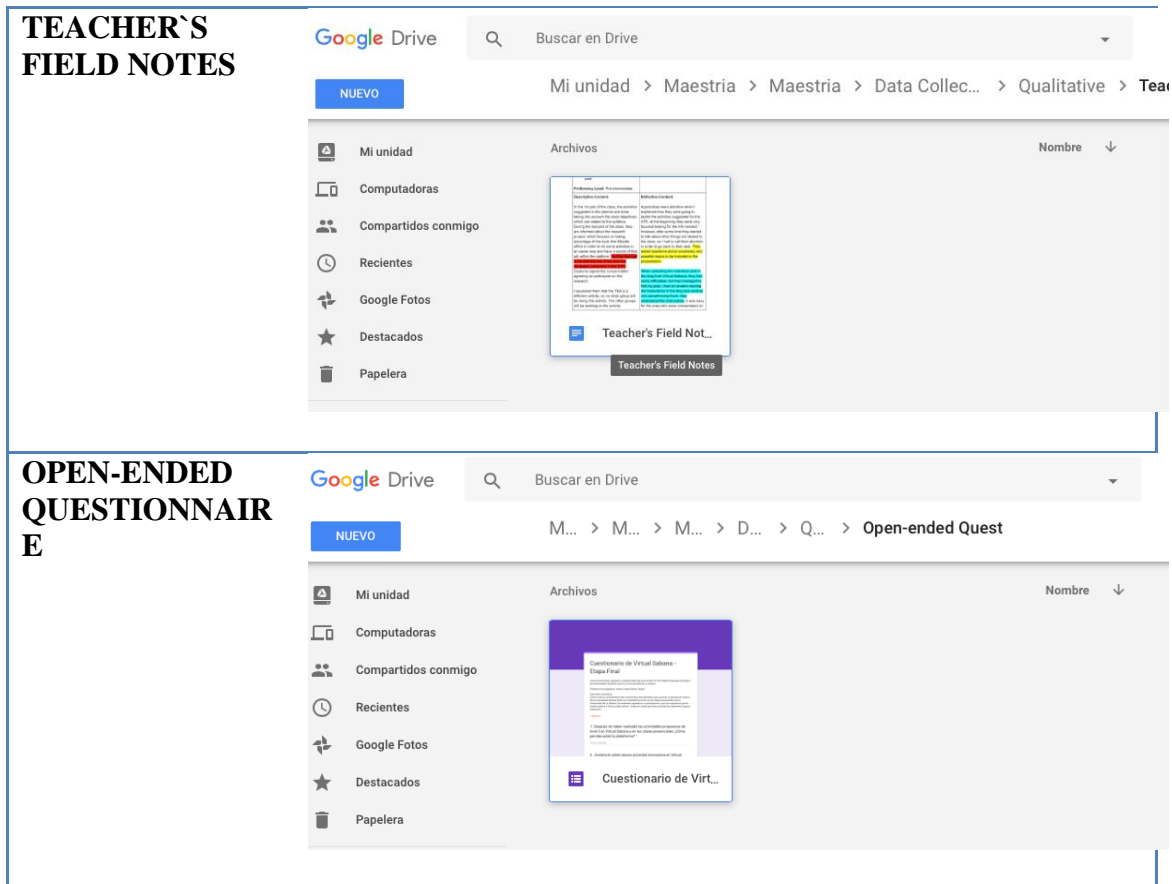


Table 5 Data Storage Process

5.4. Data Display

According to Johnson & Christensen (2014) data display “refers to describing visually the quantitative data (e.g. using tables and graphs) and/or the qualitative data (e.g. using graphs, charts, matrices, checklists, rubrics, networks, and Venn’s diagrams)” (p. 82). This type of data analysis is the most appropriate method for an explanatory sequential design. In this part of the research the main aim is to draw conclusions based on the data organization. Firstly, the closed-ended questionnaire focus on the students’

insights in relation to the purpose of the platform and the inclusion of other tools that the platform has for their own benefit.

One of the most important focuses of the CPS has to do with the inclusion of **LS** to enhance student's comprehension at the moment of performing any of these skills. According to Gary, giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching/learning provides advantages of four different types: cognitive, efficiency utility and affective (as cited in Vandergrift, 1999, p. 168). Likewise, there is another relevant skill that is reading, which also needs some strategies in order to be tackled. Richards says that teachers need to be aware of reading strategies in order to facilitate students' reading regardless of the approach they choose to use in the classroom (as cited in Minh, n.d., p. 99). Therefore, for the languages department it is extremely important to teach these strategies and at the same time take advantage of the f2f classes, that's why the strategies are **FL** in the CPS. In the question number four, apprentices were asked about the pertinence of those **LS** in their learning process, there was a 20% of the students that answered positively; on the other hand, there was a 70% of the students who still are partially sure about their pertinence. As a researcher, I have to say that my expectations in regards to this question were low, since they don't really use them out of the classroom, they only consider they are important in class. It has been pretty difficult to get them acquainted with their use, but we are in a good track.

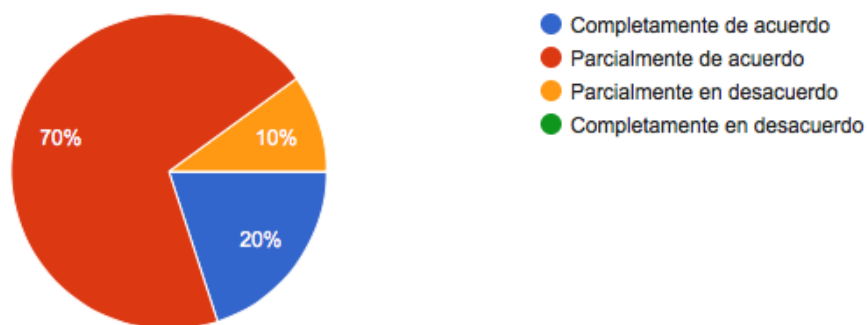


Figure 15. Question 4 – Learning Strategies - De acuerdo a su respuesta anterior, ¿Considera que las estrategias para aprender inglés aportan a un mejor desarrollo de dichas habilidades?

Variables	Percentage
Completely agree	20%
Partially agree	70%
Partially disagree	10%
Completely disagree	0%
Total	100 %

Table 6 Learning Strategies

The following question was designed to take into account the **ID** and its significance when students are doing the CPS activities, do they really understand the instructions? Do they follow them as they are suggested in the platform? Thus, this question was designed to gather that information. According to Dunkel and Feyten, providing support for the primacy of listening comprehension in instructional methods. 40% of the students assert

that the instructions given in the 1st lay out of the CPS are clear, the other 60% partially agrees on this fact. It is encouraging to see that most of the students can notice the applicability of those strategies for their LP; the purpose of this research is to have a clearer ID so apprentices get to know the purpose of the CPS, the activities to be developed and the objectives of this session.

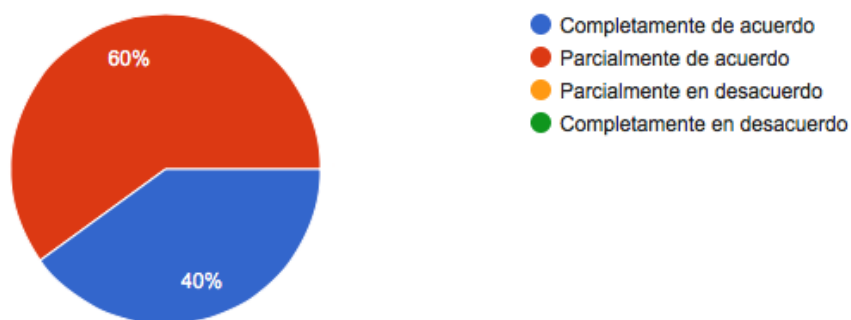


Figure 16. Question 5 – Instructional Design - ¿Al momento de realizar la CPS (Class Preparation Session) evidencia usted instrucciones y objetivos claros para su realización?

Variables	Percentage
Completely agree	40%
Partially agree	60%
Partially disagree	0%
Completely disagree	0%
Total	100 %

Table 7 Instructional Design

The **FL** is an approach that is evolving education nowadays; this is taken into account in order to create the **ID** for the English classes at Universidad de La Sabana; therefore, there is one resource that we call “Ticket-in” which is a requirement for the f2f classes, it means that the information presented in the CPS will be required for the following week, it is mandatory to have this information beforehand, otherwise they will be completely lost since they tend to forget that information. By using this form they will recall much easily the questions or possible doubts they have in regards to the topic presented in there. The question number six focuses on students’ perception about the ticket-in use and practicality. It is unexpected that 50% of the apprentices completely agree on the strengthening of the **LP**, since they were not very happy about having the ticket-in assessed, 30% of them partially agree, the other 10% partially disagree and the last portion 10% totally disagree. The department is new at implementing the **FL** approach and it has been a total challenge to get students use to this strategy; nevertheless, the results are positive since they are finally getting its purpose.

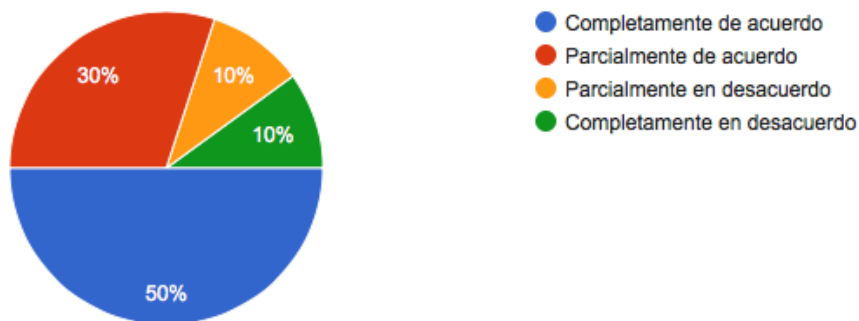


Figure 17. Question 6 – Flipped Learning - ¿Piensa usted que el Ticket-in (formato de Word con actividades) ayuda a fortalecer y complementar el conocimiento adquirido en el desarrollo de la CPS?

Variables	Percentage
Completely agree	50%
Partially agree	30%
Partially disagree	10%
Completely disagree	10%
Total	100 %

Table 8 Flipped Learning

The LP is the main variable that can help the researcher to identify if students really enhanced their knowledge on this language. The idea of creating this question is to bear in mind not only their perception but also to assess the activities suitability according to the students' needs. According to the students, 60% of them think that the activities suggested in the platform really support their learning process, the other 40% partially agrees. Based on these results, it is obvious that apprentices still want to have some other type of activities that can help them, not only by learning but also by having different perspectives.

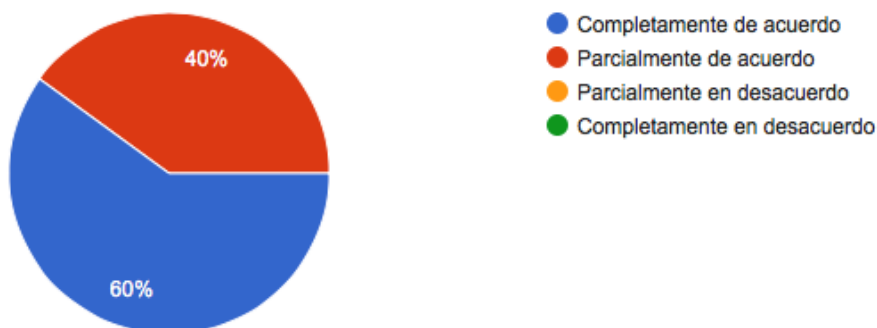


Figure 18. Question 8 – Language Proficiency - ¿Piensa usted que las actividades allí presentadas ayudan en su proceso de aprendizaje?

Variables	Percentage
Completely agree	60%
Partially agree	40%
Partially disagree	0%
Completely disagree	0%
Total	100 %

Table 9 Language Proficiency

The CA has been one of the pillars in the department's principles, but usually this process is only given in the f2f classes. This process is held inside the classroom by having three different speaking activities, which only evaluates that speaking task. Nevertheless, in this research the activities suggested try to tackle the CA and the LS given in the CPS. 70% of the students prefer to have activities related to games, 40% want to have a problem-solution activity, 40% extra activities for practicing and the last

20% suggest collaborative activities. It is noticeable that students prefer to have fun at 1st place, and this point is valid, but it is necessary to ensure that they are learning with strong basis that help them to do an international exam. Hence, the problem solution type of activity was implemented.

5.5. Categories

In the first place, it is of extreme importance to remark the emphasis of the qualitative data that was collected through this inquiry; it is relevant to mention the analysis approach that has been used in this stage of the actual research. Nigatu (2009) stated that a deductive approach uses the research questions to group the data and right after identify similarities and differences, it is also used when a qualitative research has a smaller component of a larger quantitative study (p. 25). With that said in this explanatory sequential design, this fact is of great importance, due to it's the way the data is collected and how it has to be explained.

CATEGORY 1

Having clear instructions help students to understand the task

This category emerged from the need of ensuring that students totally understood the instructions given in the asynchronous session and the blog, As it was analyzed in the closed-ended questionnaire, most of the students understand the instructions given in the platform, yet there were some who disagreed on this fact. In this stage of the inquiry, the supporting ideas will be explained with some samples from the instruments applied in both stages of the methodological design. As instruction has a close relation with

construction it is important to set why it is extremely relevant to establish a clear instruction to construct something from the learners' perspective. Reigeluth & Carr-Chellman (1999) defined, "instruction as anything that is done purposely to facilitate learning. It includes constructivist methods and self-instruction, as well as more traditional views of instruction, such as lecture and direct instruction" (p. 6).

In excerpt #1 and excerpt #2 students could clearly understand what they had to do in the TEA, which was done in the f2f classes. This can also be evident in the open-ended questionnaire, for they had to develop the asynchronous session CPS as it is shown in the answers given by some students in the Excel file from the questionnaire results in excerpt #3, which answers the question number 5: Do you think that the information presented in Virtual Sabana is clear and guiding? Some of them only gave a short answer with "yes", although this info is not concluding, it can reflect their perception in regards to the instructions given in the platform.

Excerpt #1 – Teacher's Field Notes

so students could identify the instructions for the activity to be done in a blog. They got familiar with the path to follow in order to have access to the blog. Students had to get in groups of 4

Excerpt #2 – Teacher's Field Notes

When uploading the individual post in the blog from Virtual Sabana, they had some difficulties, but they managed to find my post, I had one student reading the instructions in the blog and another one paraphrasing them, they understood the instructions, it was easy

Excerpt #3 – Open-ended questionnaire (Results Excel file)

Si, los contenidos de virtual sabana son claros y nos ayudan mucho

While it is clear that the instructions given in the platform have to be precise, so students can understand what they have to do, there has to be a creation process in which the ADDIE model can help in order to have clear instructions for the students and for the teachers as well. By having this instructional design all coordinators will be able to get familiar with the process to be followed by using this model, and in this way they can identify the steps and also other Moodle features that can enhance our expertise in this computer based platform.

CATEGORY 2

Flipped learning an approach for improving students' language proficiency through Virtual Sabana

In this category, there are two elements that depend on each other a lot, they are the Flipped Learning and Moodle. Why are they connected? For Moodle is the mediator for presenting videos about the writing tasks, grammar and vocabulary content. With that in mind, there is one receptor of this information and it is the apprentice. Bergmann and Sams (2012) stated “Basically a concept of a flipped class is this: that which traditionally done as a homework is now complemented in class” (p. 13).

With this approach we are taking more advantage of the time in class by practicing and using the information presented in the platform. In excerpt #4 and excerpt #5 taken from the teacher's field notes, it is shown how the platform introduce learning strategies for tackling the TEA, yet they are not aware of their importance not only for their language proficiency, but also for their professional life. According to Oxford & Crookall (1989) “Strategies are referred to as learning techniques, behaviors or actions; or learning-to-learn, problem solving or study skills. No matter what they are called, strategies can make learning more efficient and effective” (p. 404). One of the facts that is related to this problematic has to do with the traditional education, since students were not taught to use any strategy to understand any kind of text in a better way. In Contrast, there is the students' perception about those learning strategies, which they consider have helped them to improve their language acquisition, this evidence is presented in excerpt #6 for the following question: According to the activities assigned in Virtual Sabana and

the class task, do you think that you improved any of the skills worked (Listening, reading, speaking and writing)?.

Excerpt #4 – Teacher’s Field Notes

platform. Another fact has to do with the use of the learning strategies presented in the CPS. Students signed the consent letter agreeing on participate on this research.

Excerpt #5 – Teacher’s Field Notes

way. Although apprentices are always exposed to those strategies in the f2f classes and in the CPS (flipped content) they are not aware of the importance of using them yet.

Excerpt #6 – Open-ended questionnaire (Results Excel file)

Si, me ayudaron a mejorar todas.	si, sobretodo writing y speaking	Sentí que mejore en speaking y en reading gracias a las actividades
----------------------------------	----------------------------------	---

On the other hand, Moodle is the platform in which students are experiencing the flipped approach, so they were asked about the use of new tools that Moodle has and their insights related to the changes implemented not only in the platform but also the

ones suggested for the class. In the open-ended questionnaire there were 2 questions related to the platform. In excerpt #7 the question was: After having developed the activities suggested in Virtual Sabana for Level 3 and the f2f classes, how do you draw the platform? And in excerpt #8 the question was: Do you evidence any innovative activity in Virtual Sabana? Students' answers were very assertive and they recognized Virtual Sabana as an element that helps their learning process; however, most of them did not recognize the blog as an innovative tool.

Excerpt #7 – Open-ended questionnaire (Results Excel file)

Muy buena para la ayuda de la profundización de las asignaturas	La percibo como una herramienta didáctica que refuerza mi aprendizaje en inglés.	Se le dio mucho más uso a la plataforma y se evidenció mucho más la utilidad que tiene
---	--	--

Excerpt #8 – Open-ended questionnaire (Results Excel file)

si, el blog en el cual cada uno podía compartir con los compañeros información importante acerca de un tema específico	De lo que conozco no	No, lo mismo de siempre	Si en los blogs cuando se subían los contenidos de las investigaciones
--	----------------------	-------------------------	--

CATEGORY 3**The constructivist approach a key component to have students generating new ideas in their own context**

This last category emerged from the necessity to bring back this approach, for this is one of the principles for using Moodle in a blended learning environment. Hernández (2008) claims “Esta teoría se centra en la construcción del conocimiento, no en su reproducción. Un componente importante del constructivismo es que la educación se enfoca en tareas auténticas. Estas tareas son las que tienen una relevancia y utilidad en el mundo real” (p. 27). The educational field is constantly evolving and invites teachers to use new alternatives to have our students engaged with our classes, especially if we take into account their context; therefore, the TEA took the three stages for applying this approach, in the first two stages, students had to use the blog in Moodle for sharing the information found by paraphrasing it with their own words; bearing in mind some requirements for the task.

Excerpt #9 – Virtual Sabana – Moodle’s Blog

using the flipped learning. Hernández (2008) provided a deep description of the advantages of having a blog as part of our educational field:

Los blogs al igual que las wikis, incentivan la escritura, proporcionando herramientas para desarrollar la ortografía y la gramática proporcionando al estudiante beneficios en su proceso de aprendizaje. 1) Responsabilidad y compromiso: el hecho de redactar entradas con fechas específicas en sus blogs, encargarse de actualizarlo e introducir nuevos pensamientos, ideas o artículos crea en los alumnos un concepto de disciplina y de responsabilidad; 2) Comunicación: Esta herramienta proporciona a las personas la oportunidad de conectarse, al igual que con las redes sociales, con cualquier integrante del aula, sin que existan barreras de tiempo o espacio; 3) Tecnología: la tecnología juega un rol importante en cada actividad que realizan actualmente los estudiantes. Los blogs motivan el uso de las nuevas construcciones de conocimiento. (p. 31)

One of the main reasons for using the blog as a sharing tool to store the information to be presented in their oral presentation was the platform's tool recognition of students as an innovative instrument to create a constructivist environment, where they could share their findings and create new ideas based on their context, especially when talking about food, due to their origins, there are some students who come from different parts of Colombia and Venezuela. Taking into account the teacher's field notes and the results taken from the open-ended questionnaire, its questions were: First, Do you evidence any

innovative activity in Virtual Sabana? Justify your answer; and second, Do you consider that the collaborative work help your learning process in a second language?

Excerpt #10 – Teacher’s Field Notes

Students have to get in groups of 4 and look for some information about the history of Colombian food consumption

Excerpt #11 – Teacher’s Field Notes

task. They start to search the info individually, then start debating about how to divide the task. They know they

Excerpt #12 – Teacher’s Field Notes

In order to work on the presentation, they will have to use the info posted in the blog, to show any visual aid when doing their presentation, in this case it

Excerpt #13 Open-ended questionnaire (Results Excel file)

De lo que conozco no.	si	si, el blog en el cual cada uno podía compartir con los compañeros información importante acerca de un tema específico	No, lo mismo de siempre	Si en los blogs cuando se subían los contenidos de las investigaciones
-----------------------	----	--	-------------------------	--

Excerpt #14 Open-ended questionnaire (Results Excel file)

Si	Si porque impulsa de una manera mejor al aprendizaje de la segunda lengua	Si, trabajar en grupo me aportó mucho para ir aprendiendo el inglés
si		
si		

As it is seen in the excerpts taken, there is evidence of how students had to do their collaborative work, this with the purpose of doing a short presentation with the activity suggested. However, not all of the students identified the blog in Moodle as a groundbreaking instrument to promote a different activity, there were a few students who did recognize the blog as this innovative tool. On the other hand, bearing in mind the constructivist approach, students were positive for having this type of work, some of them consider it as a good way to promote learning in a second language and the group work as a way to learn English.

Chapter 6

6. Conclusions

- From the theory presented in this document, it is evident that the instructional design can optimize the students learning processes. Having a good instruction is the beginning to acquire new knowledge. It will certainly help designers to identify other uses of the tools that Moodle has as it is the Blog, trying to mingle the activities suggested in the platform as the ones done in the f2f classes.
- According to the analysis done from the results in the research, there were many positive aspects in regards to the students' perception on the platform, activities and new approaches that can be included in future studies. For example, the importance that the learning strategies presented in the platform have in their learning process. Although, they still struggle to use them in class, they think it is important to have a better understanding and performance. From the results given in the closed ended questionnaire, it can be inferred that from the linguistic competences studied in the CPS, students notice the importance of practicing and understand why it is relevant to do this practice in the platform, from my perspective, it is evident that the Department is doing a good job in this area.
- It is also important to remark, the important role that the flipped learning has had in the implementation of this study, for all activities were connected one to one in order to have a great instructional design. One of the pluses that it had was the

possibility to have the TEA development within the instructional design; there are many activities that from the language can be done through this schema. In this way, students can be more interested and also the language acquisition will be more meaningful, since they are working on the suggested activities from the real life.

- The constructivist approach provides tools in order to make students more autonomous and make them aware of their own learning acquisition and in that way work in a collaborative way, thinking that the knowledge that is acquired for more than two people can be much more significant. This is evident in the TEA, since students had to use the learning strategies presented in the CPS, get familiar with them before the f2f class and use them as a practice, this is how the Flipped Learning was implemented. The Flipped Learning together with the instructional design and the constructivist approach could be a good counterpart for the learning proficiency of the students.
- Behind the design of the virtual environment, it is evident the hard work that designers have to do in order to include these learning strategies into practice. Level 3 designer is trying to set those strategies into the CPS weekly; nevertheless, it seems that this level is the only one doing so. Therefore, although the experiences have been quite difficult, for getting students acquainted with them, it is important to start doing the job so students can get familiar with them. After the inquiry, still there is a lot of work to do in order to make students aware of how important is to use these learning strategies, I consider this has to do with

our cultural background, since in our traditional education those kind of strategies are not taught to our children. The challenge is to have our students get used to identify their learning style and have tools to understand better either an audio or a text.

- There is a new study that can be taken into account for future studies, as it is the gamification within our English classes, this is something that students have been asking for, and we haven't gone deep into this topic, maybe this could be a way in order to have apprentices learn more actively and they can be more interested in their learning process.
- Taking into account the guidelines for the asynchronous session on Virtual Sabana, I could notice that although there was not a specific pathway to follow (instructional design), there was a clear idea about the steps that needed to be followed and the activities that needed to be done. It only needed a specific document which showed how the asynchronous session has to be done and the advantages that a TEA can have at any language course. The instructional design is a pathway that could be of great help in order to have more varied ideas for tackling the CPS design, this guidance helped me to realize the importance of having an order as the ADDIE model offers, this inquiry really helped students to have a different view of this speaking activity and the link that it had with the collaborative work, learning strategies and flipped learning.

Bearing in mind the assessment of the TEA from the open ended questionnaire in the category 3 (The constructivist approach a key component to have students generating

new ideas in their own context) I could notice that 3 students could identify the relevance that the collaborative work had in the class task development , for it was of great help to have the information available in the blog and having to create a visual aid with the appropriate information, which had a plus with the relation of a real life situation in which they applied the knowledge acquired in the process.

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Appendixes

Appendix A

Students' closed-ended questionnaire

Universidad de La Sabana
Universidad Distrital Francisco José de Caldas/ Facultad de Ciencias y Educación/
Maestría en Educación

Instructional design applied in a blended learning environment for English language teaching in pre-intermediate students at Universidad de La Sabana.

Profesora investigadora: Yeimy Lorena Suárez Duarte

Apreciado estudiante,

Como es de su conocimiento este cuestionario está diseñado para conocer su percepción acerca de las actividades presentadas en la plataforma de Moodle de la Universidad de La Sabana llamada Virtual Sabana. De antemano agradezco su participación y por las respuestas que de manera abierta y franca pueda ofrecer. Tenga en cuenta que esta actividad no representa ninguna evaluación ☺

Cuestionario de Virtual Sabana – Etapa Inicial

1. ¿Conoce la plataforma de Moodle (Virtual Sabana)?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

2. ¿Reconoce usted el propósito de esta plataforma en la Universidad?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

3. ¿Qué tipo de habilidades refuerza usted en la CPS (Class Preparation Session) en Virtual Sabana para la materia de inglés?

- Listening
- Reading
- Writing
- Speaking

4. De acuerdo a su respuesta anterior, ¿Considera que las estrategias para aprender inglés aportan a un mejor desarrollo de dichas habilidades?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

5. ¿Al momento de realizar la CPS (Class Preparation Session) evidencia usted instrucciones y objetivos claros para su realización?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

6. ¿Piensa usted que el Ticket-in (formato de Word con actividades) ayuda a fortalecer y complementar el conocimiento adquirido en el desarrollo de la CPS?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

7. ¿Cree usted que los vídeos explicativos presentados en la CPS le ayudan a tener una mejor comprensión de la estructura retórica del párrafo que debe escribir?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

8. ¿Piensa usted que las actividades allí presentadas ayudan en su proceso de aprendizaje?

- Completamente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Completamente en desacuerdo

9. De las siguientes opciones ¿Qué actividades incluiría usted para mejorar su experiencia en la plataforma?

- Actividades de corte colaborativo
- Actividades relacionadas con juegos
- Actividades de problema-solución
- Actividades extras de práctica (repositorio)

10. ¿Cómo percibe usted la estructuración de la plataforma?

- Organizada
- Navegable
- Desorganizada
- Incompresible

Appendix B
TEACHER'S FIELD NOTES
TEA 1ST STAGE

<p>Date: Wednesday, August 9th 2017</p> <p>Group: L3 Group 7</p> <p>Lesson Time: 1 p.m to 3 p.m.</p> <p>Topic: Food</p> <p>TEA Purpose (Class Task):</p> <ul style="list-style-type: none"> • Students will be able to talk about Colombian food in the past. <p>Proficiency Level: Pre-intermediate</p>	<p>Guiding Question: Which are the techno-pedagogical guidelines used for the asynchronous hour design CPS (Class Preparation Session) in Moodle (Virtual Sabana) to boost the level 3 English students' language proficiency?</p>
<p>Descriptive Content:</p> <p>In the 1st part of the class, the activities suggested in the planner are done, taking into account the class objectives, which are related to the syllabus. During the last part of the class, they are informed about the research project, which focuses on taking advantage of the tools that Moodle offers in order to do some activities in an easier way and have a record of that job within the platform. Another fact has to do with the use of the learning strategies presented in the CPS. Students signed the consent letter agreeing on participate on this research.</p> <p>I explained them that the TEA is a different activity, so no other group will be doing this activity. The other groups will be working on the activity suggested in the syllabus. I project Virtual Sabana, so students could identify the instructions for the activity to be done in a blog. They get familiar with the path to follow in order to</p>	<p>Reflective Content:</p> <p>Apprentices were attentive when I explained how they were going to tackle the activities suggested for the ATE, at the beginning they were very focused looking for the info needed; however, after some time they started to talk about other things not related to the class, so I had to call their attention in order to go back to their task. They asked questions about vocabulary and possible topics to be included in the presentation.</p> <p>When uploading the individual post in the blog from Virtual Sabana, they had some difficulties, but they managed to find my post, I had on student reading the instructions in the blog and another one paraphrasing them, they understood the instructions, it was easy for the ones who were concentrated on the activity and of course they could finish, yet there were a</p>

have access to the blog. Students have to get in groups of 4 and look for some information about the history of Colombian food consumption (some online resources were provided in the blog). Then, they need to do a short paragraph reporting the info found by using their own words, they will have to reply to my blog's post with the purpose of going back to the information in case they have to. After they will have to do a short presentation showing evidence of the research done. They need to use simple past and adverbs of frequency and recycle vocabulary about food seen in their 1st level of English.

In the previous session, they were asked to bring their technological devices in order to start working on the task. They start to search the info individually, then start debating about how to divide the task. They know they need to post the information individually with the corresponding reference but using their own words. They seem to be interested on the topic since it is focused on a real life situation directly related to their history. When doing the research they have to skim the text pretty quick to check if the info is ok for them, if they are interested, they scan the text in order to use that information, also because of the limited time. At the end of the session, some of them could reply, yet most of them couldn't finish so I decide to give them more time to post the information.

few of them who needed more time to do their post later on.

One positive fact about this group is that all students always try to communicate in English, so it makes the activity very easy to do, since they even speak in English among them. One student told me he was very happy to learn about his own culture and how food has evolved through the years.

Dealing with learning strategies has been pretty tough, because they don't usually use any type of strategy when reading, even in their native language; I think it also has to do with our culture, since at school we are not taught that way. Although apprentices are always exposed to those strategies in the f2f classes and in the CPS (flipped content) they are not aware of the importance of using them yet.

In order to work on the presentation, they will have to use the info posted in the blog, to show any visual aid when doing their presentation, in this case it is also important to use the reading strategies (skimming and scanning).

For the next stage, I will notice how conscious are students about them.

Appendix C

Students' open-ended questionnaire

Universidad de La Sabana
Universidad Distrital Francisco José de Caldas/ Facultad de Ciencias y Educación/
Maestría en Educación

Instructional design applied in a blended learning environment for English language teaching in pre-intermediate students at Universidad de La Sabana.

Profesora investigadora: Yeimy Lorena Suárez Duarte

Apreciado estudiante,

Este cuestionario está diseñado para conocer su percepción acerca de los cambios realizados en Virtual Sabana, después de la realización de las actividades allí propuestas. De antemano agradezco su participación y por las respuestas que de manera abierta y franca pueda ofrecer. Tenga en cuenta que esta actividad no representa ninguna evaluación 😊

Cuestionario de Virtual Sabana – Etapa Final

- 1. Después de haber realizado las actividades propuestas de nivel 3 en VS y en las clases presenciales ¿Cómo percibe usted la plataforma?**

- 2. ¿Evidenció usted alguna actividad innovadora en Virtual Sabana? Justifique su respuesta.**

3. De acuerdo a las actividades asignadas en Virtual Sabana y en el Class Task ¿Piensa usted que mejoró alguna de las habilidades trabajadas (Listening, Reading, Speaking, Writing)?


4. ¿Considera usted que el trabajo colaborativo aporta a su proceso de aprendizaje de una segunda lengua?

5. ¿Piensa usted que la información presentada en Virtual Sabana es clara y orientadora?

6. ¿Cree usted que las actividades sugeridas para el Class Task – TEA (Technological Educational Activity) tuvieron algún impacto en su proceso de aprendizaje?

An empty rectangular box with a black border, intended for a response.

7. **¿Qué sugerencias aportaría usted para el uso de la plataforma en la materia de inglés?**

An empty rectangular box with a black border, intended for a response.

Appendix D

Letter of consent

**UNIVERSIDAD FRANCISCO JOSE DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACION
MAESTRIA DE EDUCACION EN TECNOLOGIA**

**CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UNA
INVESTIGACIÓN**

Título de la Investigación: Instructional design applied in a blended learning environment for English language teaching in pre-intermediate students at Universidad de La Sabana.

Ciudad y fecha: Bogotá, Colombia. 2 de agosto, 2017.

Yo, _____ una vez informado sobre los propósitos, objetivos, procedimientos de intervención y evaluación que se llevaran a cabo con esta investigación y los posibles riesgos que se puedan generar de ella, autorizo a Yeimy Lorena Suárez Duarte, docente de la Universidad de la Sabana, para la realización de los siguientes procedimientos:

1. Encuesta de preguntas cerradas (inicio de semestre)
2. Participación en una actividad tecnológica escolar (ATE)
3. Encuesta de preguntas abiertas (a final de semestre)

JUSTIFICACIÓN DE LA INVESTIGACIÓN

El propósito de esta investigación es crear un diseño instruccional para la hora asincrónica (Class Preparation Session) en la plataforma de Virtual Sabana; la cual está dirigida a los estudiantes de nivel 3 en la Universidad de la Sabana. Los estudiantes tendrán la oportunidad de experimentar la plataforma desde otras herramientas de Moodle se maximice el uso de la misma y sacar aún más provecho de ella.

OBJETIVO

A usted se le está invitando a participar en un estudio de investigación que tiene como objetivos analizar las competencias lingüísticas de los estudiantes en la CPS, sistematizar experiencias en cuanto al uso de estrategias de aprendizaje vistas en la CPS, implementar el modelo pedagógico constructivista por medio del enfoque del aprendizaje invertido; finalmente, busca evaluar el impacto pedagógico en este grupo de nivel 3.

BENEFICIOS DE LA INVESTIGACIÓN

Esta investigación aportará en su proceso de aprendizaje implementando una instrucción clara por medio del uso de estrategias que le ayuden a tener un mejor desempeño al momento de aprender una lengua extranjera. Por otro lado, se podrá proveer herramientas que le ayuden a abordar cualquier problemática, ya que una de las actividades sugeridas para realizar en la plataforma de Moodle tiene que ver con situaciones de problema – solución, que desde las temáticas del nivel pueden ayudarle en su vida profesional futura.

PROCEDIMIENTOS DE LA INVESTIGACIÓN

A continuación se dará a conocer las condiciones para participar en éste protocolo:

- Se le solicitará realizar un cuestionario de preguntas cerradas, la cual busca identificar el estado actual de la plataforma (antes del diseño instruccional) esto con el propósito de hacer los ajustes de acuerdo a lo que se presenta en la investigación.
- El docente investigador tomará nota de los cambios que evidencie después de la implementación del diseño instruccional por medio de notas de campo, esto con el fin de medir su aprendizaje en relación a los otros grupos que están trabajando el programa habitual si ningún cambio.
- Se realizará una Actividad Tecnológica Escolar (ATE), la cual busca darle el enfoque de problema solución, esto con el fin de mejorar su experiencia con la lengua y a su vez desarrollar su pensamiento crítico para poder tener argumentos sólidos al momento de enfrentar alguna situación de esta índole.
- Realizará un cuestionario de preguntas abiertas, en el cual usted tendrá la oportunidad de expresar su opinión en relación a su experiencia con las inclusiones hechas dentro del diseño instruccional y a su vez hacer sugerencias en caso de ser necesario.

RIESGOS ASOCIADOS CON LA INVESTIGACIÓN

Los participantes podrían sentir un poco de ansiedad en relación a la diferenciación de actividades entre el grupo focal y el resto de grupos del nivel, ya que los criterios de evaluación se enfocan en aspectos diferentes. Cabe anotar que los porcentajes de evaluación son los mismos, la gramática y el vocabulario es el mismo que se presenta en el programa de proficiencia del Departamento de Culturas y Lenguas Extranjeras de la Universidad.

Adicionalmente se me informó que:

- Mi participación en esta investigación es completamente libre y voluntaria, estoy en libertad de retirarme de ella en cualquier momento.
- No recibiré beneficio personal de ninguna clase por la participación en este proyecto de investigación. Sin embargo, se espera que los resultados obtenidos permitirán conocer otras formas de uso de la plataforma.
- Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente. Esta información será archivada en papel y medio electrónico. El archivo del estudio se guardará en la Universidad de la Sabana bajo la responsabilidad de la investigadora.
- Puesto que toda la información en esta investigación es llevada al anonimato, los resultados personales no pueden estar disponibles para terceras personas como instituciones u organizaciones educativas.

CARTA DE CONSENTIMIENTO INFORMADO

Yo _____ he leído y comprendido la información previa, a su vez he aclarado dudas con la docente investigadora de manera satisfactoria. He sido informado y entiendo que los datos obtenidos en esta investigación pueden ser divulgados con fines científico – educativos. Acepto participar en esta investigación

Firma del participante

Fecha

Documento de identidad

Appendix E**CONSENTIMIENTO INFORMADO PARA APROBACIÓN POR PARTE DE
DIRECTIVAS**

Señor:
Jermaine Sylvester Mcdougald
Director de Profesores e Investigación
Universidad de La Sabana
Chía, Colombia

Apreciado Señor:

Actualmente me encuentro realizando una investigación titulada “*Instructional Design Applied in a Blended Learning Environment for English Language Teaching in Pre-intermediate Students at Universidad de La Sabana*”, cuyo propósito es el de crear un diseño instruccional con la inclusión de una nueva actividad que apoye el desarrollo de las actividades virtuales y presenciales sugeridas en nuestro programa de Inglés. Esta investigación hace parte del trabajo de grado de la Maestría en Educación en Tecnología que estoy tomando en la Universidad Distrital Francisco José de Caldas.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar esta investigación en nuestra institución Universidad de La Sabana, ya que en el diseño metodológico se tendrán en cuenta instrumentos de recolección de datos como cuestionarios, notas de campo del profesor y un grupo experimental. Todo lo anterior teniendo en cuenta que los participantes de esta investigación mantendrán su identidad en el anonimato, dando su permiso oficialmente a través de un consentimiento informado.

Agradezco de antemano su colaboración en este proceso.

Cordialmente,

Yeimy Lorena Suárez Duarte

Docente investigadora

Yo autorizo a Yeimy Lorena Suárez Duarte para llevar a cabo su investigación en la
Universidad de La Sabana

Jermaine Sylvester Mcdougald
Director de Profesores e Investigación