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LINGÜÍSTICA APLICADA AL APRENDIZAJE DEL INGLÉS.**

TEMA:

**THE EFFECT OF BLENDED LEARNING (B-LEARNING) ON
DEVELOPING VOCABULARY AND READING. A STUDY IN THE FIRST
LEVEL OF CREDITS COURSE IN THE FACULTY OF MEDICINE OF THE
UNIVERSITY OF CUENCA, DURING THE SCHOOL YEAR 2014 - 2015.**

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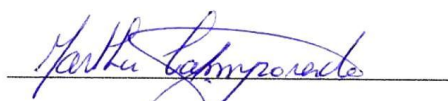
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CERTIFICACIÓN

Certifico que el presente trabajo de investigación previo a la obtención del Grado de Magíster en Lingüística Aplicada al Aprendizaje del Inglés, con el tema “**The Effect of Blended Learning (b-learning) on Developing Vocabulary and Reading. A Study in the First Level of Credits Course in the Faculty of Medicine of the University of Cuenca, during the school year 2014 - 2015**” realizado por la Lcda. Cecilia Raquel Palacios ha sido elaborado, revisado y analizado en el 100% con el asesoramiento permanente de mi persona en calidad de Tutora. Por lo que certifico se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

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Cecilia Raquel Palacios

DEDICATION

I would like to dedicate this hard but rewarding work to my husband Numan who supported me in different ways in order to finish this thesis.

I also dedicate this thesis to my sons Santiago and Andrés, who understood me and were my motivation to do and to finish this research work.

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RESUMEN

El uso de un método que integra la tecnología para ampliar y reforzar lo aprendido en clase llama la atención, particularmente si el método es usado para facilitar el aprendizaje de un idioma extranjero. El presente trabajo implica el uso de un método actualizado llamado Blended Learning. Es un método que integra educación presencial y virtual. El objetivo de este estudio fue determinar el efecto de Blended Learning en el desarrollo de vocabulario y lectura en estudiantes de primer nivel. Con esta finalidad fue necesario examinar tres preguntas: ¿La aplicación de técnicas activas en las clases presenciales mejora vocabulario y lectura? ¿La implementación de actividades interactivas a través de un curso virtual en la plataforma Moodle mejora vocabulario y lectura? ¿Cuál es el nivel de satisfacción de los estudiantes respecto al método implementado? Para analizar estas preguntas se desarrolló y aplicó actividades tomando en cuenta técnicas y estrategias activas para las clases presenciales y además se diseñó un curso virtual en Moodle para el aprendizaje online. En efecto, las técnicas y estrategias aplicadas en las sesiones presenciales y las actividades en la plataforma Moodle mejoraron vocabulario y lecturas significativamente. Además, el método Blended Learning aplicado causó gran satisfacción en los estudiantes. Estos resultados indican que el Método Blended Learning que incluye técnicas, estrategias y actividades en Moodle incrementa vocabulario y lectura. Sin embargo, se recomienda aplicarlo a una población más grande.



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THEME: "THE EFFECT OF BLENDED LEARNING (B-LEARNING) ON DEVELOPING VOCABULARY AND READING. A STUDY IN THE FIRST LEVEL OF CREDITS COURSE IN THE FACULTY OF MEDICINE OF THE UNIVERSITY OF CUENCA, DURING THE SCHOOL YEAR 2014 - 2015."

Author: Lcda. Cecilia Raquel Palacios

ABSTRACT

Using an approach that integrates technology to broaden and to reinforce what was learnt in class catches attention, particularly if this approach is used to promote a foreign language learning. The present study involves the use of Blended Learning Approach, which is an updated approach that integrates face-to-face and online instruction. The objective of this study was to determine the effect of blended learning on the development of vocabulary and reading in students of first level. For this purpose, it was necessary to examine three questions: Does the application of active techniques in face-to-face instruction improve vocabulary and reading? Does the implementation of interactive activities in a Moodle course improve vocabulary and reading? What is the students' level of satisfaction regarding the blended learning implemented? To analyze these questions, it was developed and applied activities taking into account active techniques and strategies and it was also designed a Moodle course. Indeed, the techniques and strategies applied in the face-to-face sessions and the activities in Moodle improved vocabulary and reading significantly. Besides, the blended learning implemented caused high level of satisfaction in students. These findings suggest that a Blended Learning Approach that includes techniques, strategies, and activities on Moodle enhances lexis and reading and also provides great satisfaction in students. However, this study needs to be applied to a bigger population.

Mgs. Myriam Trujillo B.

DELEGADA DEL CENTRO DE IDIOMAS



INTRODUCTION

As a high school and university English teacher, it can be seen that the teaching of English in our country does not meet students' expectations, who cannot use the language effectively after many years of attending to English classes due to some problems. One of the main problems is the limited knowledge of vocabulary. This limited knowledge of lexicon is noticed basically when students cannot interact in the target language, when they cannot express what they want, and when they cannot understand what they read because of the little development of vocabulary and reading.

This consideration has raised the interest to do something to help students improve vocabulary and reading. So in 2014, a survey about vocabulary and reading was applied to one course of university students who were taking English level 1. Its results were surprising. 76% of students said they had limited knowledge of vocabulary, 56% said the resources used to teach vocabulary were outdated, several students said that they learned vocabulary with outdated techniques and in a passive way. This fact showed that it was necessary and useful to do research to help students be competent with vocabulary and reading at their level. One way is by applying an updated approach that is blended learning. With this approach, students are not only instructed in class but also outside it. Blended learning of this study is particular because it provides both students and teachers with updated face-to-face vocabulary and reading active techniques and strategies, and also virtual activities on the Moodle platform.

With techniques, strategies, and virtual learning activities students will improve not only vocabulary and reading but also other skills, because they will interact in different activities, they will be exposed to the language, and they will use the language in meaningful activities. Being these the three main components that will motivate students to their autonomous learning outside the classroom.

To verify whether blended learning works on vocabulary and reading, it was asked "What the effect of blended learning is on developing vocabulary and reading in students of

English of first level.” So, it is worth to know the effect of this powerful and updated approach on lexis and reading that are the base of language learning and development, and whether the results are positive, to contribute to the solution of the limited knowledge of vocabulary.

This research study is presented in five chapters. Chapter I focuses on the basis and fundamentals of this study, particularly on the Constructivism Theory that emphasizes learning rather than teaching. Learners construct their own understanding and knowledge of the world through experiencing and reflecting. It also focuses on the Communicative Approach that prioritizes communication over accurate grammar. It sees the language as a resource for the creation of meaning and communication. This chapter also focuses on the Task Based Language Learning that conceives the language learning through the development of tasks. Furthermore, this chapter also contains some vocabulary techniques and reading strategies for the teaching and learning of vocabulary and reading for the face-to-face learning, and also some interactive activities that Moodle offers for the online instruction.

Chapter II includes the methodology applied in this research study. It involves design, type of research, methods, and techniques for the data collection. The design of this study is quasi-experimental, and its type is quantitative – qualitative and predictive. The methods used are the Scientific and the Deductive. The techniques for the data collection are pre-test, post-test, observation, journal and survey.

Chapter III presents the alternative guidelines. It contains useful and interesting material that consists of lesson plans to teach vocabulary and reading to beginners, development of activities for the face-to-face classes and for the online instruction through the Moodle platform, and description of the applied activities. This chapter is very important since it contains the proposal of this study.

Chapter IV contains the presentation and discussion of results and the analysis and interpretation of data. All this information served me to state some conclusions and recommendations included in chapter 5

CHAPTER I.

1. THEORETICAL FRAMEWORK

1.1 BACKGROUND OF PREVIOUS INVESTIGATION

Research on Blended Learning in English as a Second and Foreign Language has been done in different parts of the world at different educational levels, that is to say undergraduate and graduate levels, obtaining satisfactory results.

For example, in China, in the Binzhou Medical University, Zhang and Han (2012) did a research study entitled “A case study of the Application of a Blended Learning Approach to Web-Based College English Teaching Platform in a Medical University in Eastern China” with students of two classes who were majoring in Clinical Medicine. One class was the experimental group and the other one was the control group. Its objective was to investigate if the students’ attitudes and satisfaction and also their academic achievement had some change when applying the Blended Learning Approach and the traditional method. The results brought out that the blended learning model promotes the students’ interest, fosters their autonomous learning and provokes their confidence. A significant difference in the students’ academic level was evidenced between the students who were intervened with the Blended Learning Approach and those who were taught using a traditional method. In this way, Zhang and Hang concluded that the Blended Learning Approach enhanced students’ comprehension, improved learners’ self-confidence and encouraged learners’ ability of autonomous learning.

In Turkey, at Cukurova University, Kirkgöz (2012) did a research study entitled “A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction.” This study was based on designing and implementing a speaking course for first-year English students. They were implemented a speaking course in which face-to-face instruction based on Task-Based Language Teaching was blended with speaking tasks that were video recorded when doing tasks as homework. The study investigated the students’ perceptions on video recording and its effect on the speaking skill. At the end of the study that lasted one year, the findings showed that there was a noticeable

improvement in the students' oral communication skills and positive perceptions of integrating video recordings to evaluate students' speaking tasks.

Other study was done by Djiwandono (2013) in Indonesia. It was an exploratory study entitled "A Blended Learning Approach to Enhance College Students Vocabulary Learning". It combined traditional classroom sessions and autonomous learning from a blog. It was applied in an intact class of 21 students who were taught vocabulary for 1 hour and 40 minutes every week during 16 weeks. Authentic material for reading and a vocabulary profiler was used, as well as a blog to show the texts with their vocabulary. In addition, few strategies for memorizing and recalling word meanings were taught to the participants and also three techniques to increase vocabulary. At the end of the study, the finding showed that there was an improvement in the number of words, but that vocabulary was not acquired from texts, it was taught and learned by the students. There was also a positive attitude with regard to the use of authentic material.

In Latin America, there have been few studies based on blended learning. For instance, in Chile at the Universidad de Concepción, Bañados (2006) did a research study entitled "A Blended-Learning Pedagogical Model for Teaching and Learning EFL Successfully through an Online Interactive Multimedia Environment." The research was based on the design of a new Communicative English Program using ICT (Information and Communication Technologies) to be implemented in a blended learning pedagogical model during four academic terms. The study case also included online learners' work, software for the communicative English Program, online monitoring, face-to-face EFL teacher-led classes, and conversation classes with native English speakers. Its goal was to develop integrated linguistic skills focusing on learning for authentic communication. The results obtained with the pilot group in module 1 showed a considerable improvement in the students' language skills, as well as high satisfaction levels with the whole Communicative English Program.

It has been also done little research about blended learning in Ecuador. For example, Pacheco (2011) in the University of Cuenca did a research study entitled "B-learning: its influence in a communicative-approach EFL classroom, language

department”. His study was applied to fourth-level students for one semester. Its main objective was to determine the influence of blended learning in the communicative-approach. Moodle was the main Learning Management System he used in his study. His research was based on Piaget’s Constructivism Theory and this was taken into account when he created activities on the virtual platform Moodle. At the end of his study, he showed that the Blended Learning Approach not only helped students to communicate, but also the e-learning material motivated teachers to use the virtual platform and students to learn the language.

In the same University, other study was done by León (2014): “The effect of Moodle in the learning process of the reading comprehension subject, school of English Language and Literature, University of Cuenca”. The fundamentals of this study were the Hypothetical-Deductive method and the Constructivism Theory. An integration of some technological resources were used when designing and uploading material on the platform Moodle. Its main purpose was to develop and to be proficient in the use of strategies for reading comprehension. The results demonstrated efficiency in the use of the virtual platform and significant improvement in students’ reading skills.

It must therefore be concluded that the previous studies based on Blended Learning have been done in developed as well as in developing countries with positive and surprising findings that show that when applying the Blended Learning Approach, listening, speaking, reading, writing and vocabulary can be improved and also self-confidence, self-learning and motivation can be enhanced. But research on the Effect of blended learning on developing vocabulary and reading using vocabulary techniques, reading strategies, and interactive activities through Moodle, has not, as yet, been done. So that, it is very important to do it, taken into consideration that vocabulary is the base for developing the language.

1.2 SCIENTIFIC FRAMEWORK

1.2.1 Philosophical Framework

This research is supported on Marx’s Dialectical Materialism Theory. It states that the material world is the base of a reality which is changing in a dialectical process.

It prioritizes matter over mind. Regarding to language it says “Over the soul sifts a hex since the beginning: to be recorded by the matter, that in this case it manifests in form of layers of air in movement, of sounds, in one word in form of language” Vasco (1982). In other words, vocabulary learned through blended learning is not abstract, it is real and is used in oral and written communication.

1.2.2 Sociological Framework

This study is also based on the sociological thought of Durkheim, who claims that to love society is to love further than ourselves and something in ourselves (Betancur -monografias.com. S.A.) It means that society influences on people positive or negatively. It has its own life which extends further than people’s personal experiences. In this way, with this study, English students as part of society and by learning an updated approach as blended learning, may develop their knowledge in English which might influence on society development.

1.2.3 Pedagogical Framework

The present study is based on Vygotsky’s Social Constructivism, who states that learning occurs through dialogue. This dialogue is initially internally, meaning it takes place between the teacher and the student, between students, or even between the text internal analysis or dialogue, Wilson & Lyantui (2007). That is to say, when students interact with the text, with their teacher or with their classmates, they are actively involved and learn more from other students through interaction, being this social interaction an important part of this study.

1.2.4 Axiological Framework

This study relies on the practice of values. It is also based on one of the transversal axis of the National Plan for Good Living (Plan Nacional del Buen Vivir) that regarding to education says: Education and Good Living interact in two ways. It allows the development of human potentialities, so that, it guarantees equality of opportunities for everybody. And it trains the future citizens with practice of values in order to promote a democratic, fair, inclusive and peaceful society, tolerant of the cultural diversity and respectful of nature. Therefore, in this research students will put into practice some values, such as respect, responsibility, commitment and

cooperation, which could influence in the improvement of the country. (Ministry of Education and Culture – MEC)

1.2.5 Legal Framework

This research is based on the demands of the Constitution of the Republic of Ecuador that in its Article 26, establishes that Education is a right of people in the course of their lives and an inevitable and inexcusable duty of the State. It constitutes a priority area of public policymaking and state investment, equality and social inclusion guarantee and the indispensable condition for good living. People, families and society have the right and responsibility to participate in education.

It is also based on the Organic Law of Higher Education of Ecuador, particularly on Article 6, paragraph “h” that says the rights of the teachers, and researchers according to the Constitution are to receive ongoing training in accordance with their professional training and with the subject they teach, that promotes and encourages academic and educational personal improvement.

Moreover, it responds to the demands of the Post Grade Regulations of the University of Chimborazo, specifically to Article 75, paragraph “c” that says: “At the end of the studies it should be presented and explained a thesis of scientific investigation following the corresponding format, that presents novelty and originality in the problem, the investigation materials, the applied methods, conclusions and recommendations.

1.3 THEORETICAL FRAMEWORK

1.3.1 Blended Learning

1.3.1.1 Conceptualization

The term blended learning, also called hybrid learning or mixed learning has some definitions. For example, Garrison & Vaughan (2008) define blended learning as a combination of face-to-face instruction and computed-mediated instruction to facilitate interactive and reflective higher order learning. Saliba, Rankine, & Cortez (2013) mention that blended learning is an approach that combines times and modes

of learning, integrating the best aspects of face-to-face and online interactions using appropriate ICTs (Information and Communication Technologies.)

Dziuban, Hartman, & Moskal (2004) state that blended learning is a pedagogical approach that combines effectiveness and socialization opportunities of the classroom with active learning possibilities that the use of technology offers for the online environment. The first two authors agree on three important elements of blended learning, in-class learning, online instruction and interaction. While Dziuban, et al (2004) add two characteristics: ‘pedagogical’ approach and ‘active’ learning, which according to my experience as an English teacher need to be taken into account when referring to the term blended learning because “pedagogical” refers to the way we teach to our students, and “active” learning refers to engage students with the material, with the activities inside and outside the classroom, and collaboration with each other.

Vaughan (2007) in his journal “Perspectives on Blended Learning in Higher Education” argues that the previous definitions are not enough because they simply bolt technology onto a traditional course, using technology as an adding supplemental information. For this reason, he states that “blended learning should be viewed as an opportunity to redesign the way that courses are developed, scheduled, and delivered in higher education through a combination of physical and virtual instruction.” According to my point of view, teachers might be the only people who are responsible of the type of course they offer to their students which can be reflected in the learning outcomes. In this way, if they design a course based on a traditional method and not on an updated method that uses technology, their students will be limited only to the classroom instruction, wasting the potentials that virtual learning offers.

Thorne (2003) conceptualizes blended learning as “a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning”. In other words, blended learning could allow to develop a course based on learners’ needs,

taking into consideration their reality, and choosing technological resources for their e-learning and appropriate ways of interacting in the classroom.

Macdonald (2008) in her book, *Blended Learning and Online Tutoring* refers to blended learning as the adoption of strategies and media to support course objectives and enhance responsiveness to students' needs. Duhaney (2004) defines blended learning as a course that comprises any combined use of electronic learning tools that supplement, but do not replace face-to-face learning.

Therefore, there is not a single definition of blended learning. It is defined in several ways, but its unique characteristic is that activities are applied in two areas, in person and online and thus, they reinforce each other to create a unified course. So, for the purpose of this study, I would define blended learning as a pedagogical approach that integrates face-to-face learning and online instruction where learning activities reinforce and provide new knowledge.

For both types of instruction, that is, for face-to-face and online instruction, the use of technology is important, but in terms of teaching and learning of languages, it is for online instruction that technology plays a more important role.

1.3.1.2 Technology in Language Teaching

Since computers were introduced in language learning, then with the Computer Assisted Language Learning (CALL), and more recently, with the Information and Communication Technologies (ICT), it can be seen that the use of technology has many advantages for language learners and teachers. For example, Al-Mahrooqi & Troudi (2014) state that ICT in the form of e-learning and the Internet provides a student-centered learning environment, it enables teachers to vary lesson presentation styles to motivate students with different interests. Besides, it offers learning opportunities outside the classroom, and it supplies more individual differences. That is to say, with the use of ICT in foreign language learning not only the style of presentation, the learning environment, the students' motivation, and the learning opportunities are improved and enriched, but also language retention can be increased.

Nomass (2013) in his article entitled “The impact of Using Technology in Teaching English as a Second language” mentions that technology plays a major role in teaching and learning a second language because of its profits. For this reason, teachers and students have to take advantage of its benefits and use technology as a main resource in the teaching and learning process. This process demands further language support, experience with the language, and development of language skills. Technology offers different tools to tackle these necessary aspects, helping the students learn the language in an easy and effective way. In the same way, Nomass adds that for getting advanced results the role of the instructor is very important.

Regarding to the reading skill, several methods can be used to improve it through the use of technology. Some of them are Computer Reading-Based Programs, use of Multimedia Software, Browsing the Internet, Use of Electronic Dictionaries, and use of Internet Voice chatting. (Nomass, 2013)

Assel (2013) contributes with some other reasons for using technology to develop reading skill. She says that technology is a natural and an integrated part of the younger learners’ lives, so using it is a way to bring the outside world into the classroom. Technology offers new ways for practicing language and assessing performance. It also gives learners the opportunity to be exposed and to practice the four language skills. What is more Dudeney and Hockly (2007) say that technology can be exploited to support any aspect of the curriculum.

Dudeney and Hockly (2007) mention more benefits for using technology: The first one is the increase of learners’ motivation who maintain interest and attention when using a rich multimedia. The second one is that technology offers a multisensory learning environment which allows teachers to choose the most suitable material according to the skills they want to develop and according to the learners’ needs. The third benefit is controllability and flexibility which means that material can be tailored to the learning needs, and thus teachers can monitor the students’ performance. The fourth benefit is interactivity, that is to say, with the teacher guidance the learners can choose the materials to work with. It is important to keep in mind that interactivity helps, guides, and feedbacks students for a successful

learning experience. The fifth advantage is that it provides safe environment, which means that using technology helps reduce anxiety of EFL learners and promotes autonomous learning. The last benefit is supporting the learner in an individual way, which refers that when teachers use multimedia there are more possibilities to give students individualized attention.

For achieving the benefits of ICT some conditions are needed, such as availability of computers and e-learning professionals, solid infrastructure, fast Internet connection, secure platforms, teacher training, teachers' attitude toward technology use in the language classroom, and learners' disposition and attitudes towards the use of e-learning or any online sources.

Consequently, the rapid growth of Information and Communication Technologies cannot be unnoticed in the language learning field because of its advantages, but also for its requirements. In this way, to take advantage of the strength of having students who know about modern technology, and teachers who want to be updated in its use could help change the students' negative perception of the English language, and also make them feel motivated to learn and to practice it comfortably, at their own time, convenience and pace, doing what they love to do, using technology and the Internet.

1.3.1.2.1 The Internet and Language Learning

According to Windeatt, Hardisty, & Eastment (2000), Internet is transforming language learning because it is a powerful resource for information and communication. With only mouse clicks students and teachers can access to the information they need and communicate one another whenever they want. Because of these advantages, computer work and languages curriculum can be integrated. In this new setting, students and teachers can use this new tool as a source of material for learning and teaching.

Windeatt, et al. (2000) add that a change in how languages are learnt occurs when using the Internet. By using the Internet there is a faster and more convenient alternative writing comparing to the conventional communicative one. Furthermore, Windeatt, et al. (2000) state that Internet creates other ways of

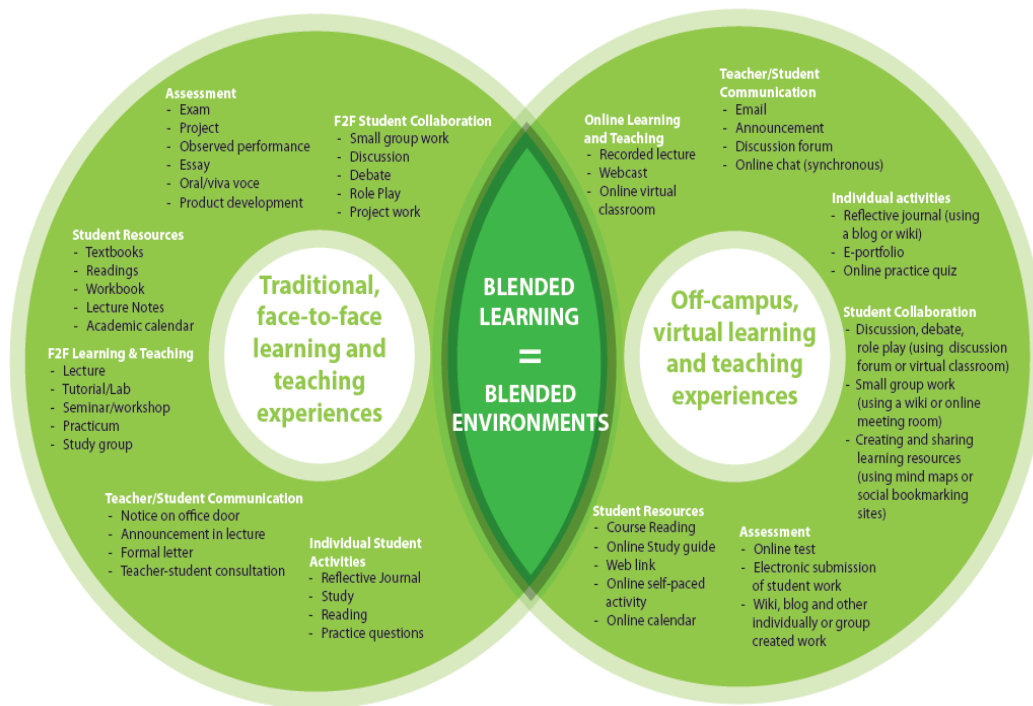
communication, such as audio and video. So, they believe that Internet might support and start cross-curricular work and recommend that more computer-based work should be implemented into the language curriculum. This idea is supported by Dudeney and Hockly (2007) who predict that exploiting technology, particularly the Internet will be a regular practice of teaching and learning English over the coming years. In my opinion, this is true because nowadays students of English as a foreign language ask their teachers or instructors to use technology to teach the language, so in one way or another educators integrate it in the teaching and learning process. For example, using e-mail to communicate, or the Internet to assign homework.

1.3.1.3 Blended Learning Possibilities

According to Bath & Bourke (2010) in their book entitled “Getting Started with Blended Learning”, Blended Learning Approach can be used for some purposes, such as to support face-to-face teaching, to encourage self-direct learning, to promote large group and small group learning, and to support communication between the teacher and students. Bath & Bourke state that there are different elements that can be blended. For example:

You can “blend” *time* (e.g., face-to-face vs. recorded lectures), *place* (small group tutorial on-campus vs. online discussion forum; traditional field trip vs. ‘virtual’ field trip using web sites and online chat with industry personnel), *people* (podcast of guest lecturers, or virtual classroom to include both on-campus and off-campus students), *resources* and *activities* (textbook vs. online readings; in-class vs. online quiz) (Bath & Bourke, 2010)

Besides, they clarify that a blended learning practice is not always good for using a wide range of technologies but for their effective use in teaching and learning. In other words, a teacher can use few technological tools to provide a good students’ experience and quality in the teaching and learning process. The following chart shows the different possibilities for blended learning.



Source: Bath and Bourke (2010)

1.3.1.4 Blended Learning Modes

There are a lot of activities to apply in traditional face-to-face classes and several for the online instruction, but Bath & Bourke (2010) agree with the blended learning modes that the Griffith blended learning strategy establishes. “It creates three modes of blended learning in order to determine the level of use of technology with educational purposes.”

Mode 1. It uses technology to support learners and to make easy the course management and resources. Its goals are to provide information and resources to students as well as to perform basic administrative functions.

Mode 2. It refers to the use of technology to strengthen the learning experiences of students. It provides interactive learning activities for the learners’ online work and activities to be developed in face-to-face classroom interactions. To support communication, collaboration, assessment and course managements are some of its concerns.

Mode 3. It is characterized by offering fully online courses which purpose is to use technology in order to promote autonomous learning. It uses collaborative learning activities.

Bath & Bourke (2010)

The present research study is based on the blended learning mode 2 in order to give students more opportunities to be in contact with the language outside the classroom by developing more activities that might help them reinforce and increase the knowledge acquired in the face-to-face sessions.

1.3.1.5 Principles of Educational Design for Blended Learning

Vaughan, Cleveland, & Garrison (2008) in their e-book “Teaching in Blended Learning Environments: Creating and Sustaining Communities or Inquiry” state four main principles of educational design for blended learning:

- a. Careful integration of face-to-face and fully online instructional components
- b. Innovative use of technology
- c. Reconceptualization of the learning paradigm
- d. Sustained assessment and evaluation of blended learning

The first principle refers to exploit the positive points of both learning environments and taking into account the students’ needs and preferences. The second one indicates that technology should be applied in an appropriate way and should be used for producing and conserving interactive learning. The third principle involves the integration of new pedagogic models and learning theories, such as student-centered and social constructivism. It also entails new roles of students and teachers in which students act as active author of content and self-paced learner and teachers act as coaches. The last principle ensures the quality of education by assessing the approach. (Vaughan, Cleveland, & Garrison 2008)

1.3.1.6 Strategies for Teaching Blended Learning Courses

Blended learning has had a big improvement in the last years, this is seen in Bart (2009) blended course, which satisfies students’ needs for flexibility, as well as alleviate overcrowded classrooms, resulting in a much improved teaching and

learning experience. For this reason, blended learning has experienced some changes, and some of these variations are engagement and better performance on exams. So, it would be useful to know what the strategies for blended learning course design are.

- 1. Start with Learning Goals**, that is, what teachers want their students to learn and how teachers know they learned.
- 2. Create ways for students to learn before class.** Provide students some exposure to the topic before the class, assigning work based on the lower levels of Bloom's taxonomy before the class.
- 3. Create ways for students to learn in class.** The knowledge gained through pre-class assignments is built through active learning activities in class.
- 4. Create ways for students to learn after class.** It includes activities that promote meaningful interaction, such as writing tasks, quizzes, and problems.
- 5. Use multiple forms of communication.** It establishes ways to blend in-class and online communication between students and instructor and between students.
- 6. Encourage collaboration.** The assignments should encourage effective collaboration, otherwise the students can get frustrated when doing projects.
- 7. Utilize online resources.** To give students relevant online resources.
- 8. Use both low and high stakes grading.** Blended learning courses offer considerable choices of assessment measure.
- 9. Seek assistance from professionals.** When creating a blended learning course the instructor does not have to go it alone, especially if it is the first blended learning course. The school's web and IT professionals, instructional designers, faculty developers, and colleagues can help.
- 10. Stay organized.** Because of the different parts that blended learning has, organization and proper communication are the clues to avoid that students get confused.

(Bart, 2009)

1.3.1.7 Blended Learning Activities

The students' level of learning is according to the type of activities and assessment tasks, which are in accordance to the objectives and learning outcomes of the

course. One way to consider learning objectives and suitable activities is the Bloom’s Taxonomy. Recently, Churches (2008, quoted by Bath & Bourke, 2010) revised this taxonomy to make suitable to a blended learning environment, and thus recommends the tasks below to support particular objectives.

Level of Learning	Types of Blended learning Activities
Creating (Generating new ideas, products, or ways of viewing things) Designing, constructing, planning, producing, inventing	Programming, filming , animating, video/blogging, mixing/re-mixing, web publishing, webcasting, directing or producing –used to create a film, presentation, story, program, projects, media product, graphic art, vodcast, advertisement, model.
Evaluating (Justifying a decision or course of action) Checking, hypothesising, critiquing, experimenting, judging, testing	Debate or panel (using webcasting, web conferencing, online chat or discussion), investigating (online tools) and reporting (blog, wiki, presentation), persuasive speech (webcast, web document, mind map-presentation mode), commenting/moderating/reviewing/posting (discussion forums , blogs, wiki, chat room, twitter) as well as collaborating and networking.
Analyzing (Breaking information into parts to explore understanding and relationships) Comparing, organizing, deconstructing, interrogating, structuring	Surveying/polling , using databases, relationship mind maps, online SWOT analysis, reporting (online charts, graphing, presentation or web publishing), mashing, meta-tagging.
Applying (Using information in another familiar situation) Implementing, carrying out, using, executing, editing	Simulation games or tasks, editing or developing shared documents (wiki, video and sound tools), interviews (e.g. making podcast), presentation or demonstration tasks (using web conferencing or online presentation tools), illustration (using online graphic, creative tools).
Understanding (Explaining ideas or concepts) Interpreting, summarizing, paraphrasing, classifying, explaining, comparing	Building mind maps, blog journaling, wiki (simple page construction), categorizing and tagging, advanced internet (Boolean) searches, tagging with comments or annotations, discussion forums , show and tell (with audio, video webcasting.)
Remembering (Recalling information) Recognizing, listing, describing, identifying, retrieving, retrieving, naming, locating	Simple mind maps, flash cards, online quizzes , basic internet searches (fact finding, defining), social bookmarking, Q and A discussion forums , chat, presentations.

Source: Adapted from Churches, 2008
<http://goo.gl/9H7wQJ>

Glazer (2012) in his book “New Pedagogies and Practices for Teaching in higher Education. Blended learning, Across the Disciplines, Across the Academy” states that the pitfall of the activities in the two environments is that students do not see them as equal in value and will therefore spend most or all their time and effort in one of them, but they are interdependent. Students have to be aware that they need to attend the face-to-face classes and also to do online work. Besides, students have to be active in face-to-face and online instruction, and that the instructor has to be visible in both environments, giving them feedback.

When thinking about the face-to-face and online learning, the instructor may ask: Do I introduce the topics in the online work or in the face-to-face sessions? For answering this question, Chatfield (2010) refers to two terms: front-loading and back-loading. So, for the purpose of this study, it is important to make the distinction between them.

Front-loaded

In front-loaded, students are exposed to online most or all of the content prior to the face-to-face meeting. So, they arrive to classes being familiar with the topic they were exposed to during online instruction, putting in this way their learning to a new level of understanding. In the same way, Chatfield adds that this strategy works well with students who have high degree of knowledge and with those who are comfortable with the material and can learn independently.

Back-loaded

In back-loaded, the face-to-face meeting is used to introduce the students to the content, providing an overview of the material and a framework for how it fits together, students then work online to incorporate the details and to elaborate on the concepts. This strategy suits well with introductory courses, in which students might need help in building a conceptual framework. Both types of blended learning courses work best when face-to-face meeting and online work are designed for active learning (Chatfield (2010)).

The blended learning course of this research study will apply the back-loaded way because the subjects of the experimental and control groups are beginners and they need to be introduced to content, material and to conceptual framework through face-to-face sessions and then do their online work.

1.3.2 Blended Learning using Moodle

Blended learning requires traditional face-to-face and online learning instruction, and takes place in classrooms where there is Internet access, and where the online component becomes a natural extension of traditional learning. So, it is important to get a software package to extend the classroom learning for the online instruction. In this sense, Moodle is an alternative that has become the Learning Management System to increase learning beyond the classroom. As Al-Ani (2013) states that with the implementation of blended learning, students and instructors engage in

active and constructive learning activities since Moodle is based on Socio-constructivist learning Model.

1.3.2.1 Moodle Learning Management System

The term Moodle means Modular Object-Oriented Dynamic Learning Environment. It was created by Martin Dougiamas who claims that Moodle is a course management system (CMS) – a free, Open Source software package designed using pedagogical principles, to help educators create effective online learning communities” Beatty & Ulasewicz (2006). An online learning community is a public or private destination on the Internet that addresses the learning needs of its members by facilitating peer-to-peer learning (Wikipedia).

Sanaualla (2011) agrees with the creator of Moodle when he states that Moodle can be used to create effective online learning, its purpose is to offer educators the best tools to manage and promote learning. In the same way, Sanaualla highlights three uses of Moodle, but the most remarkable is that it can be used to deliver content and to assess learning through assignments or quizzes. Brandl (2005) adds that the design of Moodle is based on socio-constructivist pedagogy. That is to say, the main characteristic of the Moodle tools is to promote collaborative interaction among students.

Rice & Smith (2010) assert that Moodle is a Course Management System (CMS) for producing web-based courses. It produces Free and Open Source Software (FOSS), which means that teachers are free to use, to modify and to redistribute it. Pacheco (2011) states that Moodle is a free web application that teachers can use to create effective virtual learning environment.

1.3.2.2 Moodle and Language Learning

Warth-Sontheimer (2011) refers to Moodle as a virtual learning environment (VLE) that combines multiple tools and activities for teaching and organizing learning in one space. Likewise, Warth-Sontheimer states some advantages of using Moodle: It is practical, learners and teachers only need one login and need to get used to only one user interface. It is protective, users can access to the Moodle course only by being registered and using one’s account details. It is available at any time and from

anywhere, the only condition is to have Internet access. Moreover, Warth-Sontheimer emphasizes that the Moodle activities makes easy the practice and learning of a language. He also states that some Moodle resources allow to include any kind of digital content into a course.

1.3.2.3 Interactive Activities in Moodle

The Moodle platform is a very useful tool in education, particularly in language teaching and learning because it allows to design activities using its interactive activities and resources that allow to include any digital content into a course. Among the interactive activities and resources that Moodle provides are the following: assignment, forum, quiz, glossary, label, and URL.

For the purpose of this study, it would be important to give a brief description of the activities and resources that Moodle platform provides. Communication and collaboration take place by using “Forum”. Tasks for developing any language skill and sub-skill can be uploaded by the instructor to his or her students who do and submit to him or her by using “Assignment”. Quiz is used to create a quiz, test or exam, automatic marking is provided when finishing it. Key words can be practiced through “Glossary”. The resource “label” is very useful to embed instructions or information in the course section. URL is used to upload a website.

1.3.3 Constructivism and E-learning

Nowadays, instruction faces challenges, one of these challenges is the changing perception of what learning is and constructivism contributes with the new way of conceiving learning. Constructivism is a learning theory whose main theorists were Dewey 1916, Piaget 1973, and Vigotsky 1978. It is primarily concerned with how people develop different conception and construction of reality, thinking is its main feature. This theory focuses on learning rather than teaching with the individual at the center of the process. That is to say, when using Constructivism, learners construct their own understanding and knowledge of the world through experiencing and reflecting. So, the instructor’s role is to help students become active participants in their learning process and also encourage their development. Indeed, the teacher’s role is of facilitator.

Two educational psychologists, Dewey and Vygotsky propose that learners could learn actively and construct new knowledge based on their prior knowledge. Dewey considers that the main concern of education is to improve the reasoning process. Vygotsky highlights the social context of learning, emphasizing relevance of the socio-cultural context in which learning takes places and how the context has an impact on what is learned. The importance of interaction in cognitive development plays an important role (Huang, 2002). I do agree that interaction might be a good way to help students to understand concepts and ideas that are difficult for them, because more advanced learners help them when they interact in pairs or in groups.

Constructivism is a major component of self-directed, problem-based, and discovery learning, which not only has its influence on general education in the field of knowledge, but also in distance learning where structured dialogue is considered an essential component of an effective distance learning experience.

Constructivism is often considered the suitable pedagogy for e-learning, due to the fact that Internet forces the students to actively engage in their learning and gives them the choice to decide what, where, how and with whom to study. Also, online technologies allow students to record and to reflect upon their learning. Besides, e-learning forces learners to be adventurers seeking out information, making connections and building knowledge. Furthermore, e-learning enables communication between learners without the barriers of time and place (Paurette, 2003).

1.3.3.1 Constructivism and E-learning Applications

According to Paurette (2003) course builders have to consider some constructivist elements within e-based courses:

Develop Online Resources. Any form of online information resource has the potential to allow knowledge to be directly put into practice. Nowadays, it is a key element of any work-based learning.

Make use of a discussion board. Use of a discussion board enables students to share ideas, to gain new knowledge, and to collaborate without having to be

physically together. The global nature of the Internet can also cross continents, time zones and cultures, and also can enable new perspectives and greater understanding among learning communities.

Use hyperlinks within web-based resources. Linking to other useful online resources allows learners to journey on a process of discovery.

Personal Development Portfolios (PDPs). Electronic PDPs enable students to easily audit, record and reflect on their learning.

Build in interactivity. Learning should be an active rather than passive process. Online tools, such as quizzes and discussion boards easily allow learners to interact with content and test their knowledge.

1.3.3.2 Communicative Approach

Communicative Approach also known as Communicative Language Teaching (CLT) was created in 1070s, as a response to the use of traditional language methods like Audio-lingual and the Structural-Situational Approach. Their main concerns are use of grammatical structures, repetition, pronunciation, substitution drills. Richards (2006)

These ways of teaching a language do not allow to use the language communicatively, but CLT does. Its goal is teaching communicative competence. This refers to the use of language for meaningful communication. It involves aspects of language knowledge, such as knowing when to use formal and informal speech and what appropriate language use for written and spoken communication. Nowadays, language learning has changed considerably and CLT is partly a response to these changes. So, with CLT, students learn a language by interacting, by negotiating meaning between the learner and the interlocutor, and by providing input. Richards (2006)

Furthermore, CLT promotes activities to be developed in pairs and in groups. Learners participate in classroom activities based on cooperative learning and teachers assume the role of facilitator (Richards 2006). In other words, CLT views language as a system of meanings through which we express ideas, facts, thoughts and values, and the grammatical form is learnt through meaning. Richards (2006)

In the academic journal, *The Use of Technologies in Language Teaching and Learning*, Assel (2013) states that the development of the communicative competence takes place following a process which can be divided into four essential stages:

Presentation of the new material or language element to be learnt, familiarizing the student with this material to support understanding and memorization, a communicative exchange in which the new language is used productively, and a reflective period in which work on the new language element is consolidated by applying the language in different contexts such as a writing exercise.

Assel (2013) clarifies that it is not practical to follow the four stages in one class period, but they can be spread across the lesson periods involving homework. Multimedia can support these stages and provide tasks to be done in and out class. Consequently, to promote students' attention and make them use the language and not be afraid of making grammar, pronunciation, and other kind of mistakes since the beginning of the class, the instructor has to present attractive material and ask clue questions that promote students' motivation and interaction. So, the presentation of material to be learnt, is the most important part to promote communicative competence, because it could catch students' interest to work on the rest of tasks until new knowledge takes place.

1.3.4 Task-based Language Teaching

Before focus our attention on Task-based Language Teaching (TBLT) it is necessary to give a definition of the term "task". It has some definitions, but for the purpose of this study, task is defined as "any classroom work which involves learners in understanding, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form" (Nunan 1989, p. 10).

TBLT also known as Task-Based Instruction (TBI) is an approach that was developed in India, in 1980s by N.S. Prabhu. This approach was first used in second languages teaching and then in teaching a foreign language.

Nunan (2004) states that this approach could make the foreign language learning as natural as the mother tongue acquisition because it provides learners with a clear communicative goal where comprehensible input is needed. According to him, the elements of TBLT are communicative tasks through interaction in the target language, introductions of authentic texts into the learning situation, and enhancement of the learner's own personal experiences. So, it can be said that the main characteristic of TBLT is that language can be learnt through the development of tasks, where learners focus their attention on the accomplishment of activities rather than on structure and rules of the language.

Several procedures and stages for TBLT have been designed so far, but Ellis (2003) states that all procedures and stages concur on three main phrases: pre-task, during task, and post-task

Pre- task

The main purpose of pre-task is to prepare students for the during task phrase. It has two functions: to introduce and to create interest in doing a task and to activate topic-related words, phrases and sentences that will be useful in doing the task and in the real world communication.

During task

In this phase students use their language naturally to achieve the objective of the task by working in pairs or groups depending on the type of activity.

Post-task

When students finish the task, they prepare an oral or written report to be presented to the class. At this stage some particular parts of the language are identified and analyzed.

As can be seen, the three-phase tasks are very important at the time of applying any task because they help to develop a topic following steps before students present the product or outcome. However, sometimes teachers don't give the importance that the first phase deserves and they directly assign tasks and ask their students to perform them, failing in doing the task or doing a poor work.

Nowadays, TBLT has some relevance in the exploitation of new technologies for language teaching purposes. Gonzalez-Lloret & Ortega (2014: p. 3, quoted by Lamminpää 2015) states that fairly recently the application of technology in TBLT has been occurred. They highlight the advantages that technology offers when using TBLT in language teaching when they say: “Web 2.0 technologies create unprecedented environments in which students can engage in ‘doing things’ through technology-mediated transformation and creation processes rather than just reading about language and culture in textbooks or hearing about them from teachers” I agree with her because according to my experience, the use of technology involves students in the learning process. It presents real world situations that makes them be an active part of their learning process and even work in an autonomous way by using the language to do the tasks.

1.3.5 Vocabulary and Reading

1.3.5.1 Vocabulary and Reading in Learning a Foreign Language

Learning a foreign language is an active process that requires a continuous learning of vocabulary because this is the base for the development of the four language skills, particularly of reading. According to Moghadam, Zainal, & Ghaderpour (2012) vocabulary knowledge is one of the predictors of reading ability. They highlight that vocabulary learning is essential in second language acquisition and in foreign language learning as well, due to the fact that its vast knowledge helps learners be competent in second or foreign language.

Hence, for the purpose of this study, it is important to define what vocabulary is. Mohamed (2015) defines vocabulary as words of a language, including single items and phrases or chunks of words which convey a particular meaning. The Cambridge dictionary gives a simple definition of vocabulary: it is “all the words that a person knows and uses”. But what is knowing a word? Nation (2001) and Thornbuy (2004) state that knowing a word is knowing its form, its meaning, and its use. They explain that the form of a word involves its pronunciation, spelling, and any word parts that make up a word like prefix and suffix. Regarding to meaning, both claim that it refers to the concept, the items the word denotes to, and the associations that come to mind when people think about a particular word or expression. In regard to use,

Nation (2001) explains that it refers to grammatical functions of the word or phrase, collocations, and any restriction on its use, as frequency, and level.

To have a better understanding of the different aspects that knowing a word involves two terms are necessary to be explained. These terms are receptive and productive knowledge of words. Nation (2001) defines receptive vocabulary as the words that are recognized when listening or reading, and productive vocabulary, the words that are used when speaking and writing. In other words, receptive knowledge of words refers to the language that learners understand when they receive input, and productive knowledge of words is the language output that takes place when students convey messages to others through speaking and writing. Therefore, before asking students to produce the language, teachers should provide enough input of the language.

This assertion is underpinning with the Krashen's Input Hypothesis Krashen (1985, quoted by Browne, 2003) who states that human beings acquire languages in only one way –by understanding messages, or by receiving 'comprehensible input'. He adds that learners progress along a natural order by understanding input that contains vocabulary and structures slightly above their current level of understanding or what Krashen calls 'i + 1 input'. He strongly downplays the role of output with his claim that comprehensible input is necessary and sufficient for language acquisition, and speaking is the result of acquisition, not its cause. So, speech cannot be taught directly, but emerges on its own as a result of building competence via comprehensible input.

I do agree with this hypothesis because according to my experience when a student misses some classes, input cannot be provided. And that student cannot be asked to produce something, especially some speaking because it is sure that he or she cannot do it.

Reading, being an essential skill that provides input, needs to be taken into account when learning a foreign language. Hence, it deserves attention of teachers and students because it gives the opportunity to be in contact with the language and acquire vocabulary, knowledge, and build meaning. Chalak (2015) defines reading

as a dialogue between the reader and the writer. Also he comprehension as a procedure that takes place after the reader builds meaning from the text, using previous knowledge, experience, and the text content.

Kwaiatkowska-White (2012) defines reading comprehension as the process of simultaneously extract and construct meaning through interactions and involvement with written language. León (2014) refers to reading comprehension as the ability to understand a written passage or text. She also states that it is what allows the reader to interact with the text in a meaningful way. Taking into account the way Chalak, Kwaiatkowska-White, and León define reading, it can be said that reading comprehension is an active process, which requires interaction with the text, with the readers' previous knowledge and his/her experiences for constructing understanding.

1.3.5.2 Importance of Vocabulary in Reading Comprehension

Vocabulary knowledge plays an important role since a huge amount of words is required for being competent in a foreign language. Baker, et al (1988) quoted by Moghadam, et al (2012) state that learning a foreign language fundamentally and immensely depends on vocabulary knowledge. Nation (2001) confirms this assertion, and claims that learning vocabulary is the most crucial process of progressing learner's knowledge. Wilkins (1972, p 111, quoted by Moghadam, et al, 2012, p. 548) assert that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. This means that the more vocabulary a person knows, the better ideas, thoughts, feelings, and points of view he or she can express. Therefore, when learning a second or a foreign language, vocabulary knowledge is absolutely necessary because its proficiency allows to interact in conversations, in lectures, in writings, and particularly in readings.

To understand a text most of its words have to be known, otherwise the understanding could be vague or poor. For this reason, it could be said that the knowledge of vocabulary is correlated with reading comprehension. Moghadam, et al (2012) affirm that there is a significant relationship between knowledge of vocabulary and reading comprehension. To give a clear example of this correlation, the journal entitled "The Effect of Vocabulary Knowledge and Background

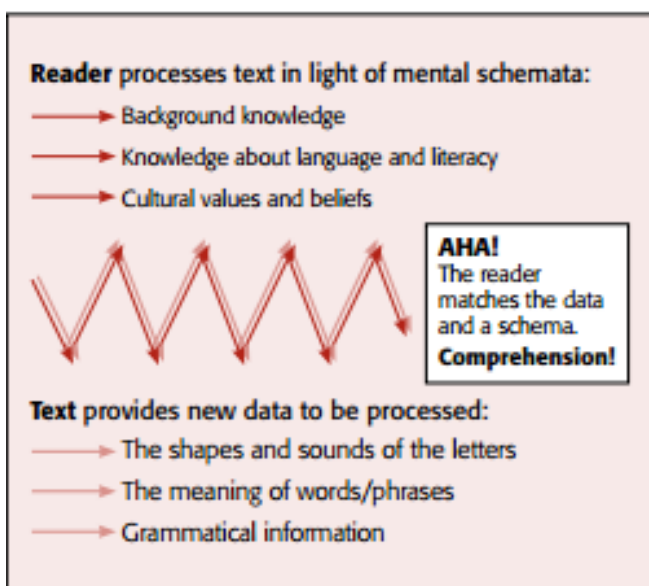
knowledge on Iranian EFL Learners' L2 Reading Comprehension" investigated Iranian EFL learners' L2 reading comprehension after receiving vocabulary knowledge and background knowledge instruction. The participants were 74 freshmen university students of one intact class in Tehran - Iran. The study lasted 16 sessions. A pre-test and post-test of Preliminary English Test (PET) were applied and the readings of the book "Select Readings" intermediate level were used. The purpose of the study was to know whether participants' level gained some improvement after the treatment. Some pre-reading activities of vocabulary and background knowledge were implemented to practice reading; while in the control group traditional methods of language teaching were used. The results showed that there was significant difference between the experimental and the control groups in vocabulary knowledge and reading comprehension, outperforming the students of the experimental group to the ones of the control group.

Another study done by Pringprom (2011, quoted by Moghadam, et al, 2012) was based on the relationship between vocabulary size and reading comprehension performance. It was applied to 30 undergraduate students, at Bangkok University. Its instruments were the Vocabulary Levels Test bilingual version, in English -Thai and a multiple-choice-question reading test. After analyzing its results, the researchers concluded that English Vocabulary size was positively correlated with reading comprehension. This correlation is supported by Alqahtani (2015) who claims that second language readers rely heavily on vocabulary knowledge and its limited knowledge is the main obstacle for L2 readers.

Therefore, the knowledge of vocabulary is essential in understanding a text, it is the language component that permits a student be competent in reading comprehension because the more words, phrases, and chunks of words students know the better they understand a passage and engage in the process of reading. But what is meant by reading? Mikulecky (2008) states that reading is a conscious and unconscious thinking process where the reader puts into practice strategies to reconstruct the meaning that the author is assumed to have intended. He adds that the reader does this by comparing information in the text with his or her background knowledge and prior experience. In the same way, Mickulecky explains that a person's prior knowledge and experience are organized in categories or schemata. Each one is

connected to many other categories in a complex mental network. Then, when the reader finds particular ideas or facts in a text, he/she matches them with his/her background knowledge and constructs the text's meaning.

Additionally, Mikulecky asserts that according to researchers in text comprehension two aspects interact in a continuous way when understanding a text: concept-driven and data-driven. When a reader focuses primarily on what he or she already knows, this is called a concept-driven or 'top-down mode. Buy when the reader relies primarily on textual features and information to understand, this is called a data-driven or bottom-up mode. These two ways of interaction are showed in the diagram below.



Source: <http://goo.gl/rFPZ6i>

As can be seen in the diagram, the reader makes a comparison between what is seen in the text with what he/she already knows, trying to find a match. Thus, text information activates prior knowledge and prior knowledge activates expectations about the content of the text. These interactions are repeated and repeated until the reader is satisfied and thus comprehension occurs, this is called AHA! (Mikulecky, 2008). That is, in order that a text is understood two processes must occur; the bottom-up and the top-down. They interact in a continuous and simultaneous way; otherwise it can be said that the text was not understood at all.

For Gibbons (2002) the background knowledge does not only involve the knowledge of the world, but also the cultural knowledge. In order to show how the cultural knowledge influences reading comprehension, she mentions a situation that took place in an eight-grade of Afro-American and Anglo-American students. They were asked to read a passage about ‘Sounding’ and interpret it. Sounding is a form of a verbal ritual insult predominantly found among black teenagers. At the time of interpreting, the Afro-American students performed correctly the text because they had cultural knowledge about sounding while the Anglo-American students interpreted it wrongly, assuming that sounding refers to a physical fight. As this example shows, cultural knowledge is an important aspect to be considered when choosing texts for developing reading in order to help students be effective readers.

1.3.5.3 Teaching Vocabulary and Reading through Blended Learning

According to my experience, learning vocabulary is an endless activity included in the acquisition of L1 because it is the building block of all language skills. For this reason, adequate support is necessary in its learning, and blended learning could be the approach that facilitates vocabulary continuous teaching and learning because of the advantages it offers in both traditional classes and online learning. Alshwiah (2004) mentions some good reasons that traditional classes offer. For example, direct communication among students and between students and teacher, and direct and immediate feedback that the teacher gives to students. Likewise, Alshwiah states that online learning provides the students access to different learning resources, such as videos, audios, websites, and electronic activities, which are available all time on the Internet. That is, students can learn vocabulary inside the class and outside it, at any time, at any place, and at their own pace.

Some studies show positive results in using blended learning in teaching vocabulary. For example, Chennault (1993, quoted by Alshwiah, 2004) did an experiment with an experimental group and a control group. The experimental group was provided with online support and multimedia in learning L2 vocabulary, but the control group was not. After analyzing the results, it was noticeable that the experimental group performed significantly better results in vocabulary than the control group.

Another study that used the Blended Learning Approach on enhancing vocabulary learning was the Djiwandono's one, in 2013, in Indonesia. This study integrated traditional in-class sessions with autonomous learning from a blog. The participants of the study were 21 college students of an intact class. They were taught vocabulary lessons for 16 weeks, with 1 hour and 40 minute-session. Authentic vocabulary and reading material were applied, as well as a blog to share texts and vocabulary. In addition, strategies for memorizing and recalling words as well as techniques to learn vocabulary were developed. At the end of the study, the findings showed improvement in the number of words, positive attitude toward the use of authentic material; however, the vocabulary from texts was not achieved.

Finally, Fahlvik (2013) in his book 'The Blended Classroom' shows an example of a study in which blended learning was used to teach reading comprehension, vocabulary, and writing. The participants were 11 and 12 year-old students at a primary school in Norway. Strategies to assess their comprehension and some techniques to teach reading skills were included in the unit plan. The study lasted three weeks. During that time, the students read the book 'Venice Mystery', examined new words, discussed the book concepts, and expressed their own points of view. At the end of the study, they wrote their own stories as the final assessment for the unit. The activities used to teach reading comprehension were the following: planning, reading aloud, class discussion, online discussion, vocabulary crosswords, and participations in a blog.

The instructor planned her teaching by dividing the activities into the ones that best suited for the traditional class and those for the online class. For the first one, reading aloud, discussion, pair, and group work were used. For the online class, discussions, blogs and digital resources were applied. These activities were implemented mainly to extend learning. Vocabulary was worked by doing tasks online and with the results obtained from these tasks some words were reinforced in class sessions. In addition, formative assessment occurred in both learning environments, that is feedback to the whole group of students in class and feedback via blogs and discussions online. At the end of the study, the instructor claimed that blended learning enabled her engage with the students deeper than when using a

traditional method. This fact encouraged less committed students work harder than usual (Fahlvik, 2013)

Based on the researches mentioned above, it can be said that there has done important research about blended learning in teaching vocabulary and reading; each one blending different elements as well as using different techniques and strategies; but with all of them getting excellent results.

1.3.5.4. Integration of Task-based Approach into Vocabulary and Reading Teaching

Task-based Language Teaching (TBLT) is an approach that emphasizes the use of tasks as the main element in planning and instructing languages. It can be used to teach and to learn listening, reading, speaking and writing and also vocabulary and grammar Zhou (2012) states that when TBLT is integrated with vocabulary acquisition, it is very useful because of some important reasons: it engages students in communicative tasks with peers who have anxiety, it facilitates cognitive growth by bringing information gap and discussion, and it fosters language competence by using new vocabulary.

Thanh and Huan (2012) integrates TBLT in vocabulary acquisition, in his research study entitled “Task-Based Language Learning and Student Motivation in Vocabulary Acquisition in Vietnam”. Its purpose was to investigate students’ motivation in vocabulary learning and the effectiveness of the use of text-based tasks in the enhancement of vocabulary .This study was applied to 76 freshmen in non-English majors at Vinh Long Community College in Vietnam, who were randomly placed in one of two classes: the control group class or the experimental group class.

The experimental group was taught vocabulary according to Willis’ text-based tasks (1996), that is, using the readings of a textbook which allowed learners to work in pre-task, in-task, and post-task stages. On the other hand, the control group was instructed with traditional methods. After three months of application, the findings showed that the participants of the experimental group were motivated to learn vocabulary and their vocabulary improved after the experiment.

Regarding to reading, De la Fuente (2006), Keating (2008) quoted by Iranmehr, Mahdi, & Davari (2011) state that integrating tasks in teaching reading could increase students' engagement and facilitate the teaching and learning of reading.

Chalak (2015) did a research integrating TBLT into reading, which is entitled "The Effect of Task- based Instruction on Reading Comprehension of Iranian EFL Learners". In the study he shows some advantages of implementing TBLT in reading comprehension, but before citing them, some details about this study should be mentioned. The purpose of this study was to improve reading comprehension through Task-Based Instruction. It was applied to 135 Iranian female junior and senior students who were at different levels selected from high schools. The design of the study was quasi-experimental. The two experimental groups were taught with TBI whereas the two control groups with a traditional method. The results showed that students of the experimental groups outperformed students of the control groups in comprehensive reading. They also showed that junior students outperformed senior students in high school.

The advantages that Chalak got applying TBLT while doing the research were students involved in an active way doing the tasks. There was student-student interaction. Students exchanged ideas and learned from their peers, and they also receive feedback from their teacher and classmates.

Therefore, the studies mentioned above which used TBLT in teaching lexis and reading show positive results and even advantages. For this reason, it could be said that reading is not a passive activity, on the contrary, it is an interactive activity where learners interact with the texts, their classmates, and their teachers. I consider that this interaction is very important because it could clarify the meaning of words and the understanding of texts.

1.3.5.5 Vocabulary and Reading Development

As it was mentioned before, vocabulary knowledge enables reading success, and reading success allows vocabulary knowledge. Lesgold and Wech-Ross (2012) in their book "Improving Adult Literacy Instruction. Developing Reading and

Writing” state that instructors play a significant role in vocabulary and reading development in some ways. For example, they recommend educators integrate the explicit teaching of words in classroom discussions or writing assignments as well as help learners develop vocabulary by selecting words and teaching their meanings before asking learners to read texts containing those words.

Being reading an interactive process that involves remarkable elements and the language skill that enables academic achievement, its development into the classroom is very important. According to the National Reading Panel (NRP), one of the most effective ways to develop reading is by using Comprehension Strategy Instruction. It teaches learners some strategies for improving reading, such as summarizing main ideas of a text after reading it and rereading specific parts that were difficult to understand. It also suggests that training and guided practice in the use of strategies are important for learners.

1.3.5.6 Techniques for Teaching Vocabulary

Nation (2001) emphasizes the important role of vocabulary knowledge in second and foreign language learning, which has been recognized and highlighted by linguists and researchers in the last years. Therefore, different techniques, exercises and practices to teach vocabulary have to be used. He states that teaching vocabulary should not only consist of teaching words, phrases, or chunks, but also teach them using techniques that help to increase vocabulary knowledge. Thornbury (2004) in his book entitled ‘How to teach vocabulary’ provides useful aspects to take into account when teaching lexicon. These aspects are based on how to present vocabulary and how to put words to work.

1.3.5.6.1 How to present vocabulary

Presentation of vocabulary can be done in two ways: meaning first, then form, or form first, then meaning. The presentation with the first option occurs when for example, the teacher holds up a picture of ‘a mug’, and then says, this is ‘a mug’. In the second one, the teacher could say ‘mug’ a number of times, have students repeat the word and after that show the picture. According to Thornbury (2004) when presenting the meaning first, it creates a need for the form, opening the

appropriate mental files and making the presentation more memorable. From first presentation is useful when words are presented in context, in that way students can infer the meaning by themselves. In the same way, meaning can be presented through different ways, such as showing real things or pictures, performing actions/gestures, and giving definitions.

When presenting words, learners need to be actively involved. Some techniques to involve learners are elicitation, personalization of the new words, and peer teaching (Thornbury, 2004)

1.3.5.6.1.1 Elicitation

This technique takes place when the teacher gets the students to give information rather than to give it to them. For example, to present the meaning of the word 'waterfall' the teacher: can show a picture of a waterfall and ask the following question: What's this?

Student A: Could respond 'water'?

The teacher: Can answer 'not exactly'

Student B: Might reply 'waterfall'?

The teacher: Good, this is a waterfall

In this way, this technique can be used to elicit a synonym, an example, or a definition, and also can go from form to meaning. Thus:

Teacher: What's a waterfall?

Student: Like Niagara?

Teacher: Yeah, you are right.

1.3.5.6.1.2 Personalization of the new words

It is the process of using the new word in a context that is real for the learners. In this way memory of new words can be reinforced if they are used to express their own relevant meanings. One way to apply this technique is by asking students to make an association network putting the new word in the center and connecting it to other words they associate with it. Another way to personalize new words is by asking students to write sentences about themselves or somebody they know.

1.3.5.6.1.3 Peer teaching

This technique consists in teaching each other vocabulary. It can be done through the use of a card or cards with a different word on it, the meaning of the word being provided whether synonym or picture. First of all, students have to learn the assigned words to each one. Then the group is given a task in order to use those words. Another way of peer teaching is through an information gap activity. It consists in distributing information between students working in pairs or small groups, and then exchanging information in order to fill some missing information.

1.3.5.6.2 How to put words to work

To ensure retention and recall of words in long-term memory, words need to be integrated into the learners' mental lexicon through 'integration activities'. They are tasks that teachers set to their students for making them use the new words. Thornbury mentions two key principles which underlie such activities. They are the following: decision-making about words and using receptive as well as productive tasks. Among the decision-making tasks we have the following: identifying, selecting, matching, ranking, and sequencing. Some examples of production tasks can be completion of sentences and texts and creation of sentences and texts, and also games which have to be used carefully and to promote a language rich talk. To sum up, these aspects might be taken into account when planning the lesson and then when putting it into practice in order to learn and remember vocabulary in long-term memory and use it whenever it is necessary.

Gogoi (2015) in his journal entitled "Active and Passive Vocabulary: Various Techniques of Teaching Vocabulary" states that passive vocabulary are words that students understand when they listen and read, but active vocabulary are words that learners produce. He adds that the production of lexis takes place when students understand the words meaning and their usage. He also asserts that language teachers must know the principles of vocabulary teaching as well as vocabulary teaching techniques in order to teach this sub-skill in a meaningful way.

The principles are to find out the frequency of the word, to teach easier words first, to sequence or gradate items, to be aware that vocabulary improvement involves both active and passive vocabulary, and to use the context to guess meanings and infer usages. He mentions several techniques for teaching lexicon, but for the purpose of this study some of them are cited showing pictures or using audio-visual aids, showing real objects, associating with other words, identifying lexical sets, exposing students to different contexts and word formation (Gogoi, 2015)

1.3.5.6.2.1 Showing pictures or audio-visual aids

Pictures either in the computer or in printable sheets are a powerful resource to teach vocabulary, they help to develop students' understanding of words. Some words work well with pictures, particularly nouns, adjectives, and verbs.

1.3.5.6.2.2 Showing real objects

This technique is also known as realia. It consists of bringing to the classroom real objects in order to teach and practice vocabulary.

1.3.5.6.2.3 Associating with other words

It takes place when the teacher makes students associates new words with words that are already known by them. This technique can be applied by asking or giving synonyms and antonyms to the students.

1.3.5.6.2.4 Exposure to different contexts

This technique is applied when sentences are framed in order to infer meaning of specific words or chunk of words from a given context. For this reason, Godoi (2015) suggests that this type of sentences should be simple in structure. He also clarifies that one context does not ensure word mastery. On the contrary, the exposure to different kinds of contexts ensures the proper word usage.

1.3.5.6.2.5 Identifying lexical sets

Lexical sets are a way of looking for new vocabulary. It is a group of words that belong to the same topic, function or form. This technique can be applied in activities, such as asking students to sort words into groups or with a chain game. For example, the teacher can say: My grandparents have a farm, and they grow

vegetables such as ‘cabbage’, and student A adds ‘cucumber’, student B adds ‘lettuce’, and so on.

1.3.5.6.2.6 Word Formation

A good technique to understand the meaning of new words is word formation. It consists in analyzing the parts of a word and the meanings of its parts. Many words are formed by adding an affix to the beginning or end of the word. If the affix is at the beginning of the root is called prefix and when the affix is at the end of the root is called suffix. For example, the prefix *im_* means not or opposite. If *im_* is added to the word *polite*, the new word will be **impolite**, which means not polite. On the other hand, the suffix *_s* or *_es* means more than one or plural of the word. For instance, when adding *_es* to *church*, the new word will be **churches**, which means more than one church.

1.3.5.7 Strategies for teaching Reading Comprehension

Reading comprehension takes place through a process where the knowledge of vocabulary is essential along with the reading strategies. They help students to develop the reading skill and open the door to new knowledge.

Gibbons (2002) in her book “Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom” provides interesting activities for before, during and after reading with two main purposes: help readers understand the text, and help them develop good reading strategies for reading other texts. For example, explaining unknown words before reading a text, and giving strategies about what to do when they find new words in different texts. A useful way to think about using a text is to divide the planning into three sections: before reading, during reading and after reading. She also mentions many reading strategies, but for the purpose of this research study the most suitable strategies have been chosen.

1.3.5.7.1 Before reading strategies

The purpose of these strategies is to activate prior knowledge and to prepare students for linguistic, cultural and conceptual difficulties. They provide a context in which the teacher can guide students in understanding the text. Gibbons (2002)

states that it is worth spending time on these activities because they make students read for meaning. These strategies are predicting and sharing existing knowledge.

1.3.5.7.1.1 Predicting

This strategy can be done in different ways: predicting from the title, first sentence, key illustration, or by posing questions. For example, the teacher can write on the board the title of the reading and ask his or her students what they think the text will be about.

1.3.5.7.1.2 Sharing existing knowledge

This strategy can be best done in groups. The teacher can use an information grid and ask students to write what they already know about the topic. Then, students share their ideas in the group.

1.3.5.7.2 During reading strategies

Gibbons (2002) states that the aim of these strategies is to make explicit some of the unconscious processes that reading involves and to show that reading is not a passive activity, it is an active action. So these strategies allow interaction between the reader and the text. Among them we have modelled reading, skimming, scanning, rereading for details, and summarizing. The article “Seven Strategies to Teach Students Text Comprehension” refers to those strategies as reading with a purpose, monitoring comprehension, making connections, answering questions, inferring and summarizing.

1.3.5.7.2.1 Reading with a purpose

This strategy is very important because when students are asked to read a text, it is not always necessary to focus on every single word and every detail, it depends on purpose for reading. For example, if they have to read to know what the text is about, they have to skim it, this means to read fast. If they have to read for giving some specific information, they have to scan it. This means to read fast but paying attention to specific information.

1.3.5.7.2.2 Monitoring comprehension

This strategy is very useful. It consists on reading the text aloud to the class, using appropriate pauses and intonation. In this way, it is showed that a reading has meaning. The teacher has to advise his or her students that a text should be read sometimes for understanding it. Because the more times a passage is read or heard, the more comprehension there will be. While the teacher reads, he or she can realize whether the text is being understood or not and help them with their comprehension.

1.3.5.7.2.3 Making connections

This is another valuable reading strategy that consists on relating the content of a text with the reader's personal experience or with some other text that was read about the same topic. These connections make reading more memorable.

1.3.5.7.2.4 Answering Questions

In this strategy the teacher asks questions to their students at the time they read a passage, and the students answer them either in oral or written way. This strategy can also be applied between student-student after reading a text.

1.3.5.7.2.5 Inferring

McKown and Barnet (2007) state that inferring refers to reading between lines. When inferring, students have to use their own background knowledge along with the text information to draw to their conclusion.

1.3.5.7.2.6 Summarizing

In this strategy, the reader has to focus his or her attention on the most important aspects of the text and express them on his or her own words. Teachers can train his or her students to develop this strategy by making them identify main ideas, connect them, and ignore unnecessary information. Gibbons (2002) provides some ways to help students practice summarizing. Among them we have, ask students to write a summary, limiting the use of sentences or words, highlighting that they have to focus on the most important aspects.

1.3.5.7.3 After reading strategies

After reading strategies require students to reread the text and to check needed information needed. Among them we have questioning the text and true /false statements or questions.

1.3.5.7.3.1 Questioning the text

This strategy allows to read critically. It refers to ask different kinds of questions. In order to develop students' critical thinking on what they read, it is important to focus questions on what is not said.

1.3.5.7.3.2 True / False statements or questions

For using this strategy, Gibbons (2002) recommends to include statements that involve literal as well as inferential comprehension because inferential statements or questions give a real idea of how much the text is understood.

CHAPTER II.

2. METHODOLOGY

2.1 INVESTIGATION DESIGN

This research is quasi-experimental because it compares a group of students that got intervention with the Blended Learning Approach with another group that was taught using the traditional method. It compares data between the pre-test and post-test applied to each group and also compares the two groups.

For this research study, firstly 10 lessons planning were written. Then, 10 activities for the face-to-face learning and for the online instruction were developed. As a next step, the activities for the online instruction were uploaded on the e-virtual course of the Moodle platform. As a last step, those activities for both learning environments were applied to the students of the experimental group for verifying their effect on vocabulary and reading skill.

Before applying the activities, a vocabulary and reading pre-test was conducted in order to know the students' knowledge of this sub-skill and skill at the beginning of this research. The pre-test was validated with three English teachers of the Language Institute of the University of Cuenca. It was also piloted with five students who were taking English level 1 in another group.

Also, observation was applied at the beginning and at the end of the application of vocabulary and reading activities during the face-to-face learning. The following aspects were observed students' attitude, participation and interaction and also performance of activities. Moreover, weekly journals were written by the students during the application of the online activities in Moodle. After ten weeks, three surveys were applied to the students. One about the vocabulary techniques and reading strategies, other one about the online activities, and the last one about the Blended Learning Approach implemented.

Finally, a vocabulary and reading post-test was applied to the experimental and control groups in order to show whether there was a difference in the development

of vocabulary and reading or not. All data and information gathered through these techniques and instruments were organized, tabulated, analyzed, interpreted, and the results were used to test the hypotheses.

2.2 INVESTIGATION TYPE

According to the method of study of the variables, this research is quantitative-qualitative.

Quantitative: A vocabulary and reading pre-test and post-test were applied to the students of the two groups in order to determine the difference in the development of this sub-skill and skill at the beginning of the research. At the end of the study, a post-test was taken by the participants in order to determine the effect of the Blended Learning Approach implemented. The data were collected in a systematic way. Then, they were organized, and tabulated. After that, these data were analyzed statistically and interpreted. The results served to confirm or to refute the hypotheses.

Qualitative: Observation of the students' attitudes, participation and interaction, and also performance of activities during the face-to-face meetings while the application of vocabulary techniques and reading strategies. Furthermore, journals were written by the students in order to get information about their opinions/comments and impressions when doing the activities online.

Given the nature of the research, this study was predictive because blended learning was applied in order to see its effect on vocabulary and reading.

2.3 METHODS OF INVESTIGATION

Scientific: It was based on facts and reason. It was also based on an organized and systematic process in order to establish the results.

Inductive: It went from particular data to drawn down to general conclusions. It used inference to interpret results. Also, it went from the easiest to the most complex.

2.4 TECHNIQUES AND DATA COLLECTION INSTRUMENTS

The different data collection techniques used in this research study were a pre-test, some observation, journals, surveys, and a post-test. The instruments were tests, a checklist, templates and questionnaires. As described below, those techniques and instruments were applied in the following order:

Pre-test: It was applied at the beginning of this research in order to know the students' vocabulary and reading knowledge at the starting stage. The questions were based on the First Certificate Exam (FCE) and also on the book *Strategic Reading 1*", Lynn Bonesteel (2003), Teachers' Manual.

Observation: It was applied using a checklist. The type of observation was the non-participant one in which the observer is not part of the study. It took place with two observers who were present in two classes in an independent way, one at the beginning and other at the end of the application of vocabulary techniques and reading strategies. The observers paid close attention to the students' attitude, participation, interaction and their performance of activities. The use of the checklist is based on Argudo (2011), who applied this instrument in order to record information about the teacher's preparation, presentation, methods, personal characteristics, and teacher/students interaction.

Journal: This technique was implemented using a template. It was filled out weekly. The students of the experimental group wrote valuable information about their opinions and impressions regarding the activities worked online. The journals through templates were based on Leon (2014), who designed special templates where the participants wrote down about their insights, advantages and disadvantages of doing activities in the virtual platform. . The purpose of her templates was to facilitate data organization.

Survey: It was conducted by means of questionnaires. Three surveys were conducted to the participants of the experimental group. One about the vocabulary techniques and reading strategies applied in the face-to-face sessions, other about

the online activities implemented during the online instruction, and the last one about the Blended Learning Approach applied in the research.

Post-test: It was applied at the end of this study with the purpose to verify whether there was improvement on vocabulary and reading or not after applying the Blended Learning Approach. The test contained exactly the same questions as the pre-test, only the content was different.

2.5 POPULATION AND SAMPLE

This research study was done with two intact groups of 18 and 17 young adults each one; 8 of them were males and 27 were females. They ranged in age from 19 to 24 years old. They attended the English subject, at first level in the Medical Sciences School of the University of Cuenca in the courses assigned to the researcher.

Research Strata: Population and Sample

Strata	F	%
Students	35	100
Total	35	100

Source: Secretary's Office of the Medical Sciences School

By: Cecilia Raquel Palacios

Sample

The research did not take some sample because the population size was small.

Students Informed Consent

The participants were asked to read the student's informed consent (see annex 1) to participate in this research. It was written in the participants' native language and it said clearly that it was not mandatory to sign it if they did not want to be part of this study. All students of the experimental and control agreed to participate in the research and signed it.

2.6 PROCEDURE FOR THE ANALYSIS AND INTERPRETATION OF RESULTS

Once the information was collected, the researcher organized and tabulated it. Then, this information was analyzed statistically using the software SPSS 22. The descriptive analysis was done using mean and standard deviation for the numeric variables which had values to describe a measurable quantity as a number. It was used frequency and percentage for the nominal variables. The experimental, the control group, and also the pre-test and the post-test were compared with the t test formula because there was normal distribution. The level of p-value to accept the hypothesis of the differences was 0.05.

2.7 HYPOTHESES

General Hypothesis

Blended learning develops vocabulary and reading in the students of the first level of Credits Course.

Independent variable: blended learning

Dependent variables: vocabulary and reading

Specific Hypotheses

- The application of active techniques in face-to-face instruction improves vocabulary and reading.
- The implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.
- The students' level of satisfaction is high with regard to the Blended Learning Approach implemented.

CHAPTER III

3. ALTERNATIVE GUIDELINES

3.1 THEME

PROJECT FOR DEVELOPING VOCABULARY AND READING USING B-LEARNING FOR STUDENTS OF THE FIRST LEVEL OF CREDITS COURSE IN THE FACULTY OF MEDICINE OF THE UNIVERSITY OF CUENCA, DURING THE SCHOOL YEAR 2014 - 2015

3.2 INTRODUCTION

Learning vocabulary and reading is the main base for developing a language, not only a foreign language, but also a native language. Their knowledge and improvement must never finish. For these reasons, they should be taught, reinforced and put into practice inside the classroom and also outside it. One way to do this is by using a method whose main component is technology.

The present project integrates technology in the learning of vocabulary and reading. It has been done with the purpose to determine the effect of blended learning on developing vocabulary and reading in the students of the first level of Credits Course of the University of Cuenca, Medicine school since the results of a survey that was applied in January 2014 to 29 English students of the first level of that school were worrying. They showed that 76% of students had limited knowledge of vocabulary, and 80% considered that the knowledge of vocabulary is correlated with the understanding of texts. They also considered that their knowledge of vocabulary and reading could improve if they were taught vocabulary and reading in a different way. These students' opinions were valuable to draw conclusions regarding the need of a new method that includes technology for the development of vocabulary and reading.

The main purposes of this project are help English students of the first level develop vocabulary and reading in an active and meaningful way; and teachers of the first level with useful material that consist of 10 lesson planning, 10 activities to be developed in face-to-face sessions and online instruction. The software used for the

online instruction is the Moodle Learning Management System that the University of Cuenca owns.

Each lesson planning and activity pretends to be taught in four hours every week: two hours for the face-to-face classes and two hours for the online instruction. The online work can be done whenever the students have time and wherever they are. They only need to have Internet connection.

3.3 OBJECTIVES

3.3.1 General Objective

Make a project for helping students develop vocabulary and reading using the B-learning Approach, which provides of interesting activities to improve words and reading in an active way.

3.3.2 Specific Objectives

- * Prepare lesson plans taking into account vocabulary techniques and reading strategies for the face-to-face instruction and for the online instruction.
- * Develop activities to apply in both learning environments.
- * Apply the activities to the participants of the research study.
- * Analyze the obtained results to verify its effect.

3.4 RATIONALE

The Medical Sciences School of the University of Cuenca does not have a project focused on the developing of vocabulary and reading through blended learning, although, it offers blended learning courses of English to its students.

In addition, university students need to read texts about their majors, but most of them are in English. They need to know enough vocabulary and reading to understand them better. So the knowledge of vocabulary and reading becomes compelling and very essential for optimal comprehension of texts about their major.

Students who are majoring in the different specializations that the Medical Sciences School offers cannot use the language effectively because they have a limited

knowledge of vocabulary. This main problem could be explained for the following reasons:

- Traditional methods to teach vocabulary and reading like the Grammar Translation and Audio-lingual methods continue being used. They present the language in a decontextualized way and with mechanical drills. In this way, they do not promote a real use of the language.
- Insufficient practice of vocabulary and reading does not allow the students be familiar with words and phrases and fail when they use them.
- The language learning based only on a text book does not provide a variety of activities to promote development of vocabulary and reading.

These causes could produce some negative effects, such as use of passive and boring techniques in class, use of outdated resources and activities, and use of traditional methods.

Due to these disadvantages, it would be necessary and useful to provide both students and teachers with a new proposal that is based on the use of an updated approach that integrates activities to be developed in face-to-face classes complemented with activities to be done in a virtual course.

Emphasized the importance of vocabulary and reading. They should be taught and learnt with an updated method that promotes learning in two environments, face-to-face and online, and that allows teaching vocabulary and reading in an active, contextualized, and meaningful way. Consequently, make a project to facilitate the teaching and learning of vocabulary and reading is very useful for students and teachers of English as a foreign language.

3.5 CONTENT

3.5.1 LESSON PLANS

The project consists of 10 lesson plans focused on the teaching and learning vocabulary and reading and based on vocabulary techniques and reading strategies that keep students active. The techniques for vocabulary teaching are the following: words in context, showing pictures, association with other words, realia, identifying lexical sets, and word formation. Personalization of new words, eliciting, peer teaching were used for the presentation stage.

The strategies to teach reading are reading with a purpose, making connections, monitoring comprehension, answering questions, inferring. Each lesson plan was done integrating activities for the face-to-face sessions, and for the online instruction. Its component parts are: informative data, general objective, specific objective, activities, procedure, and resources. The planned activities were basically based on the Constructivism, and on Task Based Language Teaching and Learning.

3.5.2 DEVELOPMENT OF ACTIVITIES

Ten activities for teaching and learning vocabulary and reading were developed. Their base was the Constructivism theory along with the Task Based Language Teaching and Learning. Each activity pretends to be taught during two hours of face-to-face sessions and two hours of online autonomous work.

3.5.3 DESCRIPTION OF APPLIED ACTIVITIES

The application of the activities took place during the semester September – February 2015, specifically from September 29, 2015 to December 17, 2015. They were applied during two hours of face-to-face sessions and two hours of online instruction. The activities were applied to students of first level of class MED 3.1. The topics and readings were based on the syllabus of the first level of the University Institute of Languages of the University of Cuenca and on the content of the Skillful Foundation, Reading and Writing Book that was first used during the semester mentioned above. A lesson plan was prepared for each activity taking into account the specific vocabulary technique and reading strategy for the class. Each

activity began with a warm-up based on the topic to be addressed. Its purpose was to motivate my students to do the rest of the tasks.

General feedback on the weekly work online was given to the students. It was given before applying a new activity. Most of it involved the mechanics of writing, the importance of including the subject in a sentence, changes of verbs in present tense, parts of speech and their use, and use of words according to the context. Moreover, it is important to mention that in almost all activities, students worked in pairs, and in groups and they liked to work in this way. Every member of the groups did the best and helped each other. In other words, they worked as a team.

The description of each activity was written once it was applied, it was described by the researcher. Writing down the most important aspects that occurred during the application of each activity. The purpose was to provide evidence how students learned vocabulary and reading in an active way, by interacting from the very beginning of the class until the end of it, by learning from others when they worked in pairs and in groups, and by using the language and their prior knowledge.

LESSON PLANS

LESSON PLAN ONE

Class: English I, MED 3.1, TEC 1.1	Date: September 29, 2015
Title of the Unit: Self	Theme: Student profile
General Objective: At the end of the unit, students will be able to give and to ask personal information about themselves and others.	Specific Objective: Ask and give information about their majors
Vocabulary technique: Words in context	Reading strategy: Reading with a purpose

FACE-TO-FACE SESSION		
ACTIVITIES	PROCEDURE	RESOURCES
1. Warm-up. Guess the name of a major 2. Presentation of vocabulary through personalization of new words and guessing meaning 3. Matching words with their meanings 4. Completing sentences and interacting in a conversation. 5. Activating previous knowledge (before reading)	1. Students listen to the instructor describe a major and guess what the major is. The teacher says: This is a major where students have a full-time schedule. They have to read a lot, especially thick books. They wear white aprons, but not a “cofia” to do their practices in health centers, clinics and hospitals. What is this major?	Board Flash cards containing new vocabulary Laptop Projector PPT presentation Activity sheet

<p>6. Skimming the text (during reading)</p> <p>7. Discussing questions (after reading)</p>	<p>2. Students interact with the instructor when she presents vocabulary and some descriptions.</p> <p>3. In pairs, students match words with their meanings.</p> <p>4. In pairs, students complete sentences and interact in a conversation</p> <p>5. In pairs, students activate their previous knowledge by talking about some questions.</p> <p>6. Students skim the text and says what the text is about</p> <p>7. In groups of four, students talk about their majors</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Watching a video and writing down information</p> <p>2. Reporting previous information through “Forum”</p> <p>3. Answering questions about the video through “Forum”</p> <p>4. Listening to an interview and taking notes of vocabulary</p> <p>5. Learning vocabulary and understanding reading through “Assignment”</p>	<p>1. Students watch a video about some students’ profile and write down the information about one person</p> <p>2. Students report that information through “Forum”</p> <p>3. Students participate through “Forum” answering some questions about a video</p> <p>4. Students listen to an interview and take notes of vocabulary.</p> <p>5. Students learn vocabulary and understand a text.</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN TWO

Class: English I, MED 3.1, TEC 1.1	Date: October 8, 2015
Title of the Unit: Family	Theme: A typical family
General Objective: At the end of the unit, students will be able to talk and to write about families.	Specific Objective: Discuss questions about families and report them to the class.
Vocabulary technique: Showing pictures	Reading strategy: Reading with a purpose

FACE-TO-FACE SESSION		
ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. Hangman 2. Presentation of new words through elicitation 3. Matching pictures with words 4. Putting in order words to form sentences 5. Activating previous knowledge: Asking questions (before reading)	1. The teacher asks the students to play hangman game with her (the word to be played was family) 2. The teacher presents target words through elicitation. Example: Look at this picture. Here you can see food we eat during three meals of a day. What is the name of the meal we eat in the morning? Student A: coffee. Teacher: Not exactly. The meal we eat in the morning is.	Laptop Projector Digitalized pictures Words written on cardboards Activity worksheet

<p>6. Scanning a text through answering questions and checking information (during reading)</p> <p>7. Discussion questions (after reading)</p>	<p>Student B: breakfast</p> <p>Teacher: you are right! The meal we eat in the morning is breakfast</p> <p>3. Students match pictures with those words.</p> <p>4. In pairs students put in order words and form sentences</p> <p>5. Talk with a teacher about some questions and check information</p> <p>6. Students scan the text through answering some questions and checking some information</p> <p>7. In groups of four, students discuss some questions</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Answering a question through “Forum”</p> <p>2. Practicing and learning more vocabulary about family</p> <p>3. Reading a text and doing assignment</p> <p>4. Accessing to a website, reading a text and doing activities online</p> <p>5. Posting an answer through “Forum”</p>	<p>1. Students post their answers to the question: Do you have a large or a small family? Explain through “Forum”</p> <p>Do you have a large family? Explain.</p> <p>2. Students read a text. Then, they access to the resource ‘How to say words’ and practice the pronunciation of the words in bold.</p> <p>3. Students learn vocabulary before reading a text. Then they scan it and do the reading comprehension task through “Assignment”</p> <p>4. Students access to a website, scan a text and answer questions on line.</p> <p>5. Students post an answer to this question through “Forum”</p> <p>What does a typical Ecuadorian family do on weekdays?</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN THREE

Class: English I, MED 3.1, TEC 1.1	Date: October 15, 2015
Title of the Unit: Family	Theme: Family traditions
General Objective: At the end of the unit, students will be able to talk and to write about families	Specific Objective: Talk about family traditions
Vocabulary technique: Associating with other words	Reading strategy: Making connections

FACE-TO-FACE SESSION		
ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	1 set of five words for each student Board Cardboard Board markers Activity worksheet
1. Warm-up. 20 questions	1. One student thinks of an object, place or thing. The other students take turns asking yes/no questions until someone guesses the word. Students can help each other by asking questions.	
2. Presentation of new words through peer teaching	2. Students present vocabulary through peer teaching.	
3. Practicing vocabulary through words association and writing statements	(The class has is divided into two groups A and B. Each student learns a set of five words with their meanings in advance)	
4. Activating previous knowledge (before reading)		

<p>5. Scanning a text and making connections (during reading)</p> <p>6. Reading and deciding true or false. (after reading)</p> <p>7. Discussion questions</p>	<p>3. Students listen to the teacher presents the word “gift” and its association with other words. In groups of three, they choose one word from task 2 and do an association word with it. Then, they write statements using new words.</p> <p>4. Students complete a chart with things they like to do alone, with their families, and with their friends.</p> <p>5 The teacher reads the text aloud and pauses at the end of the first paragraph. She tells the class the ideas that come to her mind when reading it and writes down key words about the idea. She continues reading the rest of the text.</p> <p>In pairs, students share their thoughts about the reading and write down key words about their thoughts on a cardboard. Finally, they stick the cardboard on the wall and explain them to the class.</p> <p>6. In groups of 3, students read statements about the reading and decide if they are true or false.</p> <p>7. In groups of 3, students discuss questions about family traditions</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Posting an answer through “Forum”</p> <p>2. Doing tasks before, during and after reading through “Assignment”</p> <p>3. Taking a vocabulary quiz through “Quiz”</p>	<p>1. Students post their answer to the question what family traditions do you have? through “Forum”</p> <p>2. Students do the before, during, and after reading tasks related to the text “Around the table” through “Assignment.” In the before reading tasks,</p>	<p>Desktop or laptop</p> <p>Internet access</p>

	<p>they answered questions. During reading, they learn vocabulary by searching for specific words in the Internet and writing down sentences. After reading, they answer questions about the reading. They submit these tasks through assignment.</p> <p>3. Students take a vocabulary quiz.</p>	
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LESSON PLAN FOUR

Class: English I, MED 3.1, TEC 1.1	Date: October 22, 2015
Title of the Unit: Stuff	Theme: Gifts for special occasions
General Objective: At the end of the unit, students will be able to talk and to write about stuff	Specific Objective: Ask and give information about gifts.
Vocabulary technique: Realia	Reading strategy: Monitoring comprehension

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. The broken telephone 2. Presentation of vocabulary using realia and telling things students have in their backpacks 3. Writing appropriate words under pictures 4. Completing sentences with new words 5. Writing a story using words from a box (before reading)	1. One student listens to the teacher whisper a statement on his/her back and he/she whispers it to another student and continues in this way until the teacher asks the last student to say the statement loudly and compares it with the original sentence. Example of statement to be whispered: English is a necessary language for all jobs and professions. So you have to learn it to succeed. 2. The teacher presents new vocabulary using real things. Then, in pairs students tell the things they have in their backpack. Example:	A phrase to be whispered Real objects Activity worksheet

<p>6. Listening to the teacher read a text, interacting with her and writing true or false (during reading)</p> <p>7. Adding two questions and discussing in groups. (after reading)</p>	<p>Teacher: What's this? (showing a bookmark)</p> <p>Student A: Umm. ...</p> <p>Teacher: What is this? It's a bookmark.</p> <p>3. Students write appropriate words under pictures</p> <p>4. In pairs, students complete the sentences with words in exercise 2.</p> <p>5. In pairs, students write a story using words from the box</p> <p>6. Students listen to the teacher read a text. She emphasizes new words, phrases, or sentences and asks them some questions to monitor their understanding. For example: Do you drink coffee from a mug?, Is your pillow soft?</p> <p>Then students write true or false next of each sentence</p> <p>7. In groups of 3, students add two questions about gifts and discuss them.</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Watching a video and learning vocabulary</p> <p>2. Interacting through "Assignment" and leaning vocabulary</p> <p>3. Accessing to a website and doing a reading comprehension task</p> <p>4. Practicing vocabulary and reading through a game</p>	<p>1. Students watch a video and learn vocabulary about school objects</p> <p>2. Students interact through "Assignment" and learn vocabulary by looking at pictures, reading descriptions, and answering questions.</p> <p>3. Students access to a website. Read "A special Christmas present" and choose appropriate answers.</p> <p>4. Students Practice vocabulary and reading through a game.</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN FIVE

Class: English I, MED 3.1, TEC 1.1	Date: October 29, 2015
Title of the Unit: Stuff	Theme: Rooms in my house
General Objective: At the end of the unit, students will be able to talk and to write about rooms	Specific Objective: Discuss questions about rooms.
Vocabulary instruction: Associating with other words	Reading strategy: Answering questions

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm up, Who am I? 2. Presentation of new words through associating with other words 3. Doing association networks 4. Ranking some furniture and completing a chart. 5. Activating previous knowledge (before reading) 6. Answering questions about a reading (during reading)	1. A volunteer student asks questions to the rest of the class in order to guess who he / she is. Steps to follow: a. Ask a volunteer student who would like to be a president of a country. b. Explain the class that the volunteer student will ask questions to guess his /her new identity and the rest of the students will answer those questions. c. Paste on his /her back the name of the president of a country and the guessing starts.	A label with the name of a president of any country Cardboard Markers Activity worksheet

<p>7. Discussing questions about rooms (after reading)</p>	<p>2. The teacher presents the new words through associating with other words.</p> <p>3. In groups of three, students do association networks on a cardboard. Then they paste it on the wall and explain it to the class.</p> <p>4. Students rank some furniture and in pairs they complete a chart about things they have in two rooms</p> <p>5. The teacher activates students' knowledge by checking some sentences that are true for them</p> <p>6. Students answer questions about the reading "The White House"</p> <p>7. Students discuss questions about rooms.</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Posting an answer through "Forum"</p> <p>2. Watching a video and learning vocabulary about houses</p> <p>3. Doing reading activities through "Assignment"</p> <p>4. Taking a vocabulary and reading quiz</p>	<p>1. Students post and answer two questions related to rooms through "Forum"</p> <p>2. Students watch a video and learn vocabulary and phrases</p> <p>3. Students do reading activities through "Assignment"</p> <p>4. Students take a vocabulary and reading quiz</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN SIX

Class: English I, MED 3.1, TEC 1.1	Date: November 19, 2015
Title of the Unit: Money	Theme: Money types
General Objective: At the end of the unit, students will be able to talk and to write about money and products.	Specific Objective: Talk about money type
Vocabulary technique: Words in context	Reading strategy: Answering questions

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. Three words 2. Guessing the meaning of words and interacting with the teacher 3. Interviewing a classmate 4. Activating previous knowledge (before reading) 5. Reading and checking information (during reading) 6. Answering questions and talking with a partner	1. The teacher asks students “what money represents to them” and students answer it by using three words. 2. Students look at some illustrative sentences and interact with their teacher answering some questions about the meaning of highlighted words. 3. In pairs, students interview each other to put in practice new words. 4. The teacher activates the students’ previous knowledge by asking a question about lottery. 5. Students read a text and check specific information	Laptop Projector Digitalized sentences Activity worksheet

	6. In pairs students answer questions about the reading and talk with a partner using the two last questions of the reading.	
ONLINE INSTRUCTION		
<p>1. Watching a video and learning vocabulary and phrases about shopping</p> <p>2. Using vocabulary and phrases of the video above and answering questions in the forum</p> <p>3. Learning vocabulary related to money through accessing to a website</p> <p>4. Reading, listening, pronouncing and doing two tasks about a reading</p>	<p>1. Students watch a video and learn vocabulary and phrases about shopping</p> <p>2. Students use vocabulary learnt in the video and answer questions through “Forum”</p> <p>3. Students access to a website and learn vocabulary related to money</p> <p>4. Students read, listen, pronounce and do two tasks about the reading “The safe money on your telephone bill”, accessing to a website. Then, they write four questions about the reading to discuss in the face-to-face session.</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN SEVEN

Class: English I, MED 3.1, TEC 1.1	Date: November 26, 2015
Title of the Unit: Money	Theme: Useful products
General Objective: At the end of the unit, students will be able to talk and to write about money and products	Specific Objective: Summarize a reading about products
Vocabulary technique: Realia	Vocabulary technique: Monitoring comprehension

FACE-TO-FACE SESSION		
ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. Guess the object 2. Presentation of adjectives using real things 3. Completing a chart with synonyms and antonyms 4. Looking at pictures and identifying words in a crossword 5. Predicting what the text is about (before reading)	1. Students look at a box that the teacher brought to class. Then, the teacher asks the students to guess what is in it. 2. The teacher presents vocabulary using real things. For example, Teacher: Look at this teddy bear. (showing a tiny teddy bear) Is it big? Student A: No. It is small. Teacher: Not at all. This is a tiny. This is a tiny teddy bear. 3. Students complete a chart with synonyms and antonyms 4. Students look at pictures and identify words in a crossword	A box A thing to put inside the box Real things Activity worksheet

<p>6. Listening to the teacher read a text, and interacting with her when she monitors understanding (during reading)</p> <p>7. Writing true or false (after reading)</p> <p>8. Writing a comment about the reading and sharing it with the class</p>	<p>5. Students make predictions about a reading (before reading)</p> <p>6. Students listen to their teacher read “Rate our Products” and interact with her when she monitors understanding (during reading)</p> <p>7. Students read “Rate our Products” and write T for true and F for false to given statements.</p> <p>8. Students write a comment about the reading and share it with the class (after reading)</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Accessing to a website, reading and answering questions online</p> <p>2. Completing a table with synonyms and antonyms, applying them in an exercise and submitting through “Assignment”</p> <p>3. Participating through “Glossary”</p>	<p>1. Students access to a website read. Then, they answer questions online http://eslreadinglessons.com/what_is_money.htm</p> <p>2. Students complete a table with synonyms and antonyms. Then they use them in an exercise and submit it through “Assignment”</p> <p>3. Students participate through “Glossary”</p>	<p>Desktop or laptop</p> <p>Internet access</p>

LESSON PLAN EIGHT

Class: English I, MED 3.1, TEC 1.1	Date: December 3, 2015
Title of the Unit: Play	Theme: Fast food and tips
General Objective: At the end of the unit, students will be able to talk about textures, tastes, fast food, and restaurants around the world.	Specific Objective: Write a summary of a text.
Vocabulary technique: Identifying lexical sets	Reading strategies: Making connections

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	18 small pictures of different vegetables Board Activity worksheet
1. Warm-up. Quick Link	1. The teacher gives each student a picture of a vegetable and make students form groups according to the color of the vegetable they have. Students say if they like or don't like those vegetables in each group. Example Example: Student A: I don't like tomatoes. Student B: I love radish.	
2. Presentation of new words through peer-teaching		
3. Putting words into categories and writing titles		
4. Thinking about personal experiences (before reading)		
5. Reading and making connections	2. Students present vocabulary through peer teaching	

<p>6. Reading a text and choosing sentences that fit in the blanks. (during reading)</p> <p>7. Writing a summary of a reading and sharing it. (after reading)</p>	<p>(The class has to be divided into two groups A and B. Each student learns a set of five words in advance)</p> <p>3. In pairs, students put some words into categories and think of a title for each group.</p> <p>4. Students think about their personal experiences and answer two questions</p> <p>5 The teacher reads the text aloud and stops at the end of each paragraph. She tells the class the ideas that come to her mind when reading it and writes down key words about it. Then, in pairs, students share the thoughts they have about the reading and write down key words on a cardboard. Then they paste it on the wall and explain to the class.</p> <p>6. In pairs, students read a text and some sentences in a box, Then, they include each sentence in the corresponding blank of the text and compare it with other pair of students</p> <p>7. In pairs, students write a summary of the reading and share it with another pair of students.</p>	
<p>ONLINE INSTRUCTION</p>		
<p>1. Learning vocabulary about food by accessing to a website and doing an exercise in order to be ready to answer questions in the face-to-face session.</p>	<p>1. Students access to a website and learn vocabulary. Then they do an exercise to be ready to answer some questions in the face-to-face session. http://resources.marshalladulthoodeducation.org/hot_potatoes/food/food.htm</p> <p>2. Students watch a video and answer some questions about it</p>	<p>Desktop or laptop Internet access</p>

<p>2. Watching a video and answering some questions about it</p> <p>3. Reading, listening, and understanding a text by accessing to a website. Doing a multiple choice task about the reading and submitting through “Assignment”</p> <p>4. Solving a crossword puzzle about food through “HotPot”</p>	<p>https://www.youtube.com/watch?v=_GAa1Ney3Cg</p> <p>3. Students read, listen, and understand a text by accessing to a website. Then, they do some activities about the reading and submit it through “Assignment”</p> <p>http://resources.marshalladulthoodeducation.org/rs/15/caffeine_pre-read.htm</p> <p>4. Students solve a crossword puzzle about food through “HotPot” activity</p>	
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LESSON PLAN NINE

Class: English I, MED 3.1, TEC 1.1	Date: December 10, 2015
Title of the Unit: Play	Theme: Let's try something different!
General Objective: At the end of the unit, students will be able to talk textures, tastes, fast food, and restaurants around the world.	Specific Objective: talk about a favorite food or restaurant.
Vocabulary technique: Showing pictures	Reading strategy: Inferring

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. Categories 2. Introduction of new words by eliciting 3. Matching definitions with the corresponding words 4. Playing Noughts and Crosses 5. Looking at pictures and predicting (before reading)	1. Students stand in a semicircle. The teacher or one student thinks of a category. For example "fruits". Each student must say the name of any fruit. The student that says an incorrect word or does not say anything is out of the game. 2. The teacher introduces new words by eliciting. Example: Teacher: What is this? Student: Food	Activity worksheet

<p>6. Scanning a text and checking predictions. Reading a text and inferring (during reading)</p> <p>7. Discussing questions (after reading)</p>	<p>Teacher: Yeah, but what is it exactly? Student: Cake. Teacher: Yes, cake is a dessert.</p> <p>3. The students read definitions and write the corresponding words. 4. In groups of four, the students play Noughts and Crosses 5. The students look at pictures and predict what the text will be about (before reading) 6. The students scan a text and check their predictions. Then they read a whole text and infer information (during reading) 7. The students discuss some questions (after reading)</p>	
ONLINE INSTRUCTION		
<p>1. Watching a video, taking notes of words and phrases, and looking for pictures to show meanings</p> <p>2. Inferring about the video</p> <p>3. Reading, doing tasks by interacting through “Assignment”</p>	<p>1. Students watch a video and take notes of new words or phrases. Then, they look for pictures that show their meanings and bring them to the face-to-face session</p> <p>2. Students infer information about the video Why is the man eating alone? How do you know the customer is not mean? Is the restaurant pricy? Why</p> <p>3. Students read, do tasks, and submit it through “Assignment”</p>	<p>Desktop or laptop Internet access</p>

LESSON PLAN TEN

Class: English I, MED 3.1, TEC 1.1	Date: December 17, 2015
Title of the Unit: Taste	Theme: My favorite food
General Objective: At the end of the unit, students will be able to talk about textures, tastes, fast food, and restaurants around the world.	Specific Objective: Write about a favorite food.
Vocabulary technique: Word Formation	Reading strategy: Inferring

FACE-TO-FACE SESSION

ACTIVITIES	PROCEDURE	RESOURCES
Feedback on tasks done online	The teacher provides feedback on tasks done online	Board
1. Warm-up. Jeopardy 2. Explanation of what word formation is 3. Identifying parts of speech 4. Practicing suffixes and prefixes formation interacting in four stations 5. Identifying suffixes and prefixes in two texts	1. Each student writes down 2 short answers to questions about himself / herself. Then, they form groups of three students and try to find out what the questions are. Example: Possible answer: Brown Possible questions: What is your favorite color?, What color don't you like? What color are your pants?	Power point presentation Four sets of words with their set of suffixes or prefixes Activity worksheet

<p>6. Inferring what the author of the text would agree with</p> <p>7. Brainstorming ideas about favorite food, and drawing pictures for these ideas. Presenting it in class.</p>	<p>2. The teacher explains what form formation is, using a power point presentation</p> <p>3. In pairs, students identify parts of speech (noun, adjective, verb, adverb) of highlighted words</p> <p>4. Students practice the formation of suffixes and prefixes interacting in four stations. Instructions:</p> <p>a. Prepare in advance four sets of words (nouns, adjectives, verbs, adverbs) with their corresponding set of suffixes or prefixes.</p> <p>b. During the class: Divide the class in groups of 4 or 5 students. Explain them that they are going to practice word formation. Put one set of words with the corresponding set of suffixes or prefixes on each station. Each group go to one station and begins forming words, when they finish, they move to another station, and so on.</p> <p>5. Students identify words containing suffixes and prefixes in two texts.</p> <p>6. Students infer what the author of the texts would agree with</p> <p>7. In groups of 3 students brainstorm ideas and write about their favorite food.</p>	
ONLINE INSTRUCTION		
<p>1. Accessing to a website, reading and doing a reading comprehension task online</p> <p>2. Interacting through “HotPot”</p>	<p>1. Students access to a website, read, and do the reading comprehension: multiple choice task online</p> <p>http://goo.gl/F9WgOF</p>	<p>Desktop or laptop</p> <p>Internet access</p>

<p>3. Interacting through “forum” writing a paragraph about favorite meal, snack, or dessert.</p>	<p>2. Students interact through “HotPot” Solve the crossword puzzle about food</p> <p>3. Students interact through forum writing a paragraph What’s your favorite meal, snack and dessert? Write a paragraph</p>	
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DEVELOPMENT OF ACTIVITIES

ACTIVITY ONE

Theme: Student Profile

Vocabulary Technique: Words in Context

Reading strategy: Reading with a purpose

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm up. Guess the name of the major.

2. Listen to the teacher present vocabulary and interact with her

Teacher: My brother's *major* is engineering. Is your brother's major engineering?

Student A: _____

Teacher: When a student is in first year of high school or university he is *a freshman*. Are you a freshman?

Student B: _____

Teacher: My sister is in second year of university. So, she is *a sophomore*. Is your brother a sophomore?

Student C: _____

Teacher: When a student is in third year of high school or university he is *a junior*. Is your best friend a junior?

Student D: _____

Teacher: My older brother is a student. He is in the fourth year of university. So, he is *a senior*. Are you a senior?

Student E: _____

Teacher: My sister works 10 hours a week. This means that she has *a part-time job*. She doesn't have a full-time job. Does your father have a part-time job?

Student E: _____

Now pay attention to this power point presentation and interact with your teacher.

MY YOUNGER BROTHER

He is Mathew. He is my brother. He is in **first year** of high school. So, he is **a freshman**.



Source: <http://goo.gl/eyFomq>

Teacher: Is Mathew your brother?

Student A: _____

MY OLDER BROTHER

He is Andrew. He is my older brother. He is in **fourth year** of university. He is **a senior**.



Source: <http://goo.gl/h9wvMy>

Teacher: Do you have older brothers?

Student B: _____

MY CLASSMATES

They are my classmates. They study English. They are in **second year** of university. They are **sophomores**.



Source: <http://goo.gl/nwah19>

Teacher: How many classmates do you have?

Student C: _____

Teacher: Are you a junior?

Student D: _____

MY NIECE

She is Michelle. She is my niece. She is in **third year** of high school. So, she is a **junior**.



Source: <http://goo.gl/f8bR28>

Teacher: Are you a junior?

Student D: _____

STUDYING AND WORKING

part-time job
part-time student



This is Blake. He is a sophomore. He has a **part-time job** in a restaurant. He works **four hours** on Saturdays and Sundays.



Source: <http://goo.gl/BPvjFZ>

Teacher: Do you have a part-time job?

Student E: _____

In pairs read these sentences and guess the meaning of the highlighted words.

-I post my profile in a blog.

When you take an exam be sure you write your name.

In the United States the universities have dormitories for students and teachers.

I participated in the radio program and I got 2 tickets for the Enrique Iglesias concert.

In the United States many students live on campus, but some teachers live off campus.

3. In pairs match the words with their meanings

- | | | |
|------------------------|-----|---|
| 1. freshman (n.) | ___ | a. a first-year student |
| 2. junior (n.) | ___ | b. a second-year student |
| 3. senior (n.) | ___ | c. a third-year student |
| 4. sophomore (n.) | ___ | d. a fourth-year student |
| 5. campus (n.) | ___ | e. not full-time |
| 6. club (n.) | ___ | f. main area of study |
| 7. major (n.) | ___ | g. land around a college or university |
| 8. part-time (adj.) | ___ | h. a group of people with a common interest |
| 9. profile (n., v.) | ___ | i. located inside a campus |
| 10. dormitory (n.) | ___ | j. building on a college campus where students live |
| 11. off campus (prep.) | ___ | k. a brief biography of a person |
| 12. on campus (prep.) | ___ | l. located outside a campus |

Source: Skillful Foundation. Reading & Writing. Student's Book. Vocabulary preview 1, page 8

4. In pairs complete these sentences. Use the words in exercise 3.

1. It's Jennifer's first year of college. She's a _____.
2. Paul is in his second year of high school. He's a _____.
3. Manuel is in her third year of university. He's a _____.
4. This is Erika's last year of high school. She's a _____.
5. Rachel's _____ is Education.
6. My best friend is taking only one class. He's a _____ student.
7. Anthony is a member of the English _____:
8. Alice is a university student, but she lives with her parents. She lives off _____.

Answer these questions. Then, in pairs ask and answer them.

A: Do you have a profile on the Internet?

B: _____ and how about you?

A: Do you live on campus or off campus?

B: _____

A: What's your major?

B: _____

A: Do you like it?

B: _____

A: Are you a freshman?

B: _____

5. In pairs talk about these questions

-Are there dormitories in the University of Cuenca? Why?

-How do you think a senior student feels?

-How will life be living on campus?

6. Skim the text “Student Profiles” and check what it is about.



STUDENT PROFILES

Every month, Lucas College profiles three students. If you see these students on campus, be sure to say hello!

Abdullah Al-Dossari is a freshman from Riyadh, Saudi Arabia. He's 20 years old, and his major is Engineering. He speaks Arabic, English, and German. He's a member of the Debate Club. He lives on campus in a dormitory, but wants to get an apartment next year. Abdullah plans to live with his brother. His brother is a junior here at Lucas College.

Hotaru Watanabe is a senior from Osaka, Japan. She's 22 years old. She's excited about her last year here. She has a double major in English and Business Administration. She speaks Japanese and English. She's a member of two clubs—the Drama Club and the Film Club. She shares an apartment off campus with two friends.

Sarah Clerci is 21 years old. She's a junior from Geneva, Switzerland. She speaks French, German, Italian, and English. Her major is Elementary Education. She lives alone in a small apartment off campus. She plans to live on campus next year. Sarah belongs to the Italian Club. She has a part-time job as a French tutor in an elementary school.

Source: Skillful Foundation, Reading & Writing, Unit 1, page 9

___ a social networking site for college students

___ descriptions of students at Lucas College

___ profiles of three college senior

7. In groups of four talk about your majors

Electrical Engineering, Civil Engineering, Marketing, Law, Medicine, Dentistry/Odontology

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Watch the video about some students' profiles and write down information of one person.

<https://www.youtube.com/watch?v=iy89Zbo4e-w>

2. Report that information in the forum







3. Answer these questions about the video

- a. Where is Fernando from?
- b. Where was Paula from?
- c. Does Paula live with international students?
- d. What are Paula's favorite subjects?
- e. Are Chinese people noisy?

4. Listen to an interview and take notes of the words or phrases you understand and bring them for the next the face-to-face classes.

<https://www.youtube.com/watch?v=wkWsfu3EINs>

5. Preview vocabulary then read about Lauren and Erika and circle the main idea of the text

	Students' profiles	<input type="checkbox"/> <input type="checkbox"/>
Watch the video about some students' profile and write down the profile (description) of one person.		
	Information about one person of the video	<input type="checkbox"/>
Report the information of the student you chose.		
	Questions about the video	<input type="checkbox"/>
Answer these questions about the video.		
<ul style="list-style-type: none"> a. Where is Fernando from? b. Where was Paula born? c. Does Paula live with international students? d. What are Paula's favorite subjects? e. Are the Chinese people noisy? 		
	An interview to a student	<input type="checkbox"/>
Watch the interview and take notes of the words or phrases you understand and practice their pronunciation.		
	Reading comprehension	<input type="checkbox"/>
	Vocabulary and reading	<input type="checkbox"/>

ACTIVITY TWO

Theme: A typical family

Vocabulary Technique: Showing pictures

Reading strategy: Reading with a purpose

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm up. Hangman

Play the hangman game with the teacher.



Source: <https://goo.gl/P2SDGk>

2. Look at this picture. Here we can see food we eat during the three meals of a day. What is the name of the meal we eat in the morning?



Source: <http://goo.gl/KUm8Jd>

Words to be elicited: breakfast, pet, family, busy, drive, say, neighbor, wake up, argue, groceries

Pictures used for eliciting



Source: <http://goo.gl/sKL7IZ>



Source: <http://goo.gl/jvogpe>



Source: <http://goo.gl/WXjcPR>



Source: <http://goo.gl/P6ic3l>



Source: <http://goo.gl/9wSzI8>



Source: <http://goo.gl/7kUKXD>



Source: <http://goo.gl/Cjx7hW>



Source: <http://goo.gl/4MkwaH>



Source: <http://goo.gl/0JaHHv>

|||

3. In pairs look at the pictures and match them with the following words.

Wake up	groceries	say	pet	argue
busy	drive	breakfast	neighbor	family

4. In pairs put in order these words and form sentences. Then compare them with another pair of students.

1. at eight / My younger sister / **wakes up** / o'clock.

2. a cat. / two **pets**, / a dog, / I have / and

3. in Supermaxi. / **groceries** / My mom / buys

4. very **busy** / is / at his work. / My father

5. because / **drive** / I am / I cannot / a car / nervous.

6. my / Bryan / **neighbor**. / is

7. has / in the university. / My older brother / **breakfast**

8. my friends. / hello / to / usually / **say** / I

9. small **family** / and me. / I have / a / my mother, / my father,

10. **argues** with / My friend / the taxi driver.

5. Talk with your teacher about these questions

1. Do you have a large / small family?
2. Where do your parents have lunch?
3. What does your family eat for dinner?
4. When does your family eat together?

6. Scan the text and answer these questions

1. How many people are there in a typical British family?
2. Who works outside home?

3. How many times a week do British families eat dinner together?
4. What do they eat on Fridays?
5. Do British families go to bed immediately after having dinner?

Now check what is typical for British families

- | | |
|--|---|
| <input type="checkbox"/> live in a house | <input type="checkbox"/> only the father works outside home |
| <input type="checkbox"/> don't have a pet | <input type="checkbox"/> shop for clothes on Fridays |
| <input type="checkbox"/> wake up at 6:00 o'clock | <input type="checkbox"/> do the laundry every week |
| <input type="checkbox"/> watch TV before dinner | <input type="checkbox"/> feel they are happy |

IT'S 5:54—TIME FOR DINNER!

According to a recent study, a typical family in the U.K. is a father, mother, and two children. They live in a house, not an apartment. Both parents work outside the home. They carry just £10.50* in cash. They spend about £76 on groceries each week, and they own a pet. Almost 63% of sons and 55% of daughters aged 20-24 still live at home with their parents.

The typical British family wakes up at 6:57. They eat breakfast together only two times a week. The parents drive to work. They each have a car. They get home from work at 5:15 and have dinner at 5:54. Because of their busy lives, they eat dinner together at home only three times a week. They go out to eat two times a month. On Mondays, they typically eat spaghetti bolognese. On Fridays, they bring home fish and chips from a local chip shop. After dinner, they watch TV for a total of nine hours each week. They go to bed at 10:39.

The family exercises 2.5 times a week, and does housework for 4.5 hours. The mother does most of the housework. They wash 5.3 loads of laundry a week.

About 70% of British families feel they are normal.

*GDP/C = US\$1.5

But, is the typical British family happy? In short, yes. Just over 80% say they are "happy" or "very happy." However, they typically argue two times a week!

Source: Skillful Foundation, Reading & Writing, Unit 2, page 19

7. In groups of four discuss these questions. Then report them to the class.

- Are Ecuadorian families the same as British families? Why?
- What does a typical family in your country do?
- How do you think typical families feel?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Answer: Do you have a large family? Explain your answer in the forum.
2. Read the text. Copy the words in bold. Then access to the “How to say words” resource and practice the pronunciation of those words.
3. Do the before and during reading activities and submit the assignment
4. Click on the Website below, scan the text “An American Family” and answer questions on line. Look at your score and tell it to your teacher in the face-to-face meeting.

http://esreadinglessons.com/american_family.htm

5. Discussion Forum. What does a typical Ecuadorian family do on weekdays?

The screenshot displays a list of assignments and resources in a learning management system. Each item includes an icon, a title, a description, and a checkbox for completion. The items are:

- Your Family** (document icon): Do you have a large or a small family? Explain.
- New Words about Family** (Word document icon): 33.8KB Word document. Read the text. Copy the words in bold. Scroll up to the part of **Resources**, click on " **How to say words**" type word by word, listen and practice the pronunciation of those words.
- Reading comprehension** (hand holding document icon):
- Do the before and during reading exercises** (Word document icon): 83.1KB Word document.
- An American Family** (globe icon): Read about an American Family, scan the text and answer the questions online. Be ready to talk about the text in class.
- Typical Ecuadorian Families** (document icon): What does a typical Ecuadorian family do on one weekday?

At the bottom of the list, there is a blue circular button with a white upward-pointing arrow and the text **BACK TO TOP**.

ACTIVITY THREE

Theme: Family Traditions

Vocabulary Technique: Associating with other words

Reading strategy: Making Connections

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. 20 questions

2. In pairs, take turns to present and to teach your partner a set of five words (each student learned them in advance).

Words for students of Group A

GIFT	It is the same as PRESENT
-------------	-------------------------------------

PICK	It is the same as CHOOSE
-------------	------------------------------------

DOORBELL	It is the same as CHIME or BUZZER
-----------------	---

SPECIAL	It means DIFFERENT
----------------	------------------------------

STRANGE	It is the same as UNUSUAL
----------------	-------------------------------------

Words for students of group B

TAKE TURNS	It means ALTERNATE
-------------------	---------------------------

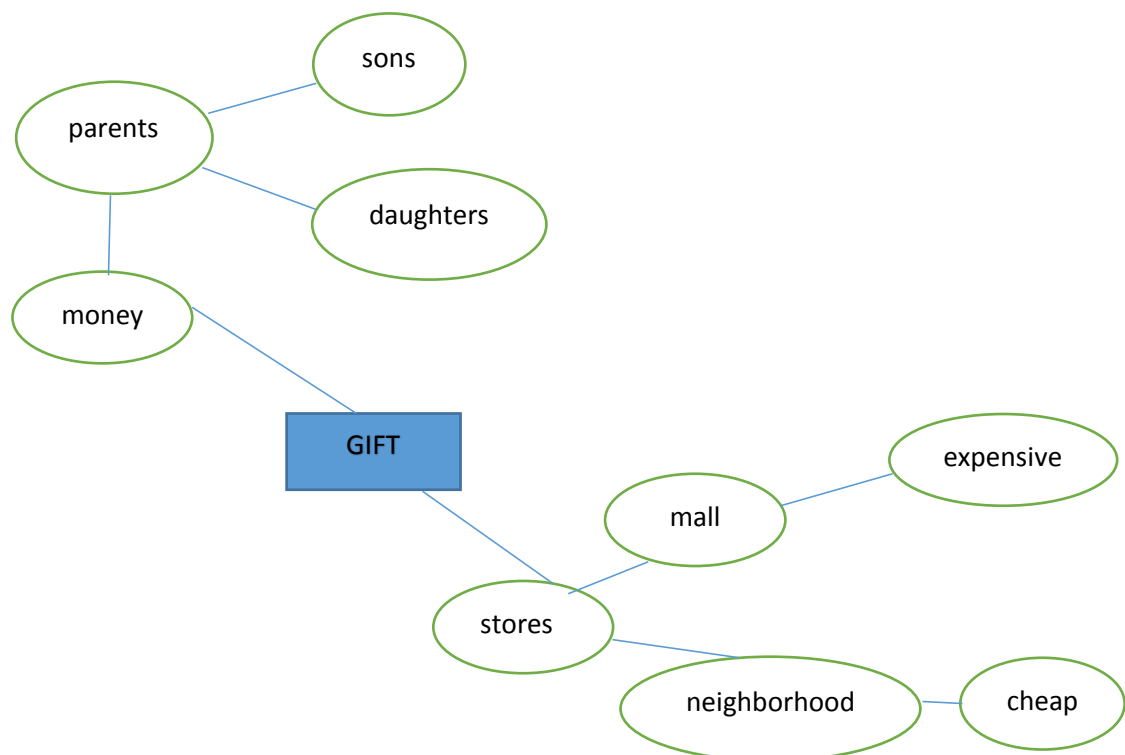
TOGETHER	It means WITH EACH OTHER
-----------------	---------------------------------

MUSROOM	It means a FUNGUS SHAPED LIKE AN UMBRELLA
----------------	--

SO	It means FOR THAT REASON
-----------	---------------------------------

TRADITION	It is the same As CUSTOM
------------------	---------------------------------

3. Look at the word “gift” and its association with other words. Then, listen to your teacher explain it. After that, in groups of three choose one word from exercise 2 and write down an association word on a cardboard. Then, present it to another group



Now in pairs write two statements using as many words from task 2 as you can. You can use other words if necessary.

4. Complete the chart with activities you like to do alone, activities you like to do with your family, and activities you like to do with your friends.

3 activities you like to do alone	3 activities you like to do with your family	3 things you like to do with your friends

5. Listen to your teacher read aloud “Family Traditions” and follow the reading in your worksheet. Pay attention to what your teacher says at the end of the first two paragraphs (she connects the content of each paragraph with her real life), look at the key words she writes down while she is speaking.

FAMILY TRADITIONS—WHAT OUR READERS SAY:

- 

Once a month we have movie and pizza night. We take turns picking a movie to watch together. It's fun because I watch something my parents like, and they watch something I like. My mother likes old black and white movies, so I see a lot of them! We also make pizza and eat it in front of the TV. — **JARED**
- On our birthdays we get our favorite meal. My favorite meal is spaghetti and meatballs. My mom usually cooks, but my dad and sister help. On my sister's birthday we eat pizza. On my mom's birthday we have chicken, and on my dad's birthday we have steak. Of course we always have a birthday cake, too. — **WINNIE**
- My family is really busy. We have a large family, and it's not easy for everyone to get together at the same time. So we go out to eat together on the first Saturday of every month. We go to a nice restaurant and we talk and talk and talk. — **DANNI**
- We have an interesting tradition in our home, or maybe it's a rule. At dinnertime there are no TVs, computers, phones, tablets—nothing electronic! We don't even answer the door if someone rings the doorbell! Isn't that strange? I understand why my parents do it, but I don't like it. — **GREG**
- Every Friday night we have games night. After dinner, we go to the living room and play a board game, such as Scrabble® or Monopoly. We have about seven different ones we play, but we only play one game a night. I plan to keep this tradition after I start my own family. — **SUZIE**
- Every year, on Mother's Day, I make breakfast for my mother. I get up early and make something special, such as a mushroom omelet with fruit salad. Then I put it on a tray with a newspaper and a flower, and bring it to my mother for breakfast in bed. She always acts surprised, but I do it every year. — **ROB**



Source: Skillful Foundation, Reading & Writing, Unit 2, page 21

Now, in pairs talk about thoughts that come to your mind about the reading. Write down key words about those thoughts on a cardboard. Put it on the wall and explain it to the class.

6. In groups of three read each statement and write true or false

Jared' family eats junk food only on weekends. _____

Winnie's family eats different food on birthdays. _____

Danni's family doesn't always eat together. _____

Greg is very happy with his family tradition. _____

Rob wants to continue with his family tradition in the future.

7. In groups of three discuss these questions about family traditions.

What family traditions do you have?

Are you going to continue with your family traditions when you have your own family? Why?

What other family tradition would you like to have?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Post your answer to the question: What family traditions do you have? through forum.
2. Answer the questions before your read. Then read the text "Around the table" search on the internet the words in bold and write one sentence with each one. Then, answer the after reading questions and upload them in the assignment.
3. Take the vocabulary quiz


 Family Traditions



What family traditions do you have? Share two of them


 Reading comprehension



 Around the dinner table



315.7KB Word document

 Vocabulary: Units 1 and 2



ACTIVITY FOUR

Theme: Gifts for special occasions

Vocabulary Technique: Realia

Reading strategy: Monitoring comprehension

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. The broken telephone

2. Look at your teacher and listen to her present the vocabulary in the box using real things. Then tell your partner the things you have in your backpack.

bookmark	phone case	sunglasses	mug	eyeglasses	pencil	
case	gift	sunglasses	eyeglasses	key ring	battery	checkbook
charger	folder					

Now tell your partner the things you have in your backpack

Example:

Student A: In my backpack I have a folder, a pencil case, ... How about you?

Student B: I have a key ring, an apron, ...

3. Look at these pictures, write the appropriate word under them



Source: <http://goo.gl/372yPj>



Source: <http://goo.gl/CvZbJL>



Source: <http://goo.gl/TR2VG0>



Source: <http://goo.gl/JRqfas>



Source: <http://goo.gl/muIrOh>



Source: <http://goo.gl/BVcgNH>



Source: <http://goo.gl/HsGkMF>



Source: <http://goo.gl/A4t9W>

4. In pairs complete the sentences with words in exercise two.

1. A _____ serves to keep your pens, pencil, sharpener, highlighter, corrector pen, and so on.
2. Put a _____ - in the part you read and you will find the information fast.
3. Her _____ is broken. She needs to buy another one if she wants to protect her cell phone.
4. We use _____ when it's sunny.
5. You cannot see small letters, why don't you use _____?
6. Can I borrow your _____? Mine is dirty.
7. Please put all your worksheets in a _____.
8. My father has a _____. He always pays with checks when he buys something that is expensive.

5. In pairs write a short story about gifts using as many words as you can from the box below. Then read the story to another pair of students.

make, personal, special person, gift, picture, send, personal message, kinds of gifts, wedding, birthday, graduation, photo, greeting cards, friends, family

6 Listen to your teacher read aloud “Make it Personal” and interact with her when she monitors understanding.

MAKE IT PERSONAL!

Do you want a gift for a special person in your life? Let us make things easy for you. Why not give him or her something fun and different—a gift with your *picture* on it! That way, every time that person uses it, he or she remembers you!

Just choose a gift, send us your photo, and we do the rest. You can even add your name or a personal message on some gifts.

We have all kinds of gifts for all occasions—a friend’s birthday, your parents’ wedding anniversary, your brother or sister’s graduation, or even something fun for no reason at all!

Click on GO for more information.

★ See your photo and name on this **MUG** every morning. Choose from five colors. **GO**

How about your photo on a **PILLOW**? Or better yet, one photo on each side! **GO**

Send one of these **GREETING CARDS** to friends and family. Add a personal message inside. **GO**

Create a **CALENDAR** with 12 different photos, one for each month. **GO**

Source: Skillful Foundation, Reading & Writing, Unit 3, page 29

Now, read the sentences and write true or false

The text is about a description of someone’s favorite things. _____

There are gifts for graduations, birthdays, anniversaries, and so on _____

The mug comes in just one color. _____

The calendar includes a personal message. _____

There are different ways to make a gift personal. _____

7. In groups of four read these questions about gifts and add two more questions. Then discuss them and report to the class.

What kind of things do you prefer as gifts? Why?

What are the months that people buy a lot of gifts?

How will you feel if your family forgets your birthday? What will you do?

_____?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Watch this video and learn more vocabulary about school objects

<https://www.youtube.com/watch?v=SIIQid2J7aE>






2. Watch the pictures, read the descriptions, and answer the questions. Then submit the assignment

3. Access to the website, read “A special Christmas present” and choose the appropriate answer.

<http://web2.uvcs.uvic.ca/elc/studyzone/200/reading/xmas1.htm>

4. Practice vocabulary through this game. Play it.

<http://goo.gl/xioqo4>

 School Objects	<input type="checkbox"/>
Watch this video and learn more vocabulary about stuff	
 Useful words for the reading below	<input type="checkbox"/>
 Let's learn more vocabulary	<input type="checkbox"/>
82.5KB Word document	
 A special Christmas present	<input type="checkbox"/>
Read "A special Christmas present" and answer the questions online. Then, copy the questions in your notebook to talk about them in class.	
 Game: Vocabulary and sentences	<input type="checkbox"/>
Let's practice questions and vocabulary through this game. Play it and enjoy.	

ACTIVITY FIVE

Theme: Rooms in my house

Vocabulary Technique: Associating with other words

Reading strategy: Answering questions

FACE TO FACE MEETING

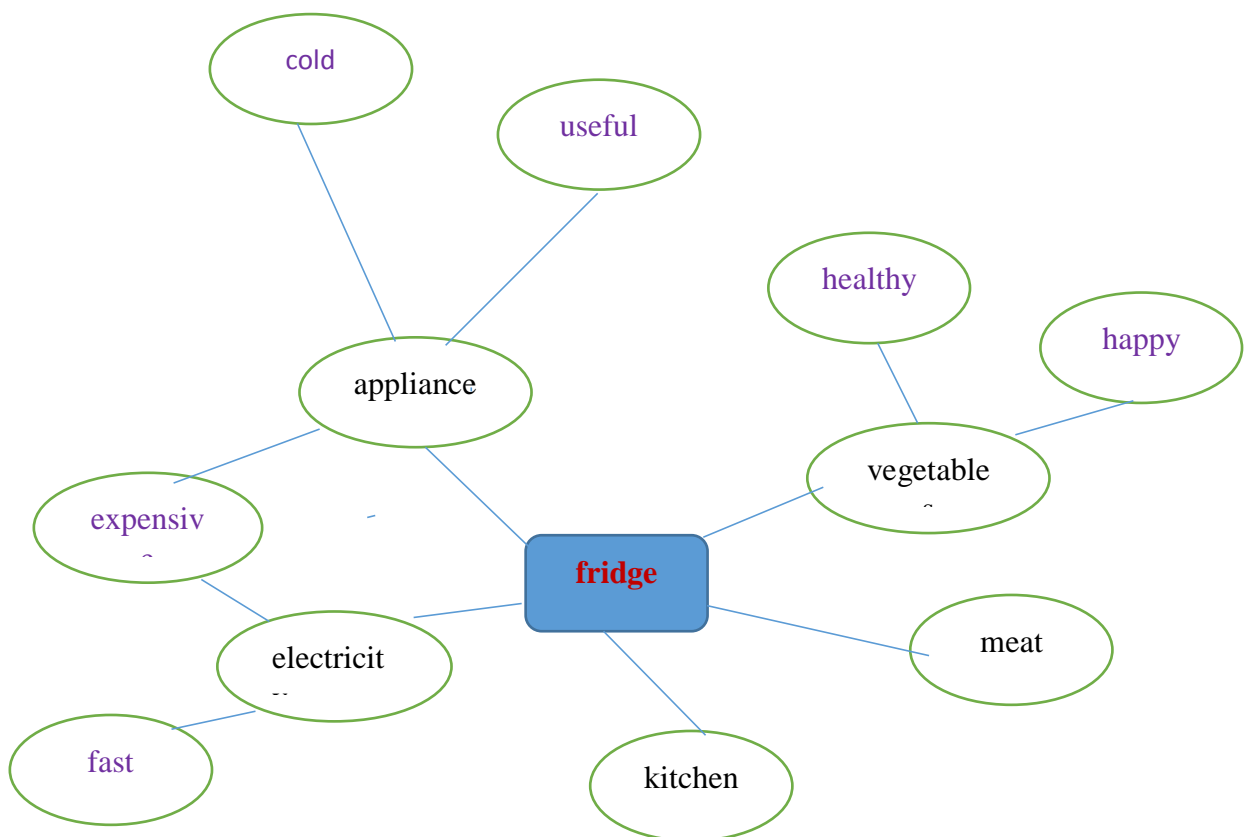


Source: <http://goo.gl/tEzE4F>

1. Warm-up. Who am I?

Answer your classmate's questions until he or she guesses his or her new identity.

2. Look at this association network. In pairs find an explanation for this word association. Then share it with the class.



3. In groups of three, do an association network for one of the following words: sink, dresser, country's leader, guests, and rug. Then put it on the wall and present it to the class.

4. Imagine you have just moved into your own house and you decided to buy new household appliances, but you can buy each appliance every two months. Rank the following furniture in the order you would buy them.

fridge ___ stove ___ microwave ___ blender ___
 washing machine ___ oven ___ flat TV ___ dishwasher ___
 can opener ___ iron ___ juicer ___ mixer ___

Think about your house. What things do you have in each room? Complete the chart.

Living room	Bedroom
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Check the statements you think are true.

- ___ 1. Our country's leader's name is Ollanta Humala.
- ___ 2. The place where the Ecuadorian president with his family live is named Carondelet.
- ___ 3. Carondelet is not huge.
- ___ 4. Carondelet has several rooms. Each one has its name.
- ___ 5. The tour to know Carondelet is free.

6. Read “The white house” and answer the questions about it.

THE White House

The White House is the home of U.S. presidents and their families. It was built between 1792 and 1800.


The house is huge! There are 132 rooms with 35 bathrooms, 147 windows, and 412 doors. There are many famous rooms in the White House.

Many of the rooms are for entertaining. In **the East Room**, the president has dances and concerts. **The Blue, Green, and Red Rooms** are named for their wall colors. All three are used for small dinners. The Red Room is also a music room. The president's wife uses **the China Room** to have tea with guests and to have small meetings. It is named after the collection of china (dishes) here. The president and his family don't normally have dinner in **the State Dining Room**. It is for large, official dinners when other world leaders visit. There is space for 140 chairs.

The White House is a home, but it is also a place of work. The president's private office is called **the Oval Office**. He often speaks to the country from his desk here. New presidents often change this room. They choose new curtains, rugs, and chairs. The president and his team meet in **the Cabinet Room**. It is next to The Oval Office.

There are other interesting rooms as well. Formerly President Abraham Lincoln's office, **the Lincoln Bedroom**, is now a guest bedroom. The room has a large bed, as well as chairs, sofas, tables, dressers, and mirrors. And while most homes have one refrigerator, stove, and dishwasher, the White House has several in **the Main Kitchen**. The five full-time chefs here can serve dinner for up to 140 people. There are two other kitchens, including one just for the president's family.

About 6,000 people tour the White House every day. Visitors can only visit the first floor. The president and his family live on the second floor. A visit to this amazing home is really interesting. You can see where a nation's leader lives, and works. The tour is free.



2 _____



3 _____



4 _____



Source: Skillful Foundation, Reading & Writing, Unit 3, page 31

1. How many rooms does the White House have?

2. What does the White House look like?

3. What is the Lincoln Bedroom used for?

4. Where do the official dinners take place?

5. Does the U.S. president give his speech from the Cabinet Room?

7. In groups of 3, discuss these questions and report the information about one member

1. Which room in the White House is the best for you? Why?
2. Would you like to visit the White House? Who would you like to visit it with?
3. What's your favorite room in your house? Why?
4. What's your favorite room like?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Post an answer through “forum” to this question:

What's your favorite room in your house and what stuff do you have in it?

2. Watch this video and learn vocabulary about houses

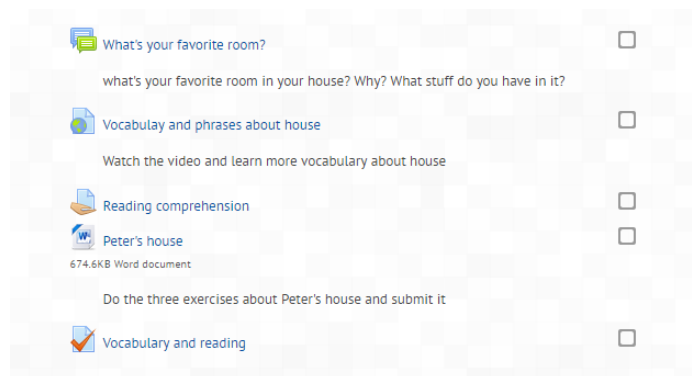
<https://www.youtube.com/watch?v=XYz6CkNxz7g>

3. Practice vocabulary and sentences playing this game.

<http://www.eslgamesworld.com/Revision/Level3/play.html>

4. Read “Peter’s House”, do the activities and upload them through assignment.

5. Take the vocabulary and reading quiz



ACTIVITY SIX

Theme: Money Types

Vocabulary Technique: Words in context

Reading strategy: Answering questions

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. Three words

2. In pairs, read these sentences and guess the meaning of the highlighted words.

1. When I have some money I don't like to **spend** it **on** unnecessary things.
2. My wife loves shopping. She buys in big **shops** and in small shops.
3. When you don't have money, do you **borrow** it to your friends?
4. Do you ever **lend** money to friends?
5. This wallet is a gift of my girlfriend. I keep **bills** and coins in it.
6. He is trying **to save** money for a new car. His car is broken.
7. How much money do you **earn** each month?
8. Don't **waste** time in simple things because time is money.
9. When I go shopping I pay **in cash** or **with my credit card**.
10. She puts her old clothes in a bag to **give away** to poor people.
11. I am a shopper that looks for **bargains**, this means that I like to buy when the prices are low.

Now, interact with your teacher using these questions

1. Where can I find big **shops**?
2. Do you like to buy or **borrow** books?
3. What do you **spend** your money on?
4. Do you like **to save** or **to waste** money?
5. When do you shop for **bargains**?

3. In pairs interview each other using the same questions in task 2. Then, report that information to the class

4. Answer this question with three possible responses. Then share your answers with your partner.

What will you do if you win the lottery?

- I will ...

- I will ...

- I'll ...

5. Read “Money Types” and check the information in the correct column

	Spenders	Builders	Givers	Savers
Like to help others				
Think about the future				
Don't like to save money				
Use money as a tool				
Don't waste money				
Sometimes dislike their jobs				
Don't think about the future				
Like to have things before others				

Source: Skillful Foundation, Reading & Writing, Unit 4, page 39

Money types

Your money type describes your behavior toward money. It helps you understand why you are the way you are. What is your money type?

THE SPENDER Spenders like money for things that money buys. They don't like to save money. They want to be the first to have something new, before their friends. But spenders need to be careful. They sometimes spend all their money. They often don't have cash, but have several credit cards.

THE BUILDER Builders see money as a tool. They don't use it to buy lots of things. Instead, they use it to make their dreams come true. They know what they want, and they spend money to get from point A to point B. For example, one woman's dream is to have a large garden and grow all her own food. She doesn't like her job, but she does it just to earn enough money to fulfill this dream.

THE GIVER Givers like to help and do good things for other people. They don't spend money on themselves. They enjoy giving expensive gifts to friends and family. It makes them happy to do this. They are happy to lend money to people but probably won't ask for it back. Some givers go too far. They give away most of their money and don't think about their future.

THE SAVER Savers make money because they put it in the bank and leave it there. When savers spend money, they are very smart about how they spend and what they buy. They find good bargains and hate to waste money. Some savers don't know how to enjoy life because they think about the future too much.

Source: Skillful Foundation, Reading & Writing, Unit 4, page 39

6. In pairs, answer these questions about the reading. After that, discuss with your partner about the last two questions.

1. How many money types are there? Mention them.

2. Do savers buy everything they like? Why?

3. When do builders use their money?

4. Are spenders generous with rich people?

5. What are the characteristics of givers?

6. What' money type are you? Why?

7. Who is a saver, a builder, a spender, and a giver in your family? Why?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Watch a video and learn vocabulary and phrases about shopping.

<http://www.yourteacher.learn-english-network.org/2007/08/lets-go-shopping.html>

2. Use vocabulary you learnt in the video and answer these questions in the forum

3. Access to the website and learn vocabulary related to money

<http://www.learnenglish.de/vocabulary/money.html>

4. Access to the website. Then, read, listen, pronounce, and do the tasks. After that, write down four questions about the text and be prepared to discuss them in the face-to-face session.

http://resources.marshalladulthoodeducation.org/rs/12/telephone_timed1.htm



A video



Watch this video and learn vocabulary and phrases about shopping



Questions about the video



Use the vocabulary you learnt in the video and answer these questions:

Where do you usually go shopping?

What is your size?

Why does the girl buy the white jacket?

How many nattos does the girl buy?

Do the girls shop in a little store or in a department store?



Vocabulary related to money



Learn vocabulary related to money accessing to a website



How can you save money on your telephone bill?



Read, listen, pronounce and do the tasks accessing to this website. Then write 5 questions about the reading and bring them to the face-to-face meeting

ACTIVITY SEVEN

Theme: Useful Products

Vocabulary Technique: Realia

Reading strategy: Monitoring comprehension

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. Guess the object

Look at this box, there is something inside. What do you think it is. Ask me questions.

For example: Is it light? Is it heavy? Is it wearable? Is it used in class?

2. Watch each real things and interact with your teacher

Real things to be presented

cute flower, nice picture, new watch, cheap earrings, thick book, heavy laptop, powerful cellphone, weak person

3. In pairs fill in the chart with synonyms and antonyms

Adjective	Synonym	Antonym
Nice		ugly
Cute	Adorable	
Tiny	Miniature	
New		old-fashioned
cheap	Economical	
weak	Frail	
thick	Wide	
quiet	Silent	
heavy		Light
powerful	Effective	

4. How do you say these things and adjectives in English? Find them in the crossword below. There are 6 nouns and 4 adjectives. The first has been done for you. They are SLIPPERS.



Source: <http://goo.gl/h5vAAI>



<http://goo.gl/6xiOWO>



<http://goo.gl/nzWYGu>



<http://goo.gl/U95khr>



<http://goo.gl/DJIYs8>



Source: <http://goo.gl/9Cv7Tx>



<http://goo.gl/oIpQo1>



<http://goo.gl/8OqgyP>



<http://goo.gl/ZgcTld>



<http://goo.gl/L8ULvY>

D	D	G	A	Y	C	T	A	F	Y	F	C	V	N	I	S	D	X	V	N	Y	W	E
A	G	H	B	A	P	O	I	C	J	L	V	X	S	F	S	D	G	D	F	I	P	S
F	V	R	I	E	L	G	P	E	M	A	A	S	F	Y	W	T	R	Y	U	I	G	S
B	T	R	E	U	A	N	Y	T	N	S	S	W	E	Y	D	I	O	F	H	G	R	Q
G	H	F	O	I	Y	R	F	U	G	H	F	H	E	F	S	N	A	R	Y	U	I	H
H	G	B	Y	O	P	S	S	H	V	D	D	G	U	R	Y	Y	V	D	E	A	W	G
C	E	V	W	P	E	E	A	J	V	R	D	F	E	S	F	V	C	X	V	B	N	T
J	H	D	X	L	C	G	E	K	S	I	B	P	V	X	F	T	I	U	T	W	S	C
F	S	E	G	J	A	S	T	I	Y	V	P	I	E	T	T	E	T	H	R	Y	I	T
E	Y	R	A	D	O	R	A	B	L	E	G	H	T	V	Y	X	R	J	H	U	D	S
R	B	T	A	P	U	I	S	H	L	S	G	U	P	O	F	K	V	H	J	Y	K	L
Y	C	G	G	G	Y	T	K	L	D	S	D	Q	D	R	Y	U	I	G	D	X	V	B
O	H	B	Y	F	H	Q	J	M	I	S	D	F	L	O	I	H	T	U	H	G	F	A
H	E	C	D	R	T	J	U	G	F	P	D	V	N	M	N	W	E	Y	F	G	H	J
C	A	R	G	E	G	W	K	D	E	F	P	G	C	A	R	U	D	S	C	D	H	F
S	V	F	E	B	O	O	K	B	A	G	T	E	W	R	E	S	T	O	R	A	G	E
W	Y	B	A	B	N	M	D	V	S	D	R	U	R	E	R	Y	D	F	R	F	D	C
R	H	T	D	N	V	S	B	B	X	F	C	E	H	S	F	H	F	C	F	C	V	C

5. Look at the products and rank them in order of importance for you, 1 is the most important. Which product would you like to buy? Why?



Source: <http://goo.gl/KXGC0W>



<http://goo.gl/Z6i6AU>



<http://goo.gl/I3ljLk>



<http://goo.gl/EJEffv>



<http://goo.gl/Lo1W66>

6. Listen to your teacher read “Rate our products”. Notice the words, phrases or sentences emphasized by the teacher. Interact with her when she monitors understanding.

HOME . NEWS . PRODUCTS . CONTACT .

RATE OUR PRODUCTS

MINI DONUT MAKER This donut maker is great, is very easy to use, and at \$14.19, it's a bargain. You have six donuts in just four minutes. I don't use mine very much, but it's still a fun thing to have.
Michelle ○○○○○

FLYING ALARM CLOCK Time really flies! It's not easy for me to get up sometimes. I turn off my alarm and then go back to sleep. But, this clock is **LOUD!** You need a special key to turn it off. The key flies into the air, and then you need to find it. But you're up! It costs \$19.99 and is made of hard plastic.
Mark ○○○○○

COZY SLIPPERS They are very soft. I have one pair, and now my sister wants a pair. But there are three things I don't like about this product. They don't come in children's sizes. They only come in red. And at \$24.99, I think they're expensive.
Jin-seon ○○○○○

FLASH DRIVE BOTTLE OPENER I think this is a great idea. I always keep this flash drive in my book bag. It gives 32 GB of storage capacity. It doesn't look strong, but it is. I use it to open soda bottles. Just don't leave it in your computer! It's only \$19.99.
Sophie ○○○○○

COMPUTER GLASSES Blue light from computer screens is bad for us. These glasses keep the blue light out. You won't have eye problems. They're light and thin, but at \$99.99, they are expensive.
Francisco ○○○○○

Source: Skillful Foundation, Reading & Writing, Unit 4, page 41

Questions used to monitor understanding

1. When we look for **bargains**, we pay low prices. Do you like to bargain?
2. I am reading **loudly**. Do you listen to me?
3. My grandmother has a pair of **cozy** sleepers. They are warm and comfortable. Do you have cozy sleepers?
4. Where can a buy a **strong** flash drive?
5. Are your sunglasses **light** and **thin**?

7. Read “Rate our Products”. For each statement write T for true and F for false.

1. It takes six minutes to make donuts. _____
2. You need a key to turn off the alarm clock. _____
3. Jin-seon has two pairs of slippers. _____
4. Sophie keeps her flash drive in her book bag. _____
5. Francisco thinks the computer glasses are a bargain. _____

8. Write a comment about the text. Then share it with the class.

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Access to the website (http://esreadinglessons.com/what_is_money.htm). Read “What is Money” and answer questions about it on line. Then think of the answer to these questions and be ready to discuss them in the face-to-face class.

What parts of the reading surprise you? Why is money valuable? Do you think electronic money is safe?

2. Interacting through “Glossary”

3. Look for synonym and antonym of the words given.

Access to this website: <http://www.thesaurus.com/browse/wonderful?s=t>

or any other website on the internet and look for the synonym and antonym of these words: important, valuable, equal, favorite, delicious, crispy, soft, clean, elegant, wonderful. Then write them in a table and submit it.



What is money?



1. Access to this website, read about "What is Money" and answer the questions online.

2. Think of the answer to these questions and be ready to discuss them in the face-to-face class.

What parts of the reading surprise you?

Why is money valuable?

Do you think electronic money is safe?



Glossary about "money"



Let's review vocabulary about money. Read one definition and add a comment clicking on "comment". Then continue adding one new word. (follow these steps:

1. Click on "Add a new entry"

2. In "concept" write the new word, in "Definition" Define the word

3. Click on "Save changes" and that's all.



Looking for synonyms and antonyms



ACTIVITY EIGHT

Theme: Fast Food and Tips

Vocabulary Technique: Identifying lexical sets

Reading strategy: Making connections

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. Quick Link

2. In pairs teach each other what you see in the pictures. Use the words from the box and the given example. Then write below each food its corresponding taste.

Olives lemon cheese cake pepper	spicy bland salty sweet sour
---	--

Student A:


This is **cheese**. Cheese is **bland**.

				
Source: http://goo.gl/zsZodm	http://goo.gl/XT43V3	http://goo.gl/piK9Gi	http://goo.gl/d2hEV0	http://goo.gl/1OtzZN
1. _____	2. _____	3. _____	4. _____	5. _____

Student B:

This is **pineapple**. Pineapple is **juicy**.

fried food chicken pineapple	Oily juicy chewy
noodles candies	creamy crispy



Source: <http://goo.gl/6xSxqX> <http://goo.gl/0y3mmP> <http://goo.gl/1Fx0On> <http://goo.gl/nAVgj0> <http://goo.gl/yjjiwO>

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

3. In pairs put these words into three groups. Then, think of a title for each group.

brownie jelly jam oat peanut cucumber lettuce
 wheat pickle wheat bran carrots apple pie

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Answer these questions about yourself and your family

1. What fast foods do you like to eat?
2. Do your parents give tips when they receive a good service?

5. Listen to your teacher read the text “I hate fast food.” Pay attention to what your teacher says at the end of each paragraph. Look at the key words she writes down while she is speaking.

I Hate Fast Food



Source: <http://goo.gl/KdOsYC>

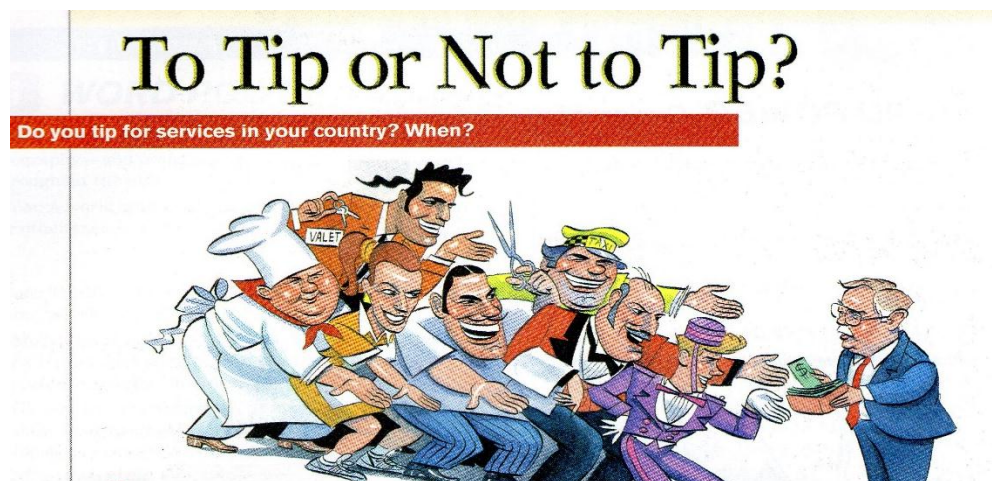
I really hate **fast food**. I prefer to go to a good restaurant that serves everything, including dessert, using the best ingredients. Sometimes, I like to **order** something that I have tried at home. First, I look up the **recipe** in the **cookbook** and then I cook the **dish**.

Next, I go to the restaurant, and when the **waiter** comes to my table I ask for the **menu** and order what I have already cooked at home! Sometimes, I like to go out for a **cocktail**. You can have a drink in either a **bar** or a **lounge**, which are usually nicer. At the end of the evening, it's time to ask for the **bill** and, usually, if the **service** has been good, it's a good idea to leave a 15%-20% **tip**.

Source: <http://goo.gl/5ZMWCS>

Then, in pairs talk about your thoughts that come to your mind about the reading. Write down key words on a cardboard. Put it on the wall and present it to the class.

6. In pairs, read the text “Tip or Not to Tip?” and the statements that are in the box. Include the sentences that fit in each blank. Then work with another pair of students and compare them.



Source: New Interchange, Unit 13, page 85

Canadians and Americans usually **tip** in places like restaurants, airports, hotels, and hair salons because many people who work in these places get low salaries. ____.

At airports, **porters** usually get a dollar tip for each bag. Hotel **bellhops** usually get a dollar for carrying one or two **suitcases**. A hotel door attendant or **parking valet** also gets about a dollar for getting a taxi or for parking a car. Many people also tip hotel room attendants, especially when they stay in a hotel for several days. ____.

The usual tip for other kinds of services –for example, for taxi drivers, **barbers**, **hairdressers**, waiters, and waitresses – is between 10 to 20 percent of the **bill**. _____. In most restaurants, the **check** does not include a service charge. If the group is large, however, there may be an added service charge. There is no tipping in cafeterias or fast-food restaurants.

Source: New Interchange, Unit 13, page 85

1. He usually leaves twenty dollars for each day.
2. The size of the tip depends on how pleased the customer is.
3. They usually leave a dollar for each day.
4. A tip shows that the customer is pleased with the service

7. In pairs write a summary of the reading “To tip or not to tip.” Then share it with another pair of students.

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Let’s learn more vocabulary about food. Do this exercise and be ready to answer these questions in the face-to-face meeting.

What foods do you like? Why?

What foods don’t you like? Why?

http://resources.marshalladulthoodeducation.org/hot_potatoes/food/food.htm

2. Watch the video and answer these questions: Why is Presto cereal better than others?

Where are the last two people that appears in the video? What are they doing? What is the brand of the coffee they are drinking? How is the service in the restaurant?

https://www.youtube.com/watch?v=_GAa1Ney3Cg

3. Accessing to a website, do the before reading task. Then listen and read the text about Caffeine.

4. Interacting through “Assignment”

Define words and retell the reading in your own words

5. Interacting through “HotPot”

Solve the crossword puzzle about food through Hot Potato activity



Let's learn vocabulary about food



Access to this website and do this exercise online. Be ready to answer these questions in the face-to-face class.

What foods do you like? Why?

What foods don't you like? Why?



Watch the video



Watch the video and answer these questions that will be checked in class.

Why is Presto Cereal better than others? Where are the two last people that appear in the video? What are they doing? What is the brand of the coffee they are drinking? How is the service in the restaurant?



Reading comprehension



Answer the pre-reading questions, click on the yellow button, listen and read about Caffeine.



Tasks about the reading "Caffeine"



Puzzle about Food



ACTIVITY NINE

Theme: Let's try something different!

Vocabulary Technique: showing pictures

Reading strategy: Inferring

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

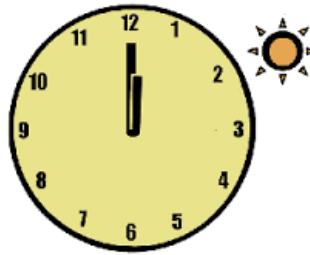
1. Warm-up. Categories

2. Look at the pictures, listen to your teacher, and interact with her

(Pictures used to present vocabulary)



Source: <http://goo.gl/AKjP6i>



Source: <http://goo.gl/sg9bhf>



Source: <http://goo.gl/AjDsYU>



Source: <http://goo.gl/KsKNdV>



Source: <http://goo.gl/VfcI6l>

CORNBREAD

Colvin Run Mill Corn Bread

1 cup cornmeal
 1 cup flour
 ½ teaspoon salt
 4 teaspoons baking powder
 3 tablespoons sugar
 1 egg
 1 cup milk
 ¼ cup shortening (soft) or vegetable oil

Mix together the dry ingredients. Beat together the egg, milk and shortening/oil. Add the liquids to the dry ingredients. Mix quickly by hand. Pour into greased 8x8 or 9x9 baking pan. Bake at 425 degrees for 20-25 minutes.



Source: <http://goo.gl/tmPPsB>



Source: <http://goo.gl/bR3z0T>



Source: <http://goo.gl/ZP8OKp>



Source: <http://goo.gl/6ue9a3>



Source: <http://goo.gl/9gGoYq>

3. Read the definitions below and write the corresponding word from the box.

rude	guest	customer	noon	jar	bill
pricy	server	staff	can	vegetarian	

1. This person takes order and serves food in a restaurant. _____.
2. The amount of money you pay for some service. _____.
3. Not polite. _____
4. When something is very expensive. _____
5. The group of persons that work in a company, office, or factory. _____
6. A person that doesn't eat meat, his main food is vegetables. _____
7. A person who spends some time at another person's home in some social activity, as a visit, dinner or party. _____

8. A person who purchases good or services from another. _____
9. A sealed container for food, beverages, etc. made of aluminum or any other material.
10. A broad mouthed container, usually cylindrical and of glass earthenware: a cookie jar. _____
11. Twelve o'clock in the daytime. _____

4. Lets's play Noughts and Crosses. Listen to the questions and complete the table with the corresponding word. The first person that fills three blanks across, down or diagonal wins the game.

1.	4.	7.
2.	5.	8.
3.	6.	9.

TASTE 1. What is the taste of lemon?	VEGETABLES 4. What is the name of the spicy vegetable?	CONTAINERS 7. What is the name of the container of tuna?
TEXTURE 2. What is the texture of ice cream?	FRUIT 5. What is the long and bland fruit that is yellow in its outer and white in its inner?	FOREIGN FOOD 8. What is the name of the Mexican food that is served with guacamole?
DRINK 3. What is the name of the drink that is very sweet, black and cheap?	CEREALS 6. How do you say "trigo" in English? This is a cereal	MEAT 9. How do you say "carne de cerdo" in English?

5. Look at the pictures. Check what you think the text will be about.



Source: Skillful Foundation, Reading & Writing, Unit 5, page 51

- ___ 1. Different people in a small town.
- ___ 2. The food that a foreigner can eat.
- ___ 3. Some restaurants around the world and their special food they offer.
- ___ 4. The reasons for tourists to eat in expensive restaurants.

6. Scan the text and check your predictions. Then read the text and do the inferring multiple choice task. Circle the corresponding letter.

Let's try something different tonight!



At the Robot Restaurant in Thailand, robots help out the servers. You place your order on a screen at your table. Soon a robot brings it to you. The robot brings things like meat, vegetables, and rice, but they don't bring things like drinks—regular servers do that. The robots also provide the entertainment. When the music starts, they dance.

At the Seva Café in India (*seva* means "service"), you are not just a customer. You are a guest, a part of the family. The restaurant serves vegetarian food. Each meal is a gift. There are no bills. You pay what you want to pay. The restaurant only asks you to pay from the heart.

How do you make a regular meal special? Go to Belgium's Dinner in the Sky. You eat at a table 50 meters in the air. Breakfast in the Sky, Dinner in the Sky, Business Meeting in the Sky—all are possible. There is room for 22 people at the table, and there are staff to serve you: a chef, a server, and an entertainer. This makes for a pricy meal, but one you won't forget!

Lambert's Café is a restaurant in the United States. It serves American food in large portions. Customers eat and drink as much as they want. What's different about this restaurant is how they serve their bread rolls. In most restaurants, the servers bring them to the table. At Lambert's Café, the servers throw them to the customers. The servers aren't rude. It's part of the fun.



At Germany's *Sauvage* restaurant, guests go back in time—way back in time. Customers enjoy the type of food eaten 10,000 years ago. This means no bread, rice, pasta, or sugar. It does mean fresh vegetables, fruit, nuts, fish, and meat. Nothing comes from cans or jars. It takes a long time for the servers to bring the food because it takes time to prepare food like this.



Source: Skillful Foundation, Reading & Writing, Unit 5, page 51

1. Robots at the Robot Restaurant in Thailand don't serve drinks because

- a. They don't like drinks.
- b. They might spill liquids.
- c. They spill all kind of liquids since they were done only to bring solid food.
- d. They drink all kind of liquids because they are always thirsty.

2. At the Seva Café, customers are treated as guests because

- a. The food does not have a specific price.
- b. They are the owner's relatives.
- c. They are vegetarians.

d. They eat small portions because they are not hungry

3. Dinner in the Sky Restaurant is for people who

- a. have little money.
- b. are poor.
- c. are rich.

4. The Lambert's Restaurant is for people who

- a. have a good behavior.
- b. are polite and healthy.
- c. who don't care politeness and health
- d. eat small portions

5. The people that enjoy the food at the Germany's Sauvage Restaurant are

- a. meat lovers.
- b. environmentalists.
- c. junk food lovers.
- d. traditional food lovers.

7. Discussing questions

Which restaurants would you like to try? Why? Which restaurant wouldn't you like to try? Why?

What unusual restaurant have you visited? Where is it? Why is it unusual?

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Watch a video, write down words and phrases used in a restaurant. Look for pictures that show their meaning and bring them to the face-to-face session

<https://www.youtube.com/watch?v=GLACfxlmfT4>.

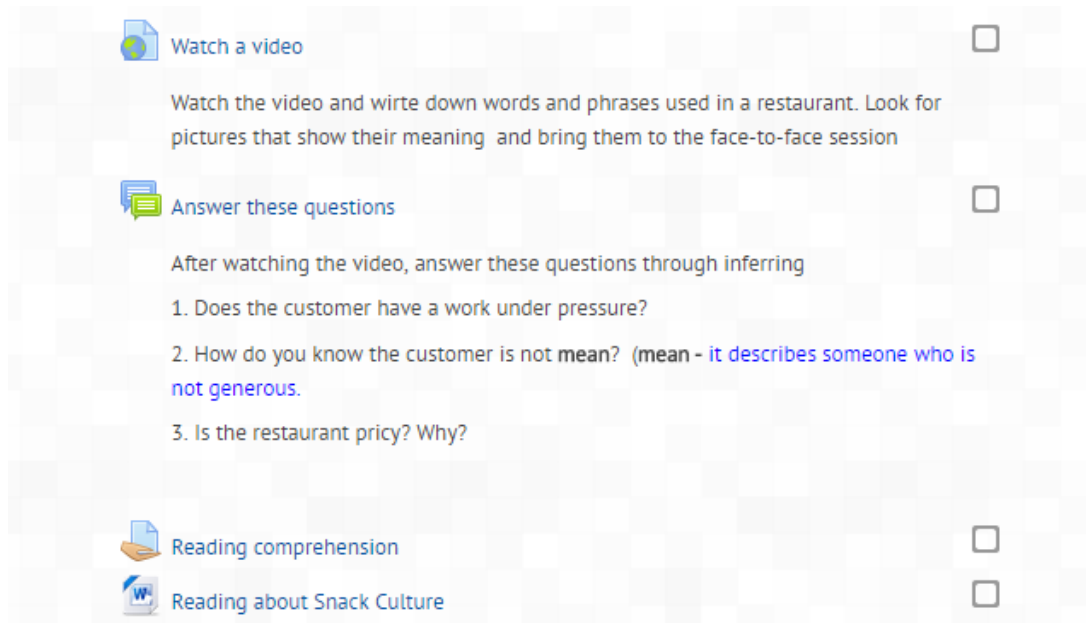
2. Interacting through forum. Inferring about the video


Does the customer have a job under pressure?

How do you know the customer is not mean?


Is the restaurant pricy? Why?

3. Read, “Snack Culture”, do the tasks and submit it through “Assignmen”t




 Watch a video


Watch the video and write down words and phrases used in a restaurant. Look for pictures that show their meaning and bring them to the face-to-face session

 Answer these questions

After watching the video, answer these questions through inferring

1. Does the customer have a work under pressure?
2. How do you know the customer is not mean? (mean - it describes someone who is not generous.)
3. Is the restaurant pricy? Why?

 Reading comprehension

 Reading about Snack Culture

ACTIVITY TEN

Theme: My favorite food

Vocabulary Technique: Word Formation

Reading strategy: Inferring

FACE TO FACE MEETING



Source: <http://goo.gl/tEzE4F>

1. Warm-up. Jeopardy

1. Write down 2 short answers to questions about yourself. Then, make groups of three and try to find out what the questions are.

2. Explanation of what word formation is, using the following Power Point presentation

WORD FORMATION

SUFFIXES (at the end of the word)

build	builder
improve	improvement
interest	interesting
power	powerful
nation	national
special	specialize
person	personalize
loud	loudly

• PREFIXES (at the beginning of the word)

healthy	unhealthy
polite	impolite
active	inactive
eat	overeat
cook	overcook
write	rewrite
way	subway
understand	misunderstand

Suffixes and Prefixes

PARTS OF SPEECH

- A noun
- An Adjective
- A verb
- An adverb

ADDITIONAL INFORMATION

- un__
 - in__
 - im
 - dis__
- NOT
- over__ TOO MUCH
 - re__ AGAIN
 - sub__ UNDER
 - mis__ WRONGLY

Examples:

SUFFIXES

- Change parts of speech
1. Power sometimes corrupts people.
 2. Heidy has a powerful cellphone.
 3. That manager specializes in managing powerfully.

PREFIXES

- Change the meaning
1. Eating vegetables and fruits is healthy.
 2. Unhealthy food like junk food is bad for our body.
 3. My friend Ann eats different kinds of food. When she overeats, she has terrible stomachache.

3. In pairs read the sentences below and write the part of speech (noun, adjective, verb, or adverb) of each highlighted words.

Reading passages and texts helps me to improve my vocabulary, and this improvement makes easy to understand readings.

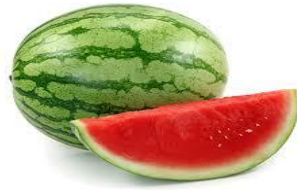
It is boring to watch a movie without eating some popcorn or any other snack.

We don't really learn when we memorize all the content of a subject because our memory does not retain everything for a long time. On the contrary, we forget or confuse some parts rapidly.

4. In groups of four or five, form the words choosing their suffixes or prefixes.

When you finish show them to your teacher and go to the next station to continue forming other words.

5. Read the texts and identify words containing suffixes and prefixes. Circle the words with a suffix and underline the words with a prefix.



Watermelon

Watermelon is a delicious fruit. It is called watermelon because it is mostly water. In fact it is 92% water.

It's usually round and green on the outside. When you cut open a watermelon it's red or yellow inside. Sometimes there are black seeds inside and sometimes the watermelon is seedless.

Watermelons are grown all over the world. The largest producer of this fruit is China. More watermelons are grown in China than anywhere else in the world. Many people like to eat watermelon, especially on a hot summer day!

-in fact (adverb) - in reality

-mostly (adverb) - for the greater part, almost all

-seedless (adjective) - has no seeds

http://www.readingest.ca/stories/index_food.html#story1

Coffee



If you are like a lot of other North Americans, you like to start your day with a cup of coffee. Coffee contains a substance called caffeine. In humans caffeine is a stimulant. It makes you feel more awake and alert. Many people start their day with a cup of coffee because of the stimulant effects. In fact, about 90% of North Americans drink coffee.

Coffee is the third most popular drink in the world. Only tea and water are more popular than coffee. Coffee beans are actually the seeds of coffee cherries that grow on coffee plants. The beans are green when they are picked. Most of the coffee that is sold in coffee shops and grocery stores is brown. It is brown because the beans have been roasted at high temperatures. The roasting gives the beans their different flavors. Some coffees are darker and stronger tasting than other coffees. You can buy green coffee beans from some stores if you want to roast your own beans.

In North America, a latte is coffee that has steamed milk added to it. A cafe mocha is coffee with steamed milk and some chocolate added to it. Sometimes whipped cream is put on the top of a cafe mocha. Coffees with different flavors added to them are very popular.

- roast (verb) - to cook or bake with dry heat in an oven or over an open fire.
- seed (noun) - the small part of a plant with flowers that grows into a new plant.
- shop (noun) - a small store.
- steam (noun) - water in the form of a gas that you can see in the air when you boil or heat water.
- steamed (adjective) - something that has been heated by having steam added to it.
- whip (verb) - to beat eggs or cream.
- whipped cream (noun) - cream that has been beaten until it is very thick.

6. Infer what the author of the texts would agree with

1. Watermelon is for people who are

- a. hungry b. thirsty c. carnivore d. young

2. Watermelon is for a

- a. cold day b. rainy day c. sunny day d. cloudy day

3. Before coffee is ready to be consumed, it

- a. needs to follow a process
b. has chocolate and milk
c. needs to be tasted
d. has plants

4. There are other drinks with coffee flavor because they

- a. add other ingredients like sugar and milk
b. pour brandy and milk
c. spill water and tea
d. add coffee with other ingredients

7. In groups of three brainstorm ideas about your favorite food and write sentences about it.

ONLINE INSTRUCTION



Source: <http://goo.gl/9vJQvo>

1. Access to a website, read, and do a reading comprehension: multiple choice task online

<http://goo.gl/OW5msm>

2. Interacting through “HotPot”

Solve the crossword puzzle about food

3. Interacting through a forum

What's your favorite meal, snack and dessert?



The screenshot shows a forum interface with a light gray background and a grid pattern. There are three posts, each with an icon on the left and a checkbox on the right. The first post has a globe icon and the title "My favorite meal". The second post has a hand holding a cookie icon and the title "Let's practice new vocabulary". The third post has a speech bubble icon and the title "What's your favorite meal, snack, or dessert?". Below the third post, there is a paragraph of text providing instructions for writing a paragraph.

 My favorite meal

Read and check your understanding by clicking on "checking understanding: multiple choice."

 Let's practice new vocabulary

 What's your favorite meal, snack, or dessert?

Write a paragraph about your favorite meal, snack or dessert.

Pay attention to spelling, capitalization, punctuation, use of vocabulary, and organization of ideas. Start with a topic sentence, continue with supporting details and finish with a conclusion. (90-120 words)

3.5.3 DESCRIPTION OF APPLIED ACTIVITIES

ACTIVITY ONE

This activity was applied to learn vocabulary and reading about “Student profile.” The first thing I did was to present vocabulary in context, not isolated words. Students practiced and applied vocabulary also in context. During the reading activities, students were asked to read with a purpose. Before reading, I activated their prior knowledge by asking them some questions. They liked it because they felt identified with the questions. Then, they were asked to focus their reading on skimming. They felt confident because they did not need to understand every single word of the text to check what the text was about. After reading, they talked about their majors. They were happy doing this task because it was about their real life. Students interacted in all the tasks since the very beginning of the class until the end of it.

During their online work, students were very active. They reinforced and learned vocabulary about profiles through accessing to two websites and watching two videos. They also reported basic information and answered questions through “forum.” Besides, they interacted through “assignment.” This activity is used to upload material prepared by the teacher according to the topic and to the students’ needs. Students do the assigned tasks (in this particular case learn vocabulary and skim a text) and submit it to the teacher.

ACTIVITY TWO

The topic of this activity was “A typical family.” Its purpose was to make students learn new words and develop the reading skill. I presented the target words showing pictures and making students interact with me. I realized they were relaxed and motivated because there were several students who wanted to participate. Pictures with its corresponding words were pasted on the wall. This allowed them to watch them many times while they were practicing and applying vocabulary.

Reading was developed by making my students activate their previous knowledge through asking some questions. Most of them interacted because the topic was familiar to them. They focused their attention on specific information when they read. This was easy for them. The activity after reading was interesting because they discussed and reported about typical families.

In the independent online work, students put into practice what they learned in class, by posting answers through “forum.” Students practiced pronunciation of some words using an online dictionary. They accessed to a website, answered questions online and interacted through “assignment.” Students were not passive during the online activities.

ACTIVITY THREE

This activity was applied with the purpose to learn vocabulary and reading about “Family traditions.” Vocabulary was presented through peer teaching. Students were really involved in this activity. Then, I taught vocabulary by associating with other words, and students did an association network and presented it to the class. After that, they used as many words as they could by writing some statements.

With regard to reading, I activated my students’ previous knowledge about the reading by making them complete a chart. Then, they read and made connections of the content of the text with their personal experiences and reported it. This was challenging because they had to use the language to express their thoughts. They could do it because they worked in pairs and helped each other. All students were involved and engaged in the activities.

The online work was focused on making students participate in a forum. They answered a question about family traditions. They expressed interesting family traditions. They did some activities interacting through “assignment.” It contained questions before and after reading, and words to be searched in the Internet. They also interacted taking a vocabulary quiz. The quiz was designed by me to reinforce vocabulary.

ACTIVITY FOUR

I began to apply this activity to teach vocabulary and reading about “Gifts for special occasions.” I presented vocabulary using realia, that is real things and of course context was also used. Students interacted when doing the different tasks even when they completed sentences with new words. They created a short story using the new words. Their stories were interesting. The tasks motivated the students because they showed interest in what they were asked to do.

The first reading activity was to write a short story using key words. They involved in the activity too much. During reading stage, I read the text loudly and monitored students’ understanding. I did it by asking them questions using the new words. Immediately,

students wrote true or false next to some statements. After reading stage, they discussed about gifts. They were happy doing this last activity.

The online instruction was done accessing to three different websites: In the first one, students watched a video and learned vocabulary by themselves. In the second website, they developed reading comprehension. It is important to mention that before reading some vocabulary was taught through “assignment” in order to help them understand the text. In the third website, they played a game. The purpose was practice vocabulary and questions.

ACTIVITY FIVE

This activity was implemented to instruct students vocabulary and reading about “Rooms in my house”. It started when my students were asked to explain an association net word. Second, they created an association net word. Third, they ranked vocabulary and completed a chart. There was cooperation of all students in doing these tasks.

The reading comprehension activities began with checking statements in order to activate the students’ previous knowledge about the reading. Then, they answered questions about the reading. After that, they discussed some questions about the reading and reported information to the class.

During the Internet instruction, students participated through forum. Also, they answered questions about their favorite room in their house. They accessed to a website and watched a video to learn vocabulary. They read and did tasks about comprehension interacting through “assignment.” Lastly, they interacted through a vocabulary quiz.

ACTIVITY SIX

The purpose of this activity was to develop vocabulary and reading about money types. Vocabulary was also learned through context. Students interacted in pairs, read sentences, and guessed the meaning of words. They interacted with the teacher by answering questions. They used the same questions to interview a classmate. They enjoyed these activities because they were active in class.

The development of the reading skill took place by activating students’ previous knowledge about money types. They were asked to read and to check information during reading. The last task was done in pairs. They answered interesting questions about the reading, talked about them, and reported information.

The online work was focused mainly on accessing to websites. Students watched a video and learned vocabulary. They listened, read, and did tasks about a reading, particularly they wrote questions about the reading. This last part was not worked so well because they made grammar mistakes. In fact, it had some grammar mistakes. They also participated in forum.

ACTIVITY SEVEN

The topic of this activity was “Useful products.” It was developed by presenting vocabulary using real things. Students were not only looking and listening, but they were interacting with me. Next, they worked in pairs looking for synonyms and antonyms. After that, they solved a crossword puzzle. They were really engaged in this task.

With regard to reading, it began with a ranking task and answering questions to activate their prior knowledge about the text. In this way, they were ready to listen to the teacher to monitor comprehension. When monitoring comprehension, I read loudly and emphasized new words through giving examples and interacting with my students. I realized they were not involved in this monitoring. To check their understanding, they read and wrote true or false next to some statements. These two tasks were done during reading. After reading, they wrote a comment about the text and shared it with a classmate.

During online work, students accessed to a website and read about “What is money?”. To check their understanding, they answered some questions online. Based on this reading, three questions were asked in order to get the necessary information to discuss them in the face-to-face classes. As a reinforcement task, they interacted through “glossary”, defining learned vocabulary and commenting on their classmates’ definitions. Not all students participated in it. The last activity consisted on interacting through “assignment.” In this task, students looked for synonyms and antonyms.

ACTIVITY EIGHT

This activity was planned in order to teach vocabulary and reading about fast food and tips. Vocabulary was taught through peer-teaching by teaching each other vocabulary in context using pictures. Then, they classified vocabulary according to the lexical set and found out a name for each group.

Reading was presented with questions before they read. The making connections strategy was used during reading. This strategy requires a lot of students' involvement, because they listen to the text that is read loudly, connect its content with their own experiences, write key words and explain it. In the next task, students read another text and I explained them the target words by using different contexts. Then, they had to find the sentence that fit in each blank of the text. When I planned this task, I was afraid that this activity could be too difficult for beginners. Surprisingly, the students could do it successfully. Finally, they were asked to write a summary of the text and shared it.

On the online work, students learned vocabulary by accessing to a website to watch a video. The video presented a situation of the real life. Reading was taught also through accessing to a website. This website not only presented reading and understanding but also, it contained an audio. This is good because students can also listen and improve pronunciation. Another activity was interacted through "assignment." They read and did tasks to check their understanding. Finally, students interacted through "HotPot", by solving a crossword puzzle. This was designed by me as a reinforcement for the learnt vocabulary.

ACTIVITY NINE

The topic of this activity was "Let's eat something different." The target words were presented in context. Pictures and interaction were the main requirements in this first stage of the class. Students read definitions and matched with the corresponding words. Then, they did a fun activity. It was a game called "Noughts and Crosses" (tick tack toe). This activity promoted thinking in the target language. They did like it and everybody wanted to win.

Reading was developed with before, during and after reading tasks. My students were asked to look at pictures and some statements in order to figure out what the text will be about. During reading stage, they inferred information through a multiple choice task. It was challenging, but they could do it successfully. After reading stage, they discussed questions. They felt confident when expressing their ideas. They asked each other when they did not know how to say something in English.

The online instruction consisted on providing student input through watching a video. Students constructed their own learning by writing down vocabulary and looking for pictures about it. Then, they participated in "forum" answering questions about the

reading. Finally, students were exposed to a reading about Snack Culture. They learned vocabulary and developed reading.

ACTIVITY TEN

In this last activity the vocabulary and reading tasks were about my favorite food. A new way to learn vocabulary was presented. This was “word formation.” It was new for students. So, I had to explain them what it was, how suffixes change parts of speech, and how prefixes change the meaning. It was explained with examples, rather than with grammar rules. This explanation took place through a power point presentation. Then, students practiced word formation by identifying parts of speech. They helped each other because they worked in groups. To apply work formation, students had the opportunity to form different parts of speech using their corresponding prefix and suffix through an amazing activity called “four stations.” This activity really engaged my students.

Inferring was the reading strategy applied in this last activity. Students guessed the meaning of the new words. After that, they inferred information through a multiple choice task. Finally, they were asked to brainstorm ideas and to write about their favorite food. The online work consisted on making students read and check their understanding by accessing to a website. Then, they solved a crossword puzzle about food. Finally, they wrote a paragraph. This activity was done by interacting through “forum.” This time students had to write a complete paragraph starting with a topic sentence, continuing with the supporting details and finishing with the concluding sentence. Their writings were satisfactory. And in this way the description of the applied activities finish.

CHAPTER IV.

4. PRESENTATION AND DISCUSSION OF RESULTS

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

4.1.1 Analysis and interpretation of data collected from the Pre-test and Post-test

The pre-test (annex 3) was applied to the students of the experimental and control groups at the beginning of this research study. The first five questions were based on vocabulary and the other five questions were focused on reading. The total value of the test was 20 marks.

The post-test (annex 4) was applied at the end of the research. All the questions were exactly the same as the pre-test, including the value of each question; the content was different. In order to evidence the level of difference between tests and groups of students mean, standard deviation, and p-value were calculated.

Mean is an average score often denoted by \bar{x} . It is the sum of individual scores divided by the number of individuals. While the standard deviation is a numerical value that refers to the distance of the data of a group with regard to the mean. If individual observations vary greatly from the group mean, the standard deviation is big; and vice versa.

The p-value (probability value) strengthens with evidence for accepting or rejecting hypotheses. Generally, the value that is used in Sciences of Education is 5%. It is represented by 0.05. If the p-value calculated with any selected statistics, for example, t test, it is interpreted in the following way: If the p-value is lower than 0.05, it is accepted that the means that are being compared are different significantly. On the other hand, if the p-value is higher than 0.05, it is accepted that the means that are being compared are equal, although there are slightly differences. In the following tables are presented the results of the pre-test and post-test of the experimental group and control group and the difference between the two groups.

Table 1
Comparative Analysis of the Pre-test and post-test applied to class MED 3-1

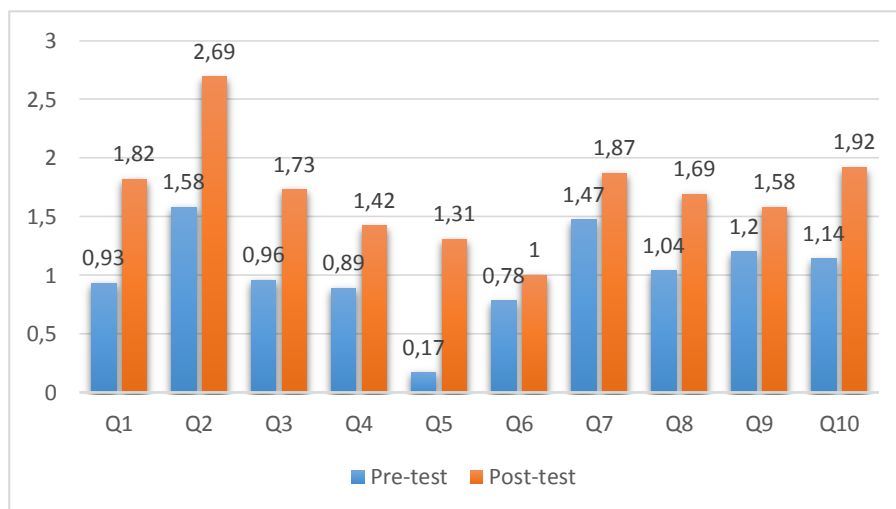
Experimental group		Mean	N	S.D.	t-value	df	p- value
Q 1	Pre-test	0,93	18	0,39	-10,736	17	0.000*
	Post-test	1,82	18	0,25			
Q 2	Pre-test	1,58	18	0,55	-8,086	17	0.000*
	Post-test	2,69	18	0,49			
Q 3	Pre-test	0,96	18	0,65	-5,596	17	0.000*
	Post-test	1,73	18	0,31			
Q 4	Pre-test	0,89	18	0,42	-6,234	17	0.000*
	Post-test	1,42	18	0,39			
Q 5	Pre-test	0,17	18	0,51	-8,571	17	0.000*
	Post-test	1,31	18	0,49			
Q 6	Pre-test	0,78	18	0,43	-2,204	17	0.042*
	Post-test	1,00	18	0,00			
Q 7	Pre-test	1,47	18	0,47	-4,391	17	0.001*
	Post-test	1,87	18	0,15			
Q 8	Pre-test	1,04	18	0,54	-4,565	17	0.000*
	Post-test	1,69	18	0,39			
Q 9	Pre-test	1,20	18	0,57	-3,183	17	0.005*
	Post-test	1,58	18	0,48			
Q 10	Pre-test	1,14	18	0,74	-4,279	17	0.001*
	Post-test	1,92	18	0,19			

* Significant difference $p < 0.05$.

Source: Pre-test and post-test applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca

By: Cecilia Raquel Palacios

Figure 1
Comparative Analysis of the Pre-test and post-test applied to class MED 3-1



Source: Table 1

By: Cecilia Raquel Palacios

Analysis and Interpretation

This figure shows a comparison between the pre-test and post-test applied to the students of the experimental group. It shows that there is a significant difference in all questions regarding to word formation, synonyms and antonyms, rearrangement, completion, definition, skimming, scanning, making inferences, summarizing, and function because p- value was less than 0.05.

Table 2
Comparative Analysis of the Pre-test and post-test of class TEC 1-1

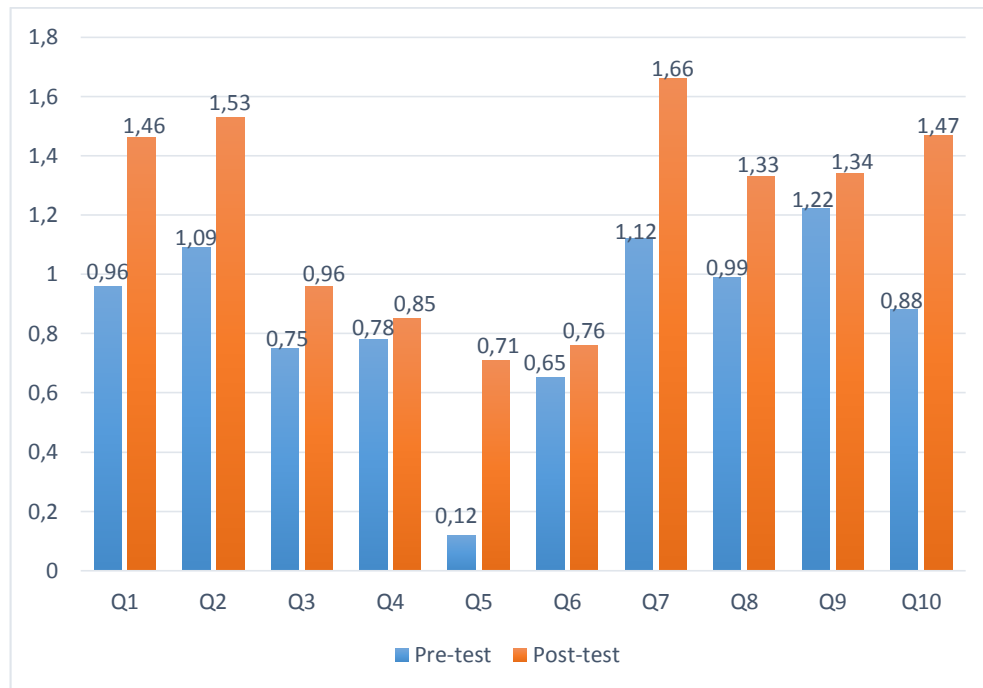
Control group	Mean	N	S.D.	t-value	df	p-value
Q 1	Pre-test 0,96	17	0,38	-3,917	16	0,001*
	Post-test 1,46	17	0,47			
Q 2	Pre-test 1,09	17	0,67	-2,308	16	0,035*
	Post-test 1,53	17	0,67			
Q 3	Pre-test 0,75	17	0,63	-1,164	16	0,261
	Post-test 0,96	17	0,57			
Q 4	Pre-test 0,78	17	0,57	-,545	16	0,593
	Post-test 0,85	17	0,51			
Q 5	Pre-test 0,12	17	0,33	-5,101	16	0,000*
	Post-test 0,71	17	0,50			
Q 6	Pre-test 0,65	17	0,49	-,808	16	0,431
	Post-test 0,76	17	0,44			
Q 7	Pre-test 1,12	17	0,52	-4,391	16	0,000*
	Post-test 1,66	17	0,21			
Q 8	Pre-test 0,99	17	0,43	-1,841	16	0,084
	Post-test 1,33	17	0,64			
Q 9	Pre-test 1,22	17	0,64	-1,098	16	0,289
	Post-test 1,34	17	0,66			
Q 10	Pre-test 0,88	17	0,80	-3,636	16	0,002*
	Post-test 1,47	17	0,72			

* Significant difference $p < 0.05$.

Source: Pre-test and post-test applied to the students of class TEC 1-1 of the Medical Sciences School of the University of Cuenca

By: Cecilia Raquel Palacios

Figure 2
Comparative Analysis of the Pre-test and post-test of class TEC 1-1.



Source: Table 2
By: Cecilia Raquel Palacios

Analysis and Interpretation

This figure shows a comparison between the pre-test and post-test of the participants of the control group. The results demonstrate that there is significant difference only in five questions. This difference can be clearly seen in the questions one (word formation), two (synonyms and antonyms), five (definition), seven (scanning), and ten (function) because their p value is less than 0.05. The other five questions which were about rearrangement, completion, skimming, making inferences and summarizing do not have a significant difference because their p-value is more than 0.05.

Table 3
Overall Average of the Pre-test and Post-test

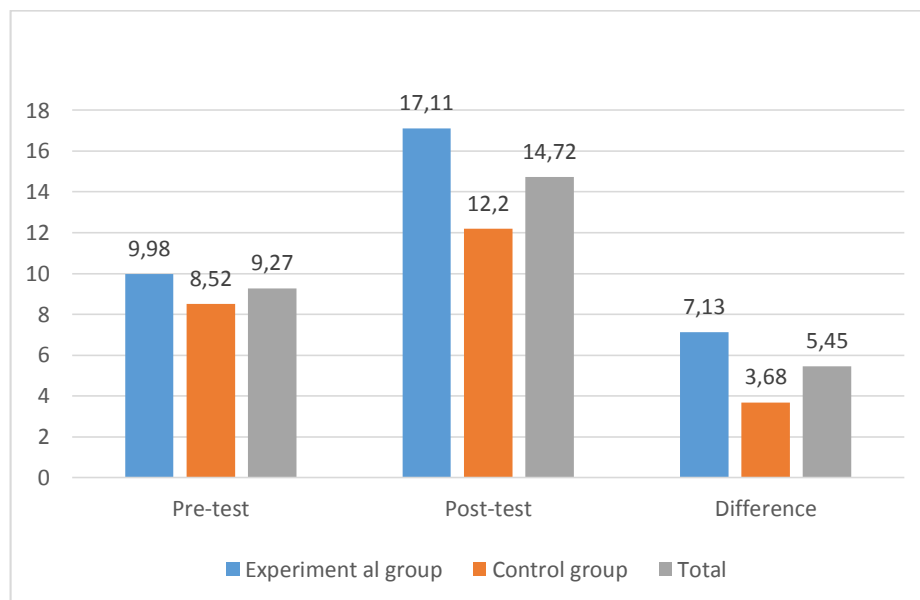
		N	Mean	SD	t-value	Df	p-value
Pre-test	Experimental group	18	9,98	2,98	1,449	33	0,157
	Control group	17	8,52	2,95			
	Total	35	9,27	3,01			
Post-test	Experimental group	18	17,11	1,47	5,633	33	0,000*
	Control group	17	12,20	3,38			
	Total	35	14,72	3,55			
Difference	Experimental group	18	7,13	2,39	4,781	33	0,000*
	Control group	17	3,68	1,82			
	Total	35	5,45	2,74			

* Significant difference $p < 0.05$.

Source: Pre-test and post-test applied to the students of classes MED 3-1 and TEC 1-1 of the Medical Sciences School of the University of Cuenca

By: Cecilia Raquel Palacios

Figure 3
Overall average of the pre-test and post-test.



Source: Table 3

By: Cecilia Raquel Palacios

Analysis and Interpretation

This figure presents a comparison of the overall average between the pre-test and post-test of the experimental and control groups. The results show that the overall average in the pre-test was 9.27 while in the post-test was 14.72. So, there is an increase of 5.45 points between both tests. However, to establish whether there were significant

differences between the two groups, pre-test and post-test values were compared separately in each group, that is to say, values of the experimental group and values of the control group.

Thus, in the pre-test, the experimental group scored 9.98 while the control group scored 8.52. It is seen that there is not a significant difference because the p-value (0.157) was higher than 0.05. Therefore, at the beginning of this research, the experimental group and control group had the same knowledge of vocabulary and reading.

In the post-test, the experimental group had an average of 17.11 while the control group got 12.20. In this case, it is seen that there is a significant difference because the p-value (0.000) is less than 0.05. In this way, the experimental group outperformed the control group in the post-test.

The difference between the two groups was evidenced by the subtraction of the post-test average mean minus the pre-test average mean of each group and the corresponding p-value. As a result, it can be seen that the experimental group increased 7.13 points while the control group increased 3.68 points. The p-value (0.000) was less than 0.05. Therefore, it can be concluded that the experimental group improved significantly at the end of this research.

4.1.2 Analysis and Interpretation of Data Collected from Observation

This technique was applied to the experimental group during the face-to-face classes. It was done by two colleagues who work in the Institute of Languages of the University of Cuenca. They observed independently two regular English classes and checked the students' attitudes, participation and performance of activities using some indicators that were detailed in the checklist annex 5). Both observers used the same checklist. The observation was applied at the beginning and at the end of the implementation of vocabulary techniques and reading strategies.

The first category of the observation checklist contains items about the students' attitude, the second one about the students' interaction and participation, and the third category contains statements about the students' performance of activities. The results are presented in the following tables:

OBSERVER A

Students' attitude

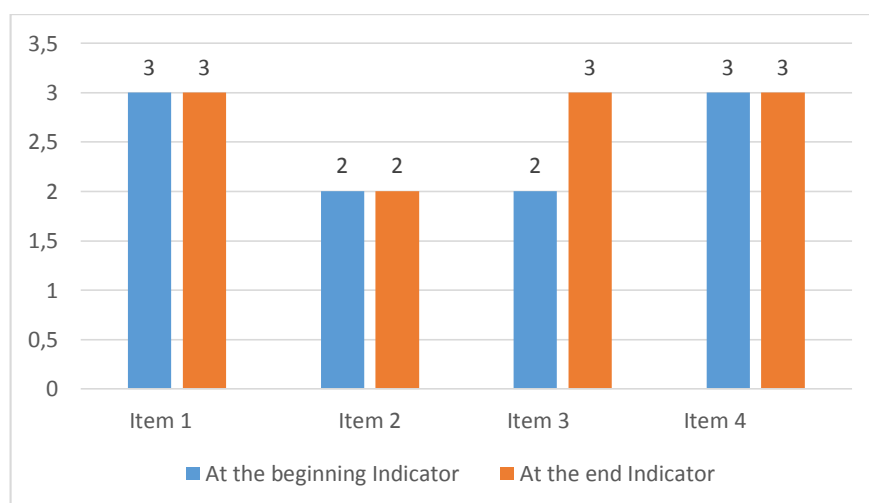
Indicators	
Too much	3
Much	2
Little	1
No	0

Table 4
Observation of Students' Attitude of class MED 3-1

Items	At the beginning	At the end
	Indicator	Indicator
Item 1	3	3
Item 2	2	2
Item 3	2	3
Item 4	3	3
Total of items	4	4

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 4
Observation of Students' Attitude of class MED 3-1



Source: Table 4
By: Cecilia Raquel Palacios

Analysis and Interpretation

1. The students pay attention to the instructor's instructions and explanation

In the observation applied at the beginning and at the end, the observer scored 3. This means that the students paid “too much” attention to the instructions and explanations.

2. The students show interest for the topic and activities

During the first and second time that observation was applied, the observer scored 2. That is, the students showed “much” interest for the topic and activities.

3. The students engage in the activities

Regarding this statement, the first time that observation was conducted the observer scored 2 while the second time the score was 3. It can be interpreted that in the first observation the students engaged “much” in the activities, but in the second observation they engaged “too much” in the tasks.

4. The students respect their classmates’ participation

With regard to this question, during the two times of the observation, the observer scored 3. This means that the students respected “too much” when their classmates participated.

Students’ interaction and participation

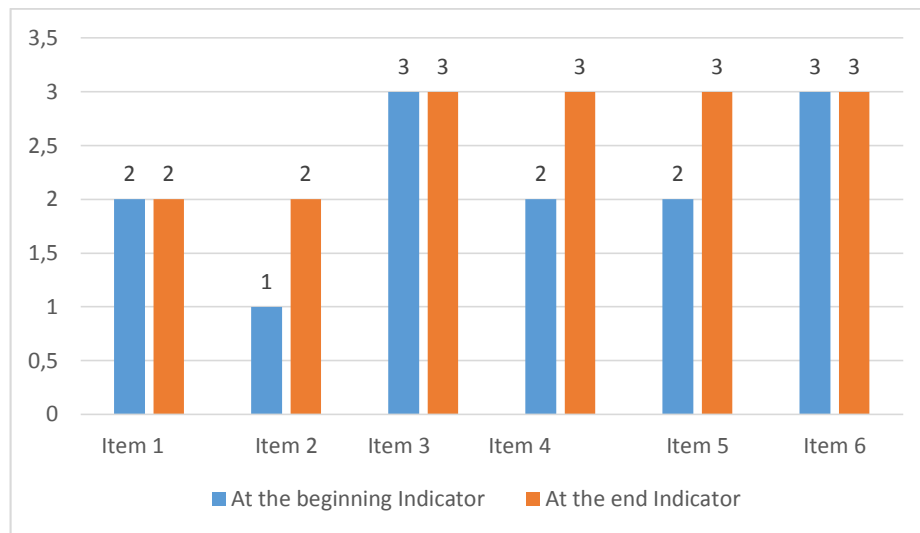
Indicators	
Very good / Too much	3
Good / Much	2
Fair / Little	1
Bad / No	0

Table 5
Observation of Students’ interaction and participation of class MED 3-1

	At the beginning	At the end
Items	Indicator	Indicator
Item 1	2	2
Item 2	1	2
Item 3	3	3
Item 4	2	3
Item 5	2	3
Item 6	3	3
Total of items	6	6

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 5
Observation of Students' interaction and participation of class MED 3-1



Source: Table 5

By: Cecilia Raquel Palacios

Analysis and Interpretation

1. The students respond to the instructor's questions

In the first and second observation, the students got 2 by the observer. This means that the students responded to the instructor's questions "good".

2. The students use the target language to communicate when doing tasks

During the first observation, the students obtained 1 while in the second one, they obtained 2.

This means that during the first observation, students did use the target language "a little", and in the second observation, they use the target language "much"

3. The students' participation is

Both observations were scored with 3. This means that students had a "very good" participation.

4. The students focus on the assigned tasks

In observation one, the observer checked the indicator 2, and in observation two the observer scored 3. This is interpreted that in the observation applied at the beginning, the students focused "much" on the assigned tasks, while they focused "too much" in the observation applied at the end.

5. When working in groups or pairs, the students reach agreement

During the first time that observation was applied, the observer scored 2, but the second time he scored 3. This means that the first time, students agreed much when working in groups or pairs while the second time, they agreed “too much”

6. The students help each other when doing the tasks

With regard to this aspect, both times that observation took place, the observer scored 3. Being evident that students helped each other “too much” when doing the tasks.

Students’ performance of activities

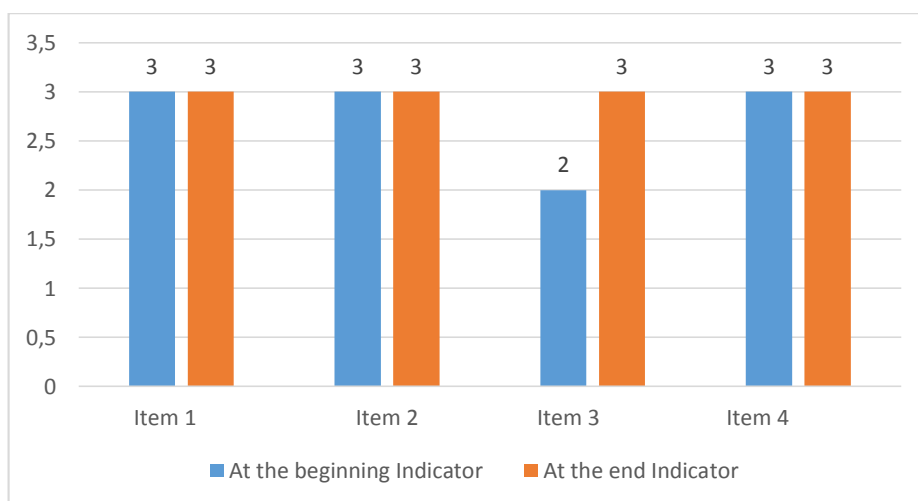
Indicators	
Very well / Appropriate	3
Well / Much	2
Not at all / Little	1
No / N-A	0

Table 6
Observation of Students’ Performance of Activities of class MED 3-1

	At the beginning Items	Indicator	At the end Indicator
Item 1		3	3
Item 2		3	3
Item 3		2	3
Item 4		3	3
Total of items		4	4

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacio

Figure 6
Observation of Students’ Performance of Activities of class MED 3-1



Source: Table 6
By: Cecilia Raquel Palacios

Analysis and Interpretation

1. The students know what they have to do in the assigned tasks

During the two times of the observation, the observer scored 3. This means that students knew “very well” what they had to do in the assigned tasks.

2. The students assume their roles

During both observations, the score was 3. This means that students assumed “very well” their roles.

3. The assigned time for doing the activities is

In observation one, the observer scored 2, and in observation 2 the score was 3. That is, in the first observation the assigned time for doing the activities was “much”, but in the second observation the assigned time was “appropriate.”

4. The students can perform the activities

During both observations the score was 3. This means that the students could perform the activities “very well.”

OBSERVER B

Students’ attitude

Indicators	
Too much	3
Much	2
Little	1
No	0

Table 7
Observation of Students’ Attitude of class MED 3-1

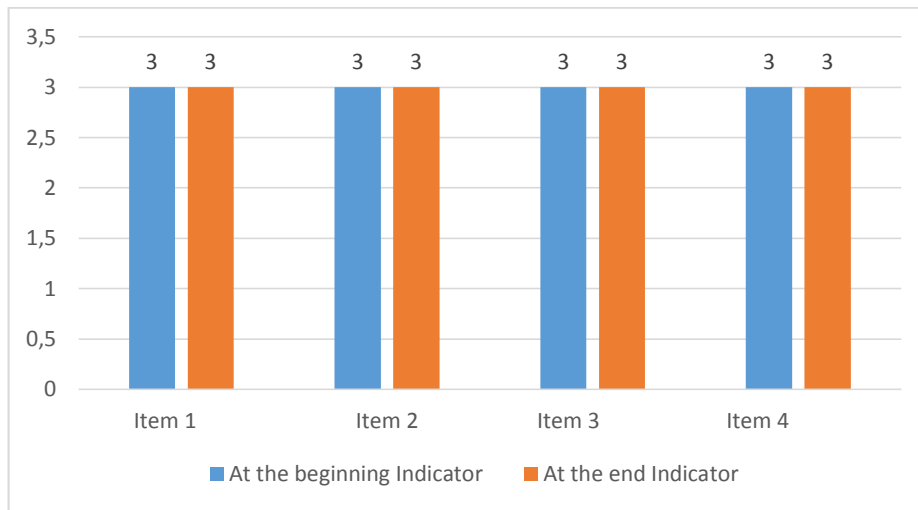
	At the beginning	At the end
Items	Indicator	Indicator
Item 1	3	3
Item 2	3	3
Item 3	3	3
Item 4	3	3
Total of items	4	4

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 7

Observation of the Students' Attitude of class MED 3-1



Source: Table 7

By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, observer B scored 3 in the four items regarding the students' attitude during both times she observed the class. So, it is interpreted that the students paid "too much" attention to the instructor's instructions and explanation. They showed "too much" interest for the topic and activities. They engaged "too much" in the activities, and they respected "too much" their classmates' participation

Students' interaction and participation

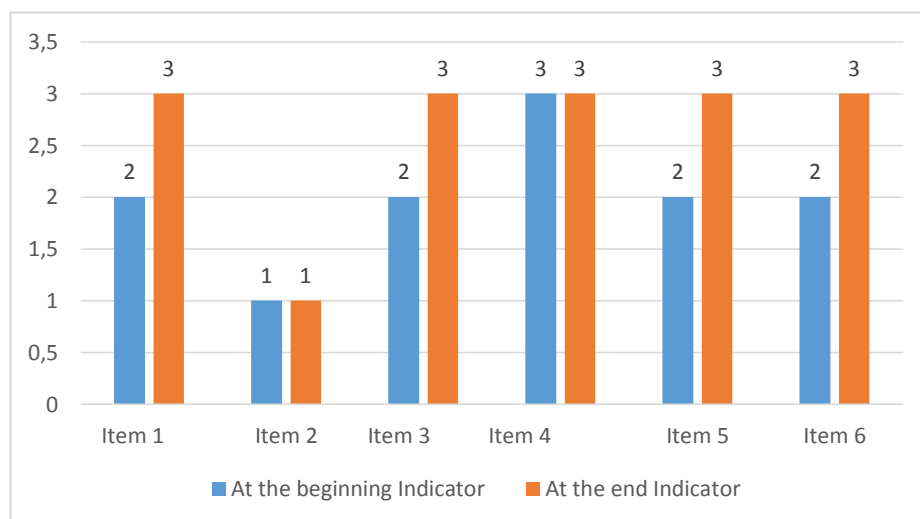
Indicators	
Very good / Too much	3
Good / Much	2
Fair / Little	1
Bad / No	0

Table 8
Observation of Students' interaction and participation of class MED 3-1

	At the beginning	At the end
Items	Indicator	Indicator
Item 1	2	3
Item 2	1	1
Item 3	2	3
Item 4	3	3
Item 5	2	3
Item 6	2	3
Total of items	6	6

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 8
Observation of Students' interaction and participation of class MED 3-1



Source: Table 8
By: Cecilia Raquel Palacios

Analysis and Interpretation

1. The students respond to the instructor's questions

In the first observation the observer checked the indicator 2, and in second one, she scored 3 3. This means that during the first observation the students responded to the instructor's questions "good" while in the second observation, they answered the teacher's questions "very good."

2. The students use the target language to communicate when doing tasks

During both observations, the observer B scored 1. This means that students use the target language “a little” to communicate when doing tasks.

3. The students’ participation is ...

In the first observation, the observer scored 2. In the second observation, she scored 3. This means that the first time, the class was observed the students’ participation was “good” while in the second time, it was “very good”

4. The students focus on the assigned tasks

Regarding this item, in both observations, the score was 3. So, it can be concluded that the students focused “too much” on the assigned tasks.

5. When working in groups or pairs, the students reach agreement

During the first time that observation was applied, the observer scored 2, but the second time she scored 3. This means that the first time of the observation, students agreed “much” when working in groups or pairs while the second time, they agreed “too much.”

6. The students help each other when doing the tasks

Regarding this item, during the first observation the score was 2. In the second observation, the score was 3. That is, during the first time that observation took place the students helped “much” each other when doing the tasks, but in the second time, they helped “too much.”

Students’ performance of activities

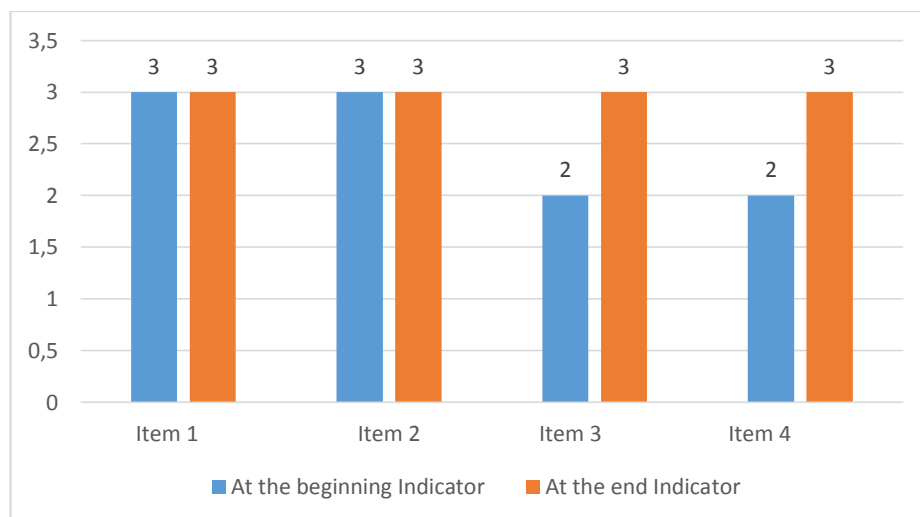
Indicators	
Very well / Appropriate	3
Well / Much	2
Not at all / Little	1
No / N-A	0

Table 9
 Observation of Students' Performance of Activities of class MED 3-1

	At the beginning		At the end	
	Items	Indicator	Indicator	
Item 1		3	3	
Item 2		3	3	
Item 3		2	3	
Item 4		2	3	
Total of items		4	4	

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 9
 Observation of Students' Performance of Activities of class MED 3-1



Source: Table 9
By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, observer B scored 3 in item 1 and 2 during the two times she observed the class. This means that students knew “very well” what they had to do in the assigned tasks, as well they assume “very well” their roles.

With regard to the items 3, the observer scored 2 in the first observation and 3 in the second one. That is, the first time that observation was applied, the assigned time for doing the activities was “much”, but the second time, it was “appropriate.

Regarding to item 4, it was scored 2 during the first observation and 3 during the second observation. This means that the first time of the observation, the students could perform the activities “well” while the second time, they performed the activities “very well.”

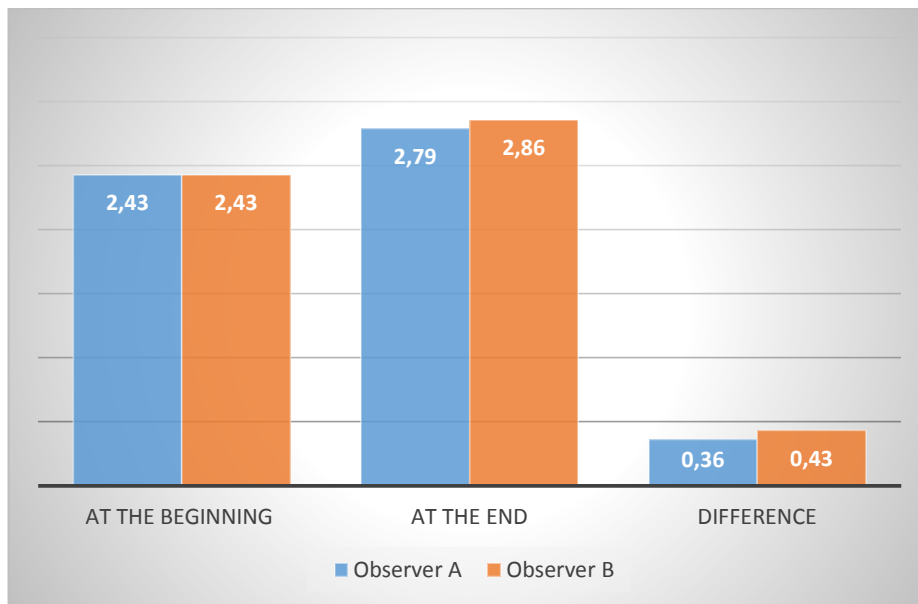
It can be concluded that in the second observation applied at the end of the application of vocabulary techniques and reading strategies, the students had a very good attitude, participation, interaction and they also performed the activities very well. However, the item related to the use of the target language to communicate when doing the tasks was “little”, most of their communication was using their native language. Indeed, only the performing of tasks was done in the target language.

Table 10
Overall Average of Observations

	Observers	Mean	Standard Deviation
At the beginning	Observer A	2.43	0.00
	Observer B	2.43	0.00
	Total	2.43	0.00
At the end	Observer A	2.79	0.00
	Observer B	2.86	0.00
	Total	2.82	0.00
Difference	Observer A	0.36	0.00
	Observer B	0.43	0.00
	Total	0.40	0.00

Source: Observation to class MED 3-1 in the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 10
Overall Average of Observations.



Source: Table 10
By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, in the observation applied at the beginning, the observers A and B totally agree in what they observed, the participants had an average of 2.43 over 3 points. However, in the second observation, the average is not the same. The participants got an average of 2.79 with the observer A while with the observer B they had an average of 2.86. The difference between the two times that the observer A recorded information was 0.36 while the one of observer B was 0.43. So, it can be concluded that there was an improvement of 0.40 points in the students' attitude, interaction and performance of activities during the second time that observation was applied.

4.1.3 Analysis and interpretation of data collected from the journals

JOURNALS

After the students wrote their weekly journals in a template (annex 6), they were read carefully and classified in positive and negative comments according to the participants' opinions (annex 7). Then, they were tabulated and synthesized into 15 representative patterns, obtaining the following results:

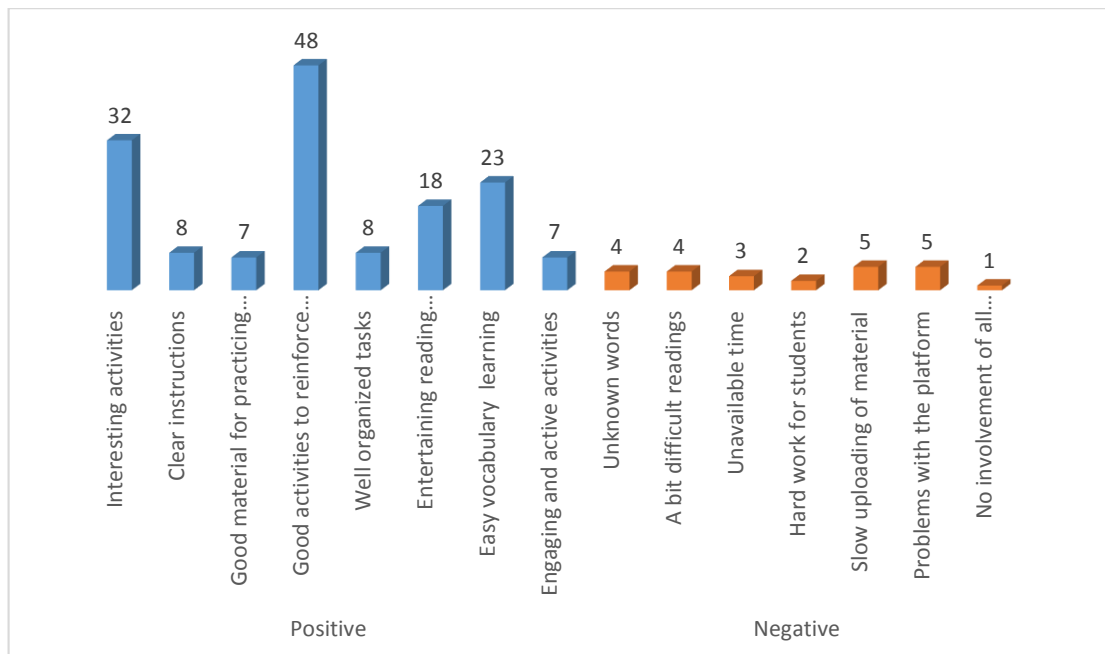
Table 11
Representative Patterns from Journals of class MED 3-1

	Patterns	Positive Comments	Negative Comments
1	Interesting activities	32	-
2	Clear instructions	8	-
3	Good material for practicing pronunciation	7	-
4	Good activities to reinforce and learn vocabulary	48	-
5	Well organized tasks	8	-
6	Entertaining reading comprehension activities	18	-
7	Easy vocabulary learning	23	-
8	Engaging and active activities	7	-
9	Unknown words	-	4
10	A bit difficult readings	-	4
11	Unavailable time	-	3
12	Hard work for students	-	2
13	Slow uploading of material	-	5
14	Problems with the platform	-	5
15	No involvement of all students	-	1
	Total	151	24

Source: Journals written by the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 11
Representative Patterns from Journals of class MED 3-1.



Source: Table 11

By: Cecilia Raquel Palacios

Analysis and Interpretation

According to the results, it is noticeable that there was vocabulary improvement as it can be seen in pattern 4 with 48 comments. This opinion was the most commented by the students when writing the journals. The second most commented opinion was “interesting activities” with 32 comments. The third one was “easy vocabulary learning” with 23 comments. The fourth was “entertaining reading comprehension activities” with 18 comments. The fifth was “there were clear instructions” and “well organized tasks” with 8 comments each one. The sixth were “engaging and active activities” and “good material for practicing pronunciation” with 7 comments. Nevertheless, there were some students who expressed that uploading of material was slow, and that they had problems with the platform with 5 comments. They also commented that they did not know the meaning of some words because they were unfamiliar for them and that some readings were difficult to understand with 4 comments each opinion. Finally, the least commented opinions were “unavailable time” with 3 comments, “hard work for students” with 2 comments, and “no involvement of all students” with 1 comment.

4.1.4 Analysis and interpretation of data collected from survey 1: The effect of techniques and strategies on vocabulary and reading

This survey was applied at the end of the research study. It consists of 8 statements and 4 questions (see annex 8). The purpose of this survey was to get information about the effect of the applied techniques and strategies on vocabulary and reading during the face-to-face sessions. Students chose the best option according to the following criteria: 4 equal strongly agree, 3 equal agree, 2 equal disagree, and 1 equal strongly disagree. For the purpose of getting a clear view of the results, each statement was graded over 1 point. The mean of each statement was changed to its equivalent over 100 points. This equivalence is based on Ecuadorian Education Grading System Scale that is 90 – 100 Excellent, 80 – 89 Good, 70 -79 Average, 60 -69 Needs improvement, and 0 – 59 Fail. The results are presented in the following table.

The 4 questions were not graded because there is not a correct and a wrong answer. For this reason, they are presented in independent tables and figures with its corresponding frequency and percentage.

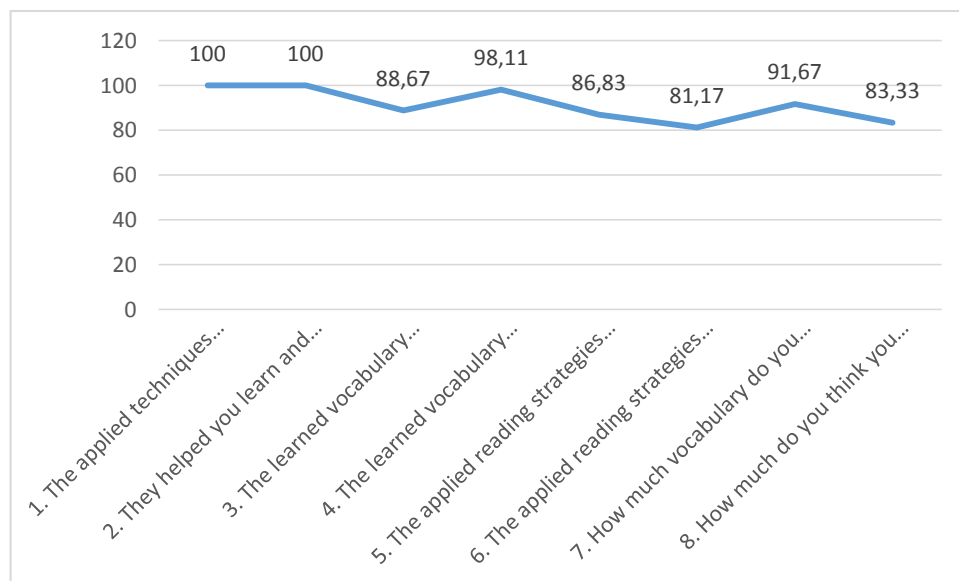
Table 12
Vocabulary techniques and reading strategies applied in the face-to-face classes

	Mean	SD	Minimum Score	Maximum Score
1. The applied techniques helped you learn vocabulary in an easy way.	100,00	0,00	100	100
2. They helped you learn and use words in a meaningful way.	100,00	0,00	100	100
3. The learned vocabulary helped you improve writing.	88,67	16,49	66	100
4. The learned vocabulary helped you improve speaking.	98,11	8,01	66	100
5. The applied readings activities helped you identify the main idea and specific information of a text.	86,83	20,51	33	100
6. The applied reading strategies helped you infer information.	81,17	20,80	33	100
7. How much vocabulary do you think you improved in the face-to-face activities?	91,67	12,13	75	100
8. How much do you think you improved in reading comprehension?	83,33	12,13	75	100
Overall average	91,22	7,12	69	100

Source: Survey 1 applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 12
Survey about vocabulary techniques and reading strategies applied in the face-to-face classes



Source: Table 12

By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, the statements graded with the highest score 100.00 points were 1 (The applied techniques helped you learn vocabulary in an easy way) and 2 (They helped you learn and use words in a meaningful way). The statement 4 (The learned vocabulary helped you improve speaking) got 98.1. The question number 7 (How much vocabulary do you think you improved in the face-to-face activities?) got 91.67, which corresponds to “much” while the statement 3 (The learned vocabulary helped you improve writing) had 88.67. The statement 5 (The applied reading strategies helped you identify the main idea and specific information of a text) obtained 86.83. The question 8 (How much do you think you improved in reading comprehension?) got 81.17.

Averaged the eight aspects of this survey, it is showed that the overall grade is 91.22 points that corresponds to “Excellent” according to the grading scale of the Ecuadorian Education System. Therefore, it can be said that the techniques and strategies applied in the face-to-face meetings helped to improve vocabulary and reading in the students of first level.

Table 13

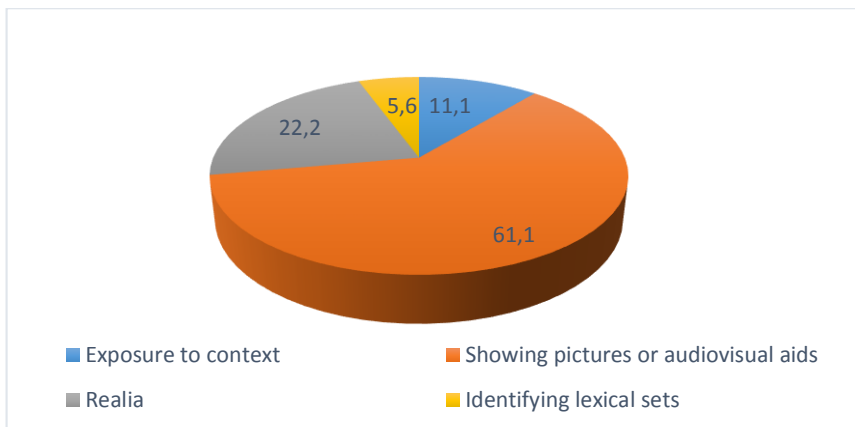
Which vocabulary technique helped you retain more vocabulary? Please check only ONE.

Indicators	Frequency	Percentage %
Exposure to context	2	11.1
Showing pictures or audiovisual aids	11	61.1
Realia	4	22.2
Identifying lexical sets	1	5.6
Total	18	100.0

Source: Survey 1, question 9, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 13
Techniques that helped students retain more vocabulary



Source: Table 13
By: Cecilia Raquel Palacios

Analysis and Interpretation

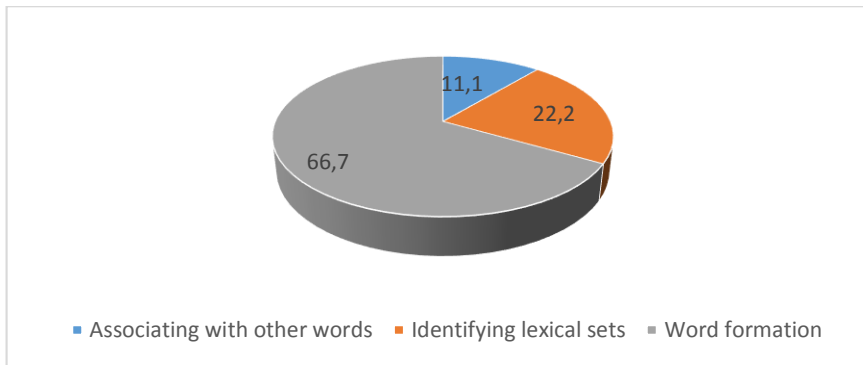
Regarding this question, the technique that helped students to retain more vocabulary was “showing pictures or audiovisual aids with 61.11%. Another important technique was realia with 22.2%, exposure to context with 11.1%, and identifying lexical sets with 5.6%. So, it can be concluded that the best techniques that helped learners to retain more vocabulary are showing pictures or audiovisual aids and realia.

Table 14
Which vocabulary technique helped you retain less vocabulary? Please check only ONE

Indicators	Frequency	Percentage %
Associating with other words	2	11.1
Identifying lexical sets	4	22.2
Word formation	12	66.7
Total	18	100.0

Source: Survey 1, question 10, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 14
Vocabulary techniques that helped students retain less vocabulary.



Source: Table 14
By: Cecilia Raquel Palacios

Analysis and Interpretation

As it can be seen in this figure, the techniques that helped students retain less vocabulary were word formation with 66.7%, identifying lexical sets with 22.2%, and associating with other words 11.1%. As a result, it can be said that the techniques that do not help students retain vocabulary are word formation and identifying lexical sets.

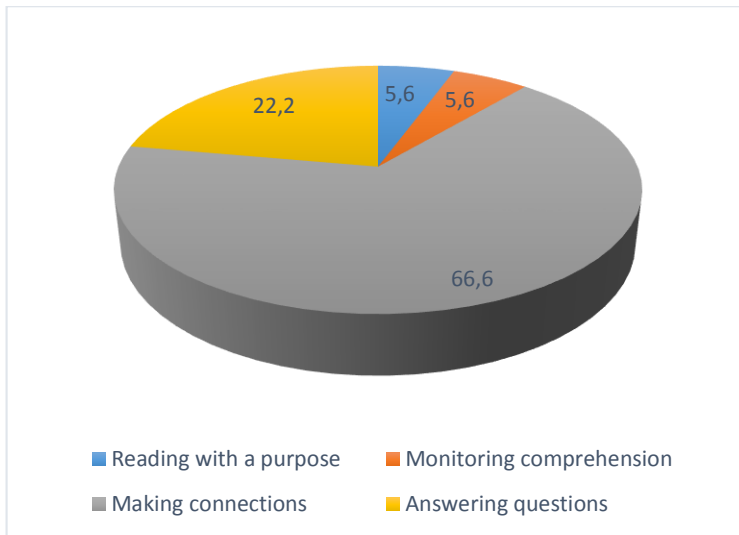
Table 15

Which reading strategy engaged you the most in an active way? Please check only ONE.

Indicators	Frequency	Percentage %
Reading with a purpose	1	5.6
Monitoring comprehension	1	5.6
Making connections	12	66.6
Answering questions	4	22.2
Total	18	100.0

Source: Survey 1, question 11, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 15
Reading strategies that engaged students the most in an active way



Source: Table 15
By: Cecilia Raquel Palacios

Analysis and Interpretation

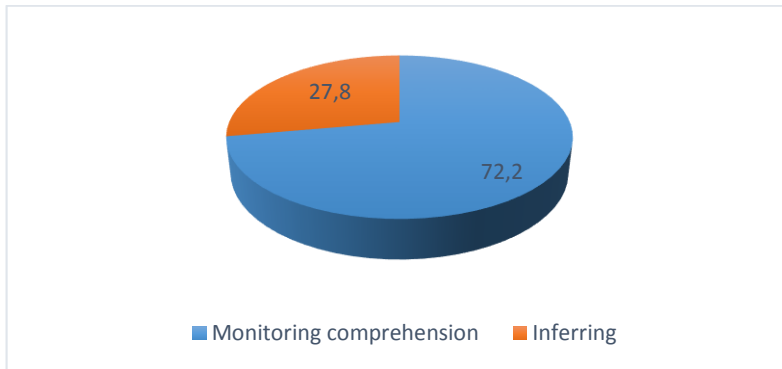
The figure shows that the strategies that engaged the students the most in an active way were making connections with 66.6%, and answering questions with 22.2%. While the strategies reading with a purpose and monitoring comprehension had 11.1%. So it can be concluded that the best strategies that engage students the most in an active way are making connections and answering questions.

Table 16
Which reading strategy engaged you the least in an active way? Please check only ONE.

Indicators	Frequency	Percentage %
Monitoring comprehension	13	72.2
Inferring	4	27.8
Total	18	100.0

Source: Survey 1, question 12, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 16
Reading strategies that engaged the least in an active way.



Source: Table 16
By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, the reading strategy that engaged students the least in an active way was monitoring comprehension with 72.2% and inferring got 27.8%. So, it can be clearly seen that monitoring comprehension is the reading strategy that does not engage students in an active way.

4.1.5 Analysis and interpretation of data collected from survey 2: The effect of the activities in the Moodle platform on vocabulary and reading

After the implementation of activities in the Moodle platform during the online instruction, the students were asked to respond this survey (annex 9) with the purpose to get information about the effect of these activities on vocabulary and reading. The survey was made up of 8 statements and 3 questions. It was used the same criteria for the responses and for grading. Also, the same scale of equivalence was used.

The questions 9, 10, and 11 were not graded because of the nature of them. That is, there was not a right and a wrong answer. So, they are presented independently with their frequency and percentage. The data are presented in the table below:

Table 17
 Activities implemented in the Moodle platform during online instruction

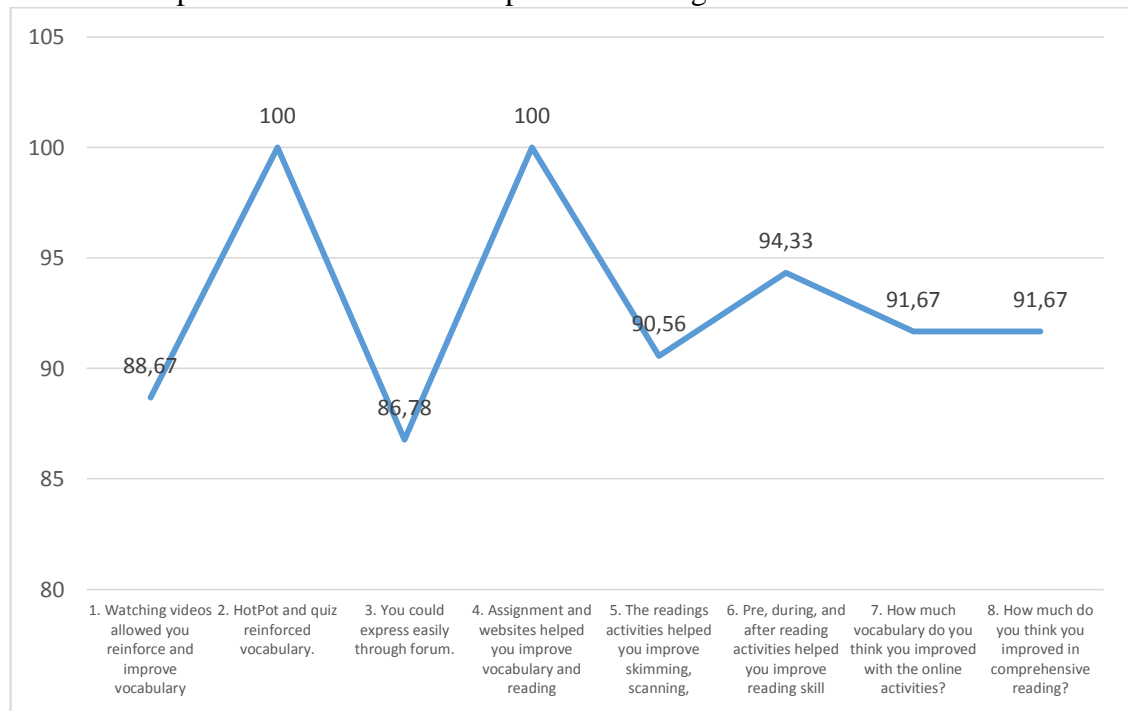
	Mean	SD	Minimum score	Maximum Score
1. Watching videos allowed you reinforce and improve vocabulary.	88,67	16,49	66	100
2. HotPot and quiz reinforced vocabulary.	100,00	0,00	100	100
3. You could express easily through forum.	86,78	17,06	66	100
4. Assignment and websites helped you improve vocabulary and reading.	100,00	0,00	100	100
5. The readings activities helped you improve skimming, scanning,	90,56	15,67	66	100
6. Pre, during, and after reading activities helped you improve reading skill	94,33	13,04	66	100
7. How much vocabulary do you think you improved with the online activities?	91,67	12,13	75	100
8. How much do you think you improved in reading comprehension?	91,67	12,13	75	100
Overall average	92,96	6,88	77	100

Source: Survey 2 applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure17

Activities implemented in the Moodle platform during online instruction



Source: Table 17

By: Cecilia Raquel Palacios

Analysis and Interpretation

As it can be seen in the figure above, the activities HotPot, Quiz, Assignment and accessing to websites” were excellent resources to help to reinforce, and to improve vocabulary and reading, they were graded with the highest score 100.00 points. The statement “Pre, during, and after reading activities helped to improve the reading skill” got 94.33. The questions about vocabulary increase and improvement in reading comprehension got 91.67. The reading activities in the development on skimming and scanning were graded with 90.56. The activity “Watching videos to reinforce and to improve vocabulary got 88.67 while participation in forum as an activity to express easily was graded with 86.78 points. Although the activities watching videos and participation in forums got a grade of 88.67 and 86.78 respectively, both scores corresponds to “good”. However, the overall average of the 8 statements was 92.96 that corresponds to Excellent.

So, it can be interpreted that the best activities of Moodle to reinforce vocabulary are “HotPot”, “Glossary” and “Quiz”. Assignment and Using websites help students reinforce and improve vocabulary and reading. Watching videos and participating in

forums were a bit difficult for the students of this level. That is why both activities did not allow a great reinforcement and improvement of vocabulary.

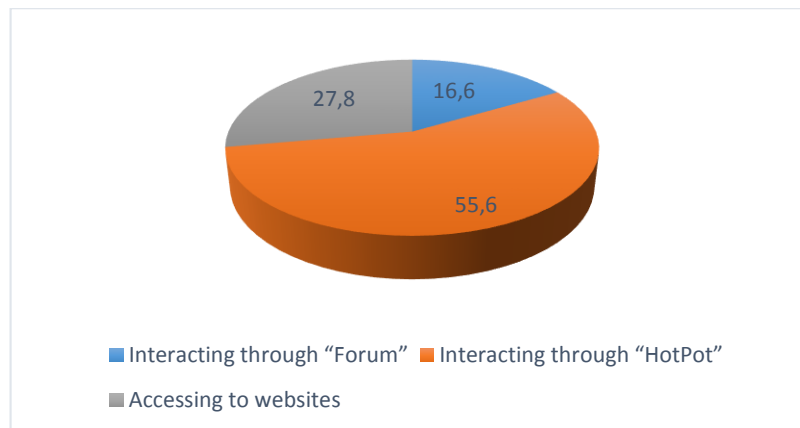
Table 18
Activities that students liked the most

Indicators	Frequency	Percentage %
Interacting through “Forum”	3	16.6
Interacting through “HotPot”	10	55.6
Accessing to websites	5	27.8
Total	18	100.0

Source: Survey 2, question 9, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 18
Activities that students liked the most



Source: Table 18

By: Cecilia Raquel Palacios

Analysis and Interpretation

As the figure shows, 55.6% of students liked the HotPot activity, 27.8% liked accessing to websites, and 16.6% liked interacting through Forum. Consequently, the activity that students liked the most was HotPot.

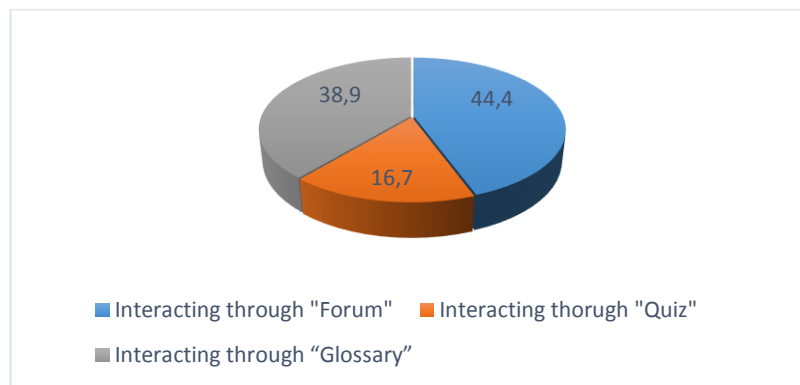
Table 19
Activities that students liked the least

Indicators	Frequency	Percentage %
Interacting through "Forum"	8	38,9
Interacting through "Quiz"	3	16,7
Interacting through "Glossary"	7	44,4
Total	18	100.0

Source: Survey 2, question 10, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 19
Activities that students liked the least.



Source: Table 19

By: Cecilia Raquel Palacios

Analysis and Interpretation

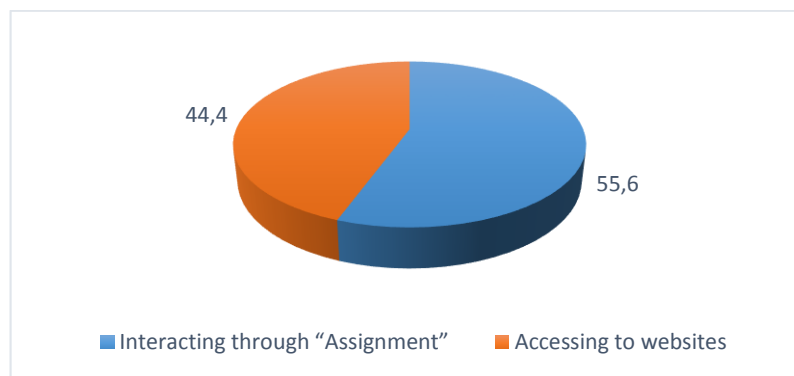
As it can be seen in the figure, 44.4% liked the least the activity "interacting through Glossary", 38.7% did not like the activity "interacting through Forum", and 16.7% did not like the Quiz activity. Therefore, the activities that students liked the least were Glossary and Forum-

Table 20
Activities that helped students learn vocabulary and improve reading skill

Indicators	Frequency	Percentage %
Interacting through “Assignment”	10	55.6
Accessing to websites	8	44.4
Total	18	100.0

Source: Survey 2, question 11, applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.
By: Cecilia Raquel Palacios

Figure 20
Activities that helped students learn vocabulary and improve reading skill.



Source: Table 20
By: Cecilia Raquel Palacios

Analysis and Interpretation

The figure shows that 55.6% selected “Interacting through Assignment” and 44.4% chose “Accessing to websites”. As a result, it can be said that the activities that helped the students learn vocabulary and improve reading were Assignment and Accessing to websites.

4.1.6 Analysis and interpretation of data collected from survey 3: The students’ level of satisfaction regarding the B-learning Approach implemented.

At the end of this research study, the students were conducted this survey (annex 10) with the purpose to get information to verify the students’ level of satisfaction regarding the B-learning Approach implemented. The survey consisted of 5 indicators that had from 2 to 4 statements. The total of statements were 12. In order to get a clear view of its results,

they will be presented by indicators: teaching, learning, activities, support and approach. For the responses and grades, the same criteria of the survey 1 and 2 was used. Also, the same scale of equivalence was used. The data are presented in the table below:

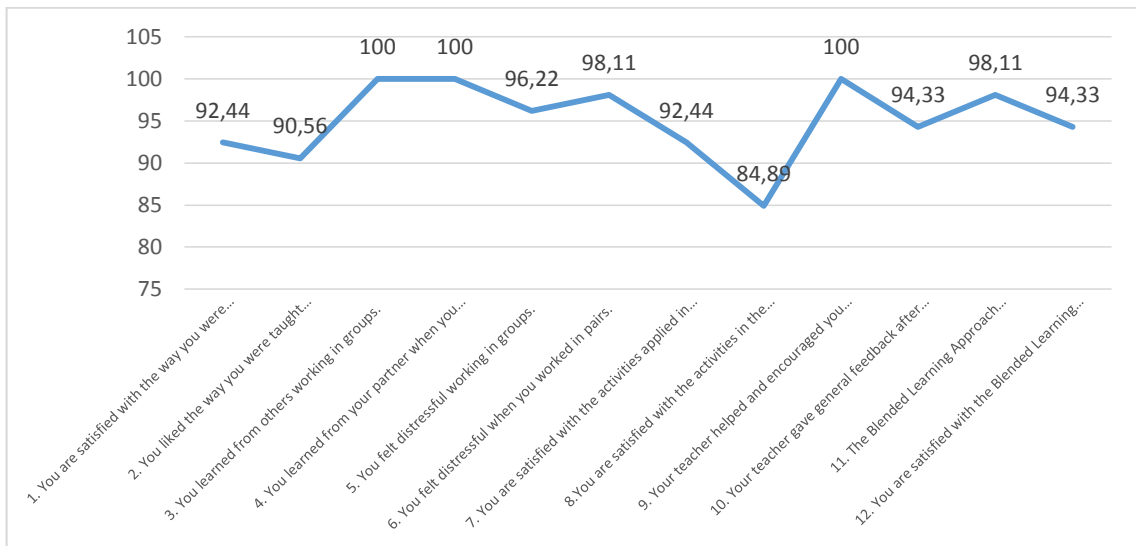
Table 21
Level of Satisfaction with the B-learning Approach implemented

	Mean	SD	Minimum Score	Maximum Score
1. You are satisfied with the way you were taught vocabulary and reading in the face-to-face classes	92,44	14,55	66	100
2. You liked the way you were taught vocabulary and reading in the virtual course.	90,56	15,67	66	100
3. You learned from others working in groups.	100,00	0,00	100	100
4. You learned from your partner when you worked in pairs.	100,00	0,00	100	100
5. You felt distressful working in groups.	96,22	10,99	66	100
6. You felt distressful when you worked in pairs.	98,11	8,01	66	100
7. You are satisfied with the activities applied in the face-to-face classes.	92,44	14,54	66	100
8. You are satisfied with the virtual course through Moodle.	84,89	17,38	66	100
9. You teacher helped and encouraged you while doing the tasks.	100,00	0,00	100	100
10. Your teacher gave general feedback after each two weekly hours of work online.	94,33	13,04	66	100
11. The Blended Learning Approach implemented provides more possibilities to increase vocabulary and reading than a traditional method.	98,11	8,01	66	100
12. You are satisfied with the Blended Learning Approach implemented.	94,33	13,04	66	100
Overall average	94,49	7,24	75	100

Source: Survey 3 applied to the students of class MED 3-1 of the Medical Sciences School of the University of Cuenca.

By: Cecilia Raquel Palacios

Figure 21
Level of Satisfaction with the B-learning Approach implemented.



Source: Table 21
By: Cecilia Raquel Palacios

Analysis and Interpretation

As it can be seen in this figure, the statements “you learned from others working in groups”, “You learned from your partner when working in pairs”, and “your teacher helped and encouraged you while doing the tasks” got 100 points.

The statement “You felt distressful when you worked in pairs” and “the B-learning Approach implemented provides more possibilities to increase vocabulary and reading” got 98.11.

“You felt distressful when you worked in groups” had 96.22.

The statements “your teacher gave general feedback after each two weekly hours of work online” and “you are satisfied with the Blended Learning Approach implemented” got 94.33.

“you are satisfied with the way you were taught vocabulary and reading in the face-to-face classes” and you are satisfied with the activities applied in the face-to-face sessions” had 92.44.

The statement “you liked the way you were taught vocabulary and reading in the virtual course got 90.56

Finally, the statement “you are satisfied with the virtual course through Moodle” got 84.89. The overall average of the 12 statements is 94.49 whose equivalence is

“Excellent.” In this way, it can be said that the level of satisfaction of the Blended Learning Approach applied in this study was high.

4.2 HYPOTHESES TESTING

The general hypothesis was testing using the software SPSS 22, specifically the p-value, whose value to accept the hypothesis was 0.05. The specific hypotheses were testing using descriptive statistics, particularly mean. For its equivalencies, the Ecuadorian Education Grading System Scale was used. It ranges from 0 points (the lowest) to 100 points (the highest). The indicator to verify the alternative hypothesis is whether the overall average is equal to excellent.

Scale	Grade Description
90.00 - 100.00	Excellent
80.00 - 89.99	Good
70.00 - 79.99	Average
60.00 - 69.99	Needs improvement
0.00 - 59.99	Fail

<http://www.classbase.com/Countries/Ecuador/Grading-System>

4.2.1 General Hypothesis

Blended learning develops vocabulary and reading in the students of the first level of Credits Course.

According to the results obtained when comparing the 10 questions of the pre-test and post-test of the students of the experimental group who were instructed with blended learning, there was a significant difference between both tests whose p-value was less than 0.05 in all questions of the tests.

Also, based on the results when comparing the overall average of the pre-test and post-test between the experimental and control group, the experimental group increased 7.13 points while the control group increased 3.62 points whose p-value 0.000 is less than 0.05. Therefore, the experimental group improved significantly at the end of this research. Consequently, the alternative hypothesis that blended learning develops vocabulary and reading in the students of the first level of Credits Course is accepted.

4.2.2 Specific Hypothesis 1. The application of active techniques in face-to-face instruction improves vocabulary and reading.

According to the results obtained in survey 1 regarding to the vocabulary techniques and reading strategies, which were applied during the face-to-face meetings, it is seen that the overall mean of the eight aspects was 91.22. This value is equivalent to Excellent. Therefore, the hypothesis “The application of active techniques in face-to-face instruction improves vocabulary and reading” is accepted.

4.2.3 Specific Hypothesis 2. The implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.

Based on the results of survey 2 with regard to the application of interactive activities in an e-learning course and its effect on vocabulary and reading, the overall mean was 92.96. Grade that corresponds to Excellent according to the scale of the Ecuadorian Education. Consequently, the alternative hypothesis stated at the beginning of the research study “The implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading” is not rejected.

4.2.4 Specific Hypothesis 3. The students’ level of satisfaction is high with regard to the Blended Learning Approach implemented.

Based on the results of survey 3 regarding the level of satisfaction of the participants toward the B-learning Approach implemented, the overall mean was 94.49 that corresponds to Excellent. As a result, the hypothesis that “The B-Learning Approach implemented provides high level of satisfaction in the students” is accepted.

CHAPTER V.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

-This research study found that blended learning influenced in a positive way on the development of vocabulary and reading. It provides more possibilities to increase vocabulary and reading than a traditional method and it causes great satisfaction on young adults of the first level.

- The application of vocabulary techniques in the face-to-face instruction helped young adults of the first level to learn vocabulary in an easy and meaningful way. The vocabulary improvement made students be better at the time of interacting with others.

- The technique that helped students to retain more vocabulary was “showing pictures”, and the one that was not useful for this purpose was “word formation.”

- The reading strategies were very useful for students of first level because they helped students get a great improvement in skimming and scanning, but a little improvement in inferring.

- The reading strategy that engaged students in the most active way was “making connections” while “monitoring comprehension” did not motivate them because it promoted little involvement of students.

- The activities on the e-learning course through the Moodle platform that had the greatest impact on young adults of first level on vocabulary reinforcement were HotHot and quiz.

- The best activities of the e-learning course through Moodle that promoted the improvement of vocabulary and reading were “interacting through Assignment” and “Accessing to Websites.” They facilitated the development of the reading skills, finding the main idea and identifying specific information.

- Working in groups and in pairs made students be distressful. It made them learn from others. When students work with others, cooperative learning is promoted because they do not work independently but as a team and helping each other.

- The help and encouragement that the teacher gives students while doing the tasks and the weekly feedback after doing activities online were a good support for students and provided confidence in the fulfillment of tasks and desire to learn more. The feedback is also useful for teachers to realize whether the expected outcomes are being fulfilled or not.

5.2 RECOMMENDATIONS

An online course through Moodle would cause more satisfaction to students if they received synchronous help at the precise moment they are doing the online activities, from anywhere they are. So, I suggest to assign some online tutorial hours per week in order to provide timely assistance to students.

The reading strategy inferring is too difficult for beginners. It should be developed with intermediate and advanced levels.

The Moodle activities Forum and Glossary could be applied to beginners as reinforcement activities, but it is important to take into consideration that questions should be simple and interesting in order to have participation of all students.

The Blended Learning Approach implemented in this research study involved several things, such as preparation of lesson plans, development of activities for the face-to-face meetings, creation of the virtual course on Moodle, and uploading of activities in the virtual course. All these things were done taking into account six vocabulary techniques and five reading strategies. So, it is recommended that future researchers apply less techniques and strategies in order that the teacher and students become more familiar with them.

The problem I had with blended learning is that not all students do the online activities for the purpose of practicing, reinforcing, and learning the language. They did the tasks for getting a grade or because it was mandatory. Consequently, it is recommended that teachers raise awareness among their students at the time of applying blended learning, particularly online instruction because this approach works well when students are conscious of the responsibility of working in this way, that is to say working alone.

Limitations of the study

This study cannot be generalized to a bigger population because it was applied to a small number of participants, they were 35. They were young adults whose ages ranged from 19 to 24 some of them were sophomores and others juniors.

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ANNEXES

Annex 1. Thesis Project



UNIVERSIDAD NACIONAL DE CHIMBORAZO
VICERRECTORADO DE POSGRADO E INVESTIGACIÓN
INSTITUTO DE POSGRADO

PROGRAMA DE MAESTRÍA EN LINGÜÍSTICA APLICADA
AL APRENDIZAJE DE INGLÉS

DECLARACIÓN DEL PROYECTO DE INVESTIGACIÓN

TEMA:

The Effect of Blended Learning (b-learning) on Developing Vocabulary and Reading. A Study in the First Level of Credits Course in the Faculty of Medicine of the University of Cuenca, during the school year 2014 - 2015.

PROPONENTE:

Cecilia Raquel Palacios

RIOBAMBA – ECUADOR

AÑO 2015

PROJECT STATEMENT OF THE GRADUATION WORK

1. THEME

The Effect of Blended Learning (b-learning) on Developing Vocabulary and Reading. A Study in the First Level of Credits Course in the Faculty of Medicine of the University of Cuenca, during the school year 2014-2015.

2. PROBLEM STATEMENT

2.1 Location where the research will take place

This research study will take place in the Medical Sciences School of the University of Cuenca, which is located on Paraíso Avenue in Cuenca city.

2.2 Problem Situation

The teaching of English in high schools and universities of our country does not satisfy the expectations of students who cannot use the language effectively after many years of attending to English classes, and students of the Medical Sciences School of the University of Cuenca are not the exception. One of the main problems is the limited knowledge of vocabulary. Some possible causes of this difficulty could be the use of traditional methods, insufficient practice of vocabulary and reading, and the language learning following a single textbook.

Traditional methods used to teach vocabulary and reading might not be suitable due to the fact that they do not promote a real use of the language, on the contrary, they present the language in a decontextualized way and with mechanical drills and exercises. The insufficient practice of vocabulary and reading does not allow the students be familiar with the words or phrases and fail when they use them. The language learning following a single textbook does not provide with a variety of activities that promote the development of vocabulary and reading. These causes could produce some negative effects, such as use of passive and boring techniques in class, use of outdated resources and activities, and use of traditional methods.

Based on the researcher experience in the university, the limited knowledge of lexicon is seen in different situations, such as when students cannot respond to questions, when

they cannot infer, when they cannot express what they want because their communication does not flow. Generally, they begin speaking in English, but they finish speaking in Spanish or they use “Spanglish”. Others do not say anything because they are shy, or they are afraid of making errors.

This situation made the researcher do and apply a survey about vocabulary and reading which was applied in January, 2014 to 29 students of the first level of the Medical Sciences School of the University of Cuenca, in order to know the current situation of the problem, getting the following results. (See appendix).

68% of students do not have interest for the English subject, 76% of students say they have limited knowledge of vocabulary, 56% of students say vocabulary is taught in 10 minutes, the resources used to teach vocabulary and reading are worksheets, dictionaries, printed sheets, and textbooks. They say that they learn vocabulary by listening to the teacher the meaning of words, by copying them, and by memorizing the meaning of words. They think that the reasons that make difficult the learning of words are limited exposure to the language and the way how they are taught vocabulary.

Regarding to reading, 64% think that the vocabulary they know is not sufficient to understand texts. 80% consider that the person who knows more vocabulary understands easily and better a text. They say that they develop reading by reading silently, by understanding words in context and by translating texts into Spanish. They consider that the main causes that make difficult comprehension reading are the reduced lexicon and the limited exposure to reading materials. They consider that their knowledge of vocabulary and reading would improve by learning more techniques and by doing more activities in face-to-face sessions and online. Students’ opinions were valuable to draw conclusions regarding the need of a new method that includes technology for the development of vocabulary and reading.

Therefore, limited knowledge of vocabulary could be for some reasons such as the use of traditional approaches, insufficient practice of vocabulary and reading, and the language learning following a single textbook. Which might produce negative effects to the students as use of passive and boring techniques in class, use of outdated

resources and activities, and use of traditional methods. These problems show that it is crucial to do research about a way to help students to improve vocabulary and reading, and one way could be by applying a new approach which provides students and teachers of active techniques for face-to-face meetings complemented with interactive activities in an online course and determine its effect on the development of vocabulary and reading, being this the purpose of this study.

2.3 Problem Formulation

What is the effect of blended learning on the development of vocabulary and reading in the students of the first level of Credits Course?

2.4 Derived Problems

-Does the application of active techniques in face-to-face instruction improve vocabulary and reading?

-Does the implementation of interactive activities in an e-learning course through the Moodle platform improve vocabulary and reading?

- What is the students' level of satisfaction with regard to the Blended Learning Approach implemented?

3. JUSTIFICATION

Due to the disadvantages that the use of traditional methods, outdated resources and activities, and passive techniques to teach vocabulary and reading as explained in the situation of the problem, it would be necessary and useful to provide both students and teachers with updated face-to-face vocabulary and reading active techniques complemented with e-virtual course with web pages, power point presentation and learning objects.

With the virtual learning environment, it is hoped that students improve the knowledge of vocabulary and reading because they will be exposed to the language through different contexts of the real life and they will interact in different activities, being this social experience a fundamental part of this study.

If the investigation is not done, the teaching and learning of vocabulary and reading will continue using traditional methods, outdated resources/activities and passive techniques. On the contrary, with Blended Learning through the use of active techniques performed in face-to-face sessions, and up-dated resources and activities in the virtual platform Moodle, such as like file, label, URL, forums, glossaries and quizzes the improvement of vocabulary and reading is undeniable. The students will learn in a memorable way, and they will develop not only vocabulary and reading, but also other skills. This improvement will promote academic success which indicates the academic relevance of the study.

The obtained results could serve to comment and support the suggested hypothesis, which presumes that with blended learning students will develop vocabulary and reading. Also, this study might help to create a new instrument to collect and analyze data which shows the methodological relevance of the investigation.

This study also allows to know the relationship between the independent variable “blended learning” with the dependent variable “vocabulary and reading” to determine the effect of the former on the latter. In addition, the researcher will get some benefit because theory learned in the master’s classes will be put into practice as well as the obtaining of the master’s degree, which shows the personal relevance of the study.

This research work will be done in the school period 2014-2015 and its application will take place during three months of the semester September 2015 – February 2016. It will be applied to English students of one course of the first level of the Medical Sciences School of the University of Cuenca, where it has seen that one of the students’ problems is the deficient knowledge of vocabulary, difficulty that does not allow them to improve the language, and this study attempts to help to solve this problem.

The recipients of this research work will be students who are learning English as a foreign language and English teachers, who will find an active and fun way to learn and teach words and reading by using active techniques and using the technology.

This investigation is viable to do because there is bibliography on the internet, journals, and thesis. The researcher has academic training obtained in pre-grade and post-grade

studies, and experience in teaching English. The cost involved of this work will be paid by the researcher. The institution where the investigation will take place owns the software Moodle which is available for students and teachers 24/7, there are two computing laboratories with sufficient desktops, the students who are not familiar with Moodle will be trained on it. It has consent of the institution where the research will be done. All the research will be done in one year, so it has the necessary time for its development, implementation and final writing.

Finally, it is also important to mention that this research study will be original. Even though there are other studies about Blended learning, the perspective of this work is different because this work focus on the development of vocabulary and reading, while the previous studies focus mainly on the development of the four skills.

4. OBJECTIVES

4.1 General Objectives

To determine the effect of blended learning on the development of vocabulary and reading in the students of the first level of Credits Course.

4.2 Specific Objectives

- To verify whether the application of active techniques in face-to-face instruction improves vocabulary and reading.
- To determine whether the implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.
- To verify the students' level of satisfaction with regard to the Blended Learning Approach implemented.

5. THEORETICAL FRAMEWORK

5.1 Background of previous investigation

After researching the theme of this study, it has drawn to the conclusion that there has been previous investigation about blended learning but with other focus, not about the effect of blended learning on developing vocabulary and reading.

For example, in the United States, in the University of Illinois, in the study “Blended Learning in an ESL Class” the researcher investigated what happened in an environment of a blended learning class, particularly, it examined an intermediate ESL listening and speaking class in an intensive English program. The main findings indicate that all language skills can be successfully integrated in face-to-face mode and CALL mode. Grgurovic (2011).

In China, in the Binzhou Medical University, the theme “A case study of the Application of a Blended Learning Approach to Web-Based College English Teaching Platform in a Medical University in Eastern China” investigated if there was a difference between the blended learning approach and the traditional classroom learning approach in terms of students’ attitudes and satisfaction and in terms of students’ academic achievement. The findings indicate that blended learning approach which integrates the advantages of online learning and face-to-face classroom teaching could enhance students’ comprehensive language skills, improve student’s self-confidence in learning English, and cultivate the learners’ ability of self-learning. Consequently, study on the application of blended learning for college English learning has an important reference value and practical significance for the reform of College English Education. Zhang (2012).

In Turkey, in Cukurova University, the study “A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction” revealed that students made noticeable improvement in their oral communication skills, and they were positive in their perceptions of integrating technology in the lesson. The study also indicates that the use of video camera, as a technological tool had a positive impact on students’ viewing and critically evaluating their speaking tasks, but the part pertaining to video cameras represent a language learning resource worthy of further investigation. Kirkgöz (2011)

In Latin America there are few studies about blended learning. One study was done in Chile at the “Universidad de Concepción” with the theme “A Blended-Learning Pedagogical Model for Teaching and Learning EFL Successfully through an Online Interactive Multimedia Environment.” It was an English program which was made up of four modules covered in four academic terms. It has been implemented blended learning that includes: learners’ work with the UdeC English Online, software

conceived as the backbone of the entire Communicative English Program, online monitoring, face-to-face EFL teacher-led classes, and conversation classes with native English speakers. The results obtained with the pilot group in module 1 show a substantial improvement in the students' language skills, as well as high satisfaction levels with the entire Communicative English Program. Bañados (2006)

In Ecuador, it has been also done similar research. For example, in the University of Cuenca, a first study about "B-learning: its influence in a communicative-approach EFL classroom, language department." The main objective was to determine the influence of blended learning in a communicative-approach English as a Foreign Language, being constructivism the theory followed when creating virtual activities and Moodle was the main software use. The virtual material promoted motivation and generate multiplying effect. Pacheco (2011)

A second study: "The effect of Moodle in the learning process of the reading comprehension subject, school of English Language and Literature, University of Cuenca" was done with the hypothetical-deductive method. The Constructivism Theory and a combination of different technological resources were the basis of the study in the designed and uploaded material on the platform to develop and master strategies for reading comprehension. The results demonstrated effectiveness of this e-learning resource as it shows significant enhancement in learners' reading skills. León (2014)

Therefore, blended learning was researched in developed and developing countries and the findings are surprising, they demonstrate that when using this approach not only the four skills of the language are improved, but also self- confidence, self-learning and motivation are also gotten. However, the previous research focus mainly on the development of the four skills and not on the development of vocabulary and reading, being this sub-skill and skill crucial on the improvement of the language.

5.2 Scientific Framework

Philosophical Framework

This research is supported on Marx's Dialectic Materialism Theory that regarding to language says: "Over the soul sifts a hex since the beginning: to be recorded by the

matter, that in this case it manifests in the form of layers of air in movement, of sounds, in one word in form of language”. Vasco (1982). So that, vocabulary learned through blended learning is not abstract, it is real used in comprehension and communication.

Sociological Framework

This work is based on the sociological thought of Durkheim, who said “to love the society is love further than ourselves and something in ourselves” Encyclopedia (2014). This means that the society influences on people, it has its own life which extends further than peoples’ personal experiences. So that, with this study, English students as part of the society and by learning an updated approach as blended learning are going to develop their knowledge in English which will influence on the development of the society.

Pedagogical Framework

This research study is based on Social Constructivism of Vygotsky, who claimed that learning occurs through dialogue. This dialogue is initially internally, meaning it takes place between teacher and student, between students, or even between text and reader. However, the learner makes sense of what is said or written through internal or dialogue (Yan and Wilson, 2006). That is to say, when students interact, they are actively involved and learn more from other students, being this social interaction a fundamental part of this study.

Axiological Framework

This work is relied on the practice of values. It is based on one of the transversal axis of the National Plan for Good Living (Plan Nacional del Buen Vivir) that is education which says: “Education and Good Living interact in two ways. It allows the development of human potentialities, so that it guarantees equality of opportunities for everybody. On the other hand, education considers training of the future citizens with values and knowledge to promote the development of the country. Therefore, in this research student will practice some values, such as respect, responsibility, commitment and cooperation.

Legal Framework

This research is in accordance with the demands of the Constitution of the Republic of Ecuador that in its Article 26, establishes that “Education is a right of people throughout their life and an inevitable and inexcusable duty of the State. It constitutes a priority area of public policymaking and state investment, equality and social inclusion guarantee and the indispensable condition for the good living. People, families and society have the right and responsibility to participate in education.”

It is also based on the Organic Law of Higher Education of Ecuador, particularly on the Article 6, letter h that says: the rights of the professors, and researchers according to the Constitution are: receive ongoing training in accordance with their professional training and with the subject they teach, that promotes and encourages academic and educational personal improvement.

Moreover, it responds to the demands of the Post Grade Regulations of the University of Chimborazo, specifically to what the Article 75, letter c says: “At the end of the studies it should be presented and explained a thesis of scientific investigation following the corresponding format, that presents novelty and originality in the problem, the investigation materials, the applied methods, conclusions and recommendations.

5.3. Theoretical Framework

Blended learning: Conceptualization

Before defining blended learning it is necessary to clarify some concepts that can be confusing: e-learning, mixed learning, and hybrid learning.

E-learning is the learning conducted via electronic media, typically on the internet at anytime and anywhere. Mixed learning, hybrid learning and blended learning are all terms used to combine face-to-face and online teaching.

With the advent of digital technology, blended learning has taken on new dimensions and has adopted various blends and models that make it difficult to coincide with a single definition. Thus: Saliba, Rankine, and Cortez (2013) defines blended learning

as a strategic and systematic approach that combines times and modes of learning, in face-to-face and online interactions, using appropriate ICTs. This definition means that technology is core to instructional delivery and it incorporates some student choice over time, location, and rate.

Josh Bersin, in his e-book “Blended Learning” refers to this term as the combination of different training media (e.g. technologies, activities, and types of events) to create an optimum training program for a specific audience. Quite simply, blended learning means taking a variety of delivery media types and design them into an integrated program created to solve a particular problem. He also adds that blended programs can consist of a few or many elements mixed together to meet a particular audience need.

For Norman Vaughan, Martha Cleveland, and Randy Garrison, in their e-book “Teaching in Blended Learning Environments: Creating and Sustaining Communities or Inquiry” blended learning is the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies.

They define blended learning as a combination of face-to-face instruction combined with computer-mediated instruction to facilitate interactive and reflective higher-order learning. In conclusion, blended learning is the learning process that takes places by attending to face-to-face classes and by working online, to support information, and enhance the knowledge acquired in regular classes.

The same author states four main principles of educational design for blended: a) thoughtful integration or face-to-face and fully online instructional components, b) innovative use of technology, c) reconceptualization of the learning paradigm, and d) sustained assessment and evaluation of blended learning. The first principle is intended to maximize the advantages of both environments and better address the diverse students’ needs and preferences. The second one means that any technology should be applied in a pedagogically appropriate way and used for creating and maintaining socially situated and highly interactive learning.

Reconceptualization of the learning paradigm entails the incorporation of new pedagogies and learning theories (e.g., student-centered, social constructivism), the development of new understandings and knowledge through students’ social

interactions with a community of peers, and new roles of students (e.g., active author of content, self-paced learner) and teachers (e.g- mentors, coaches). The last principle is aimed to ensure the quality of education.

Technology in Language Teaching

According to Nomass, Bassma, and Basheer (2013) in the article “The impact of Using Technology in Teaching English as a Second language” technology plays a crucial role in aiding the task of English language education. It includes communication techniques for language teaching in which computer plays a central role. There are other technological tools that can be used in language learning. Each technological tool has its specific benefits and application with one of the four language skills: listening, reading speaking and writing. The students should be familiar with using computers and internet, and capable of interacting.

The role of the technology together with the role of the instructor can lead to advanced learning results. Regarding to the reading skill, several methods can be utilized to improve it through the use of technology. Some of them are Computer Reading-Based Programs, use of Multimedia Software, Browsing the Internet, Use of Electronic Dictionaries, use of Internet Voice chatting.

Interactive Learning

According to Fahrutdinova, Yarmakeev, and Fakhrutdinov (2014) interactive learning within the English language teaching provides a full communication between the students and the formation of skills for solving communicative tasks. The essence of interactive learning is that the learning process is organized in such a way that almost all the trainees are involved in the learning process. Cooperative activities of students in the process of learning means that each student contribute, while the exchange of knowledge and ideas take place. This happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also to develop the cognitive activity, to bring it to a higher form of cooperation and collaboration.

Salca, Moldovan, Orza, and Vlaicu (2013) defines interactive learning as a pedagogical approach that includes elements of social networking and uses the modern

communication technologies in public environments with the purpose of providing educational materials.

The Internet and Language Learning

According to Leon (2014) the internet has become an interesting and useful resource for language learning as it provides a wide range of meaningful information, images, and videos which are being used in the learning process of any subject, especially in the acquisition of a target language. Furthermore, the internet also serves as a means of communication which allows students to converse and interact with people from their own society and worldwide in a cheap, quick and reliable manner.

Blended learning and Moodle

According to Al- Ani, Wajeha Thabit, in the Journal of Education and Learning entitled “Blended learning Approach Using Moodle and Student’s Achievement at Sultan Qaboos University in Oman,” it is stated that since Moodle has been introduced as an open source learning software, blended learning has been developed as another technical method. The expansion of the learning environment by using open source management system is supported by the social constructionist epistemologies theory.

Moodle as a Learning Management System

In the article “Moodle-Web based Virtual Learning Environment” of Mohamed Sanoulla, Moodle is a Course Management System (CMS) also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a free web application that educators can use to create effective online learning sites. Its purpose is to give educators the best tools to manage and promote learning. It is emphasized three uses of it, but the most interesting one is that it can be used to deliver content to students and assess learning through assignments or quizzes.

Distance Education and Constructivism

Adult learning theorists, such as Brunner and Knowles incorporated constructivism as a primary principle when teaching adults. In identifying teaching principles for adults, Knowles stated: the teacher helps the students exploit their own experiences as resources for learning through the use of such techniques as discussion, role playing and case method; the teacher adapts his own resources to the level of experience of his

particular students and helps them to apply new learning to their experience, and in that way make the learning more meaningful and integrated.

Constructivism is a major component of self-directed, problem-based, and discovery learning. In addition to its influence of general education and the field of cognitive science, constructivist theory has greatly influenced distance education learning theory where structured dialogue is considered an essential component of an effective distance learning experience.

Semple, a cognitive psychologist, summarizes the principles of constructivist thought as follows: knowledge is constructed from learner experience and it is cognitive rather than external. Learning is a personal interpretation of the world based on beliefs and values; it is an active process dependent on experience and contexts relevant to the learner.

Communicative Approach

The fundamental goal in foreign language education and particularly in the learning of English as a foreign language is that students develop communicative competence. Since 1970s the Communicative Approach has prevailed in foreign language learning. It views language as a system of meanings, notions and linguistic functions, which is used for communication and needs to be studied within the social and cultural contexts where it is used. More specifically, the communicative approach sees language as a complex system through which we express ideas, facts, thoughts and values. In other words cultural reality. Jin (2008)

Task-Based Language Teaching

It is one of the latest approaches in the use of language teaching, it is characterized by the use of tasks, also known as “activities,” “actions,” and “responses”. The main features are; a needs-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, the introductions of authentic texts into the learning situation, an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning. Nunan (2004)

Fatehi and Mohammad (2013) state that Task-Based Language Teaching could make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensible input can occur, and then language acquisition is facilitated” Wang, (2006)

The same author states that Prabhu is the originator of TBLT. Prabhu believed that students may learn more effectively when their minds are focused on the task, rather than on the language, they are using. So this approach is more learner-centered.

Vocabulary

Vocabulary refers to the words used in a language. It can have at list three different meanings: It is all the words in a language, it means the words used in a particular context, and it is the words an individual person knows. The Englishclub.com.

So vocabulary can be defined as the words of a language, including single items and phrases or chunks which convey a particular meaning.

Teaching individual words: Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words (Graves, 2006). Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

Teaching word-learning strategies: An important aspect of developing students’ robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word.

Providing rich and varied language experiences: Incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all grade

levels include (1) interactive read-aloud of outstanding children's literature, (2) dialogic-based instructional activities, (3) independent reading, (4) interactive writing, and (5) creating a print-rich environment where the "walls are dripping with words."

Reading

Definition: According to the Reading Rockets Article, reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation

Reading Comprehension

The National Reading Panel (2000) states that comprehension is an active process between the reader and a text, a process that is both intentional and thoughtful. Comprehension takes the learner to a new level of active understanding and insight. Good learners use a variety of comprehension strategies, among them are the strategies for understanding and engagement.

Strategies for Understanding and Engagement

Harvey and Goudvis (2007) investigated thinking strategies that proficient readers used to understand what they read. They are: activating background knowledge and making connections, questioning, making inferences, visualizing, determining importance and summarizing.

Activating background knowledge and making connections: The background knowledge is the foundation of thinking. Readers simply cannot understand what they read without thinking about what they already know. They make connections between their experiences, their knowledge about the world, and the text they read. Connecting what readers know to new information is the core of learning and understanding.

Questioning: Questions are the heart of teaching and learning, they they open the doors to understanding. When readers have questions, they are less likely to abandon the text. Proficient readers have questions before, during, and after reading. They question the content, the author, the events, the issues and the ideas in the text.

Making inferences: Inferring involves drawing a conclusion or making an interpretation that is not explicitly stated in the text. Writers do not spill their thoughts onto the page, they leak them slowly, one idea at a time, until the reader can make an

educated guess. Inferring allows readers to make their own discoveries without the direct comment of the author. Readers infer when they take what they already know, their background knowledge, and merge it with clues in the text to draw a conclusion.

Visualizing: It means to paint a picture of the story in the reader's mind. It is all about inferring meaning. When readers visualize, they are constructing meaning by creating mental images.

Determining importance: What readers determine to be important in text depends on their purpose for reading it. Readers need to focus on important information and merge it with what they already know to expand ideas is that they are the ones we want to remember.

Summarizing: As readers move through text, thinking evolves. They add new information to what they already know and construct meaning as they go. Summarizing is retelling the information and paraphrasing it.

Incidental Vocabulary Learning

Padak (2006) on the article "The Reading Teacher" states that according to vocabulary studies, vocabulary is learned incidentally and intentionally. Incidental learning occurs, particularly through extensive reading in input-rich environments. She states that when providing the learners with sufficient comprehensible input, L2 vocabulary acquisition would largely take place, without the need of any substantial pedagogical intervention.

The same researcher says that a representative set of research is reported on incidental learning of words in a second language from both written and spoken input. Recent studies showed that incidental learning of words was influenced by the readers' purpose and level of reading ability.

An extensive vocabulary is central to reading comprehension. National Reading Panel (2000), states that research has consistently found a significant connection between vocabulary knowledge, reading comprehension, and academic success. It mentions five principles: vocabulary instruction should be integrative, vocabulary should be learned deeply, vocabulary instruction needs to include repetition, words are learnt

best when presented meaningfully, and word learning is and should be both indirect and direct.

The first principle refers to really learn new words require students to connect new and existing knowledge; integrative word learning involves deep thinking and results in concept learning. The second one says that vocabulary should be learned deeply, through active processing and discussion. The third principle says that in order to learn new words or concepts, students must experience them in many contexts. The fourth one, words are learned best when presented meaningfully. Effective word learning entails using new words in meaningful contexts and thinking about them in meaningful ways. This enhances understanding and allows students to develop flexible control over word use. The last one, word learning is and should be both indirect and direct says that we learn most vocabulary indirectly or spontaneously through discussion, reading, or listening.

Extensive Reading

Krashen (1985) claimed that the most effective way for learners to acquire new vocabulary and develop their spelling ability is through exposure to large amount of “comprehensible input” via extensive reading. He adds that free reading of materials that students like is a low-anxiety activity, so that such reading activities are the most efficient means that a learner can acquire new vocabulary.

The net result of Krashen’s claims regarding the need for large amounts of comprehensible input, and the positive benefits of extensive reading, was that since the 1980s, extensive reading has become one of the most widely used methods for developing reading and vocabulary.

In the same way, reading proponents such as Nutall (1982, 1996) claimed that extensive reading programs were the most effective way of increasing vocabulary size, improving reading skills, and developing overall language ability.

Intensive Reading

According to Nation (2004) “intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a

deliberate focus on these items”. The text chosen implies difficulty for the reader due to the content or the language; for example, unfamiliar grammar or vocabulary. Hedgcock, et al (2009) mention some significant features of intensive reading: The teacher selects the texts to be studied, introduces, and reinforces certain reading strategies by means of whole-class instruction and student activities, students read the same text at the same pace and complete several exercises that facilitates understanding, teacher and students have clarity about what to do before, during, and after reading.

Pre-reading activities are decisive to facilitate comprehension. They include making predictions, asking questions, and introducing key vocabulary. While-reading activities include first reading, a quick read to the whole text to get the main point, second reading, an intensive reading, looking at language and considering the structure of the text. Post-reading activities entail summarizing and responding, thinking critically, they offer the best opportunities to assess the student progress.

6. HYPOTHESES

6.1 General Hypothesis

Blended learning develops vocabulary and reading in the students of the first level of Credits Course.

6.2 Specific Hypothesis

- The application of active techniques in face-to-face instruction improves vocabulary and reading.
- The implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.
- The students’ level of satisfaction is high with regard to the Blended Learning Approach implemented.

7. OPERATIONALIZATION OF THE HYPOTHESIS

INDEPENDIENT VARIABLE	CONCEPT	CATEGORY	INDICATOR	TECHNIQUE AND INSTRUMENT
Blended learning	Approach which combines face-to-face teaching with online and offline activities/materials	Face-to-face teaching	Lesson plan Active techniques For Vocabulary -Exposure to context -Showing pictures or using audio visual aids -Miming or performing an action For Reading -Previewing vocabulary -Monitoring comprehension -Reading with purpose -Answering questions -Recognizing story structure -Summarizing	Survey Questionnaire Observation Observation sheet
		Online and offline activities	Moodle (LMS) Activities: -Discussion forums -Watching videos -Visiting websites -Assignments -quizzes	Survey Questionnaire

DEPENDIENT VARIABLE	CONCEPT	CATEGORY	INDICATOR	TECHNIQUE AND INSTRUMENT
vocabulary	Words of a language, including single items and chunks which convey a particular meaning.	Words of a language	-Word formation -Synonyms -Antonyms -Rearrangement -Completion -Definition	Pre-test and post-test Questionnaire
Reading	A multifaceted process involving word recognition, comprehension, fluency, and motivation	comprehension	-Main idea -Specific information -Vocabulary in context -Function -Inference	

8. METHODOLOGY

8.1 Investigation Type

According to the method of study of the variables, this research is quantitative because of the characteristics, process and benefits .The data will be collected in a systematic way; then, they will be described. After that, they will be analyzed and interpreted statistically in order to support or disprove the hypotheses.

According to the nature of the research, this study will be predictive because blended learning will be applied in order to see what happens with vocabulary and reading.

8.2 Investigation Design

This investigation is quasi-experimental because it will compare a group that will get a particular intervention with another group that will be similar in characteristics but will not receive the intervention.

First, the researcher will do the class plan, paying much attention to the techniques to teach vocabulary and reading.

Second, the investigator will develop the e-virtual course in Moodle

For getting information about vocabulary and reading, a pre-test and a post-test will be applied to the experimental and the control group.

Three surveys will be applied to the students: the first one will be about active techniques to learn vocabulary and reading. The second one about online activities developed in the Moodle platform, and the third one will be about the blended learning approach implemented in the study. Furthermore, observation will be used in order to get additional information about interaction and attitude toward vocabulary and reading techniques. All the information will serve to prove or disprove the hypotheses.

8.3 Population and Sample

The research study is going to be worked with all the students of one class of first level of the Medical Sciences School of the University of Cuenca and because its population is small it is not necessary to take a sample.

Chart 1.1 Research Strata: There will be about 28 students in the experimental group and 28 students in the control group.

Strata	F	%
Students	56	100
Total	56	100

Source: Secretary's Office of the Medical Sciences School

Elaboration: The researcher: Raquel Palacios

8.4 Sample

The investigation will not take sample.

8.5 Method of Investigation

Scientific: This research is based on facts and reason. It is based on an organized and systematic process in order to establish the results.

Inductive: it will go from particular data to drawn down to general conclusions, it will use inference to interpret results, it will go from the easiest to the most complex.

8.6 Techniques and data collection instruments

For this research study the techniques that will be used for collecting data are the test and the survey. The instrument will be the questionnaire which will have from 5 to 10 indicators approximately, structured according to the operationalization of the variables.

A vocabulary and reading pre-test and a post-test will be administered in order to know the effect of blended learning on them.

Three surveys will be applied to the students: one about active techniques to learn vocabulary and reading, another about online activities developed in the Moodle platform, and the third about the blended learning approach implemented in the study. Observation will be applied to record information about interaction and attitude toward vocabulary and reading techniques.

8.7 Techniques and procedures for the analysis of results

The techniques that will be used are the test, and the survey, and observation. Once the information is collected, the researcher will organize and tabulate it. Data analysis procedure will be done using Descriptive and Inferential Statistics, Microsoft Excel program and other statistical package.

9. HUMAN AND FINANCIAL RESOURCES

Human Talent

Tutor

Students

Researcher

Material Resources

Texts

Sheets of paper

Photocopies
 Test printing
 Bookbinding

Technological Resources

Computer
 Printing
 Internet
 Flash memory

Services

Statistical assistance
 Tutor payment
 Payment of administrative fees

Budget

The approximately cost of this research is 1310 dollars, quantity that will be paid for the researcher. The expenses are detailed in the following charts:

MATERIAL RESOURCES	QUANTITY	COST
sheets of paper A4	1000	10
Photocopies	global	100
Questionnaires printing	global	50
Thesis printing	1	100
Bookbinding	Global	100
	TOTAL	360

SERVICES	COST
Internet	70

Statistical assistance	200
Tutor payment	250
Payment of administrative fees	200
TOTAL	720
Total of material resources	360
Total of services	750
TOTAL COST	1110

11. LOGIC MATRIX

PROBLEM FORMULATION	GENERAL OBJECTIVE	GENERAL HYPOTHESIS
What is the effect of blended learning on the development of vocabulary and reading in the students of the first level of Credits Course?	To determine the effect of blended learning on the development of vocabulary and reading in the students of the first level of Credits Course.	Blended learning develops vocabulary and reading in the students of the first level of Credits Course.
DERIVED PROBLEMS	SPECIFIC OBJECTIVES	SPECIFIC HYPOTHESES
Does the application of active techniques in face-to-face instruction improve vocabulary and reading?	To verify whether the application of active techniques in face-to-face instruction improves vocabulary and reading.	The application of active techniques in face-to-face instruction improves vocabulary and reading.
Does the implementation of interactive activities in an e-learning course through the Moodle platform improve vocabulary and reading?	To determine whether the implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.	The implementation of interactive activities in an e-learning course through the Moodle platform improves vocabulary and reading.
What is the students' level of satisfaction with regard to the Blended Learning Approach implemented?	To verify the students' level of satisfaction with regard to the Blended Learning Approach implemented	The students' level of satisfaction is high with regard to the Blended Learning Approach implemented.

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VOCABULARIO Y LECTURA: ENCUESTA

Señor estudiante, esta encuesta tiene el propósito de conocer los problemas que usted tiene con el vocabulario y la lectura en Inglés, sus causas, y efectos en la comprensión y en la comunicación. Por favor responda sinceramente las preguntas planteadas. Gracias por su colaboración.

V O C A B U L A R I O

1. Después de haber aprendido inglés por algunos años, ¿Se siente interesado por la materia?

- a. Si ____ b. No ____ Por qué?
-

2. Señale el tiempo que su profesor dedica a la enseñanza de vocabulario

- a. 40 minutos ____
b. 20 minutos ____
c. 10 minutos ____
d. Ningún tiempo ____

3. Considera que el conocimiento de vocabulario que Ud tiene es

- a. Suficiente ____ b. Limitado ____

4. Con el vocabulario que Ud. sabe, ¿puede comunicarse fluidamente?

- a. Si ____ b. No ____

5.-Señales los recursos o materiales que más usa su profesor de inglés para enseñar vocabulario y lectura

- a. Hojas de trabajo ____
b. Flash cards ____
c. dibujos ____
d. Textos impresos ____
e. Diccionario ____
f. libro ____
g. El internet ____
h. La plataforma virtual Moodle ____

6. Señale la principal forma como Ud aprende vocabulario en inglés

- a. Repitiendo pronunciación y escritura, y memorizando ____
b. Usando las palabras en diferentes actividades ____
c. Viendo videos, escuchando canciones, leyendo ____
d. Usando prefijos, sufijos y raíces ____

7. Señale la razón que le dificulta el aprendizaje de vocabulario

- a. Poco tiempo destinado al aprendizaje de vocabulario ____

- b. Forma tradicional de enseñar vocabulario ____
- c. Limitada exposición al idioma ____
- d. Incumplimiento de tareas ____

L E C T U R A

1. Señale el tiempo a la semana que su profesor dedica a la enseñanza de lectura

- a. 1 hora ____
- b. 2 horas ____
- c. 3 horas ____

2. El vocabulario que Usted sabe le es suficiente para comprender textos?

- a. Si ____
- b. No ____

3. Considera Ud que quien sabe más vocabulario tiene una mejor comprensión del texto

- a. Si ____
- b. No ____

4. Señale la forma como aprende lectura comprensiva?

- a. Traduciendo al Español el texto ____
- b. Traduciendo al Español y haciendo preguntas en inglés ____
- c. Leyendo silenciosamente y comprendiendo palabras en contexto ____
- d. Aprendiendo vocabulario antes de leer el texto ____
- e. Haciendo actividades durante la lectura ____
- f. Haciendo actividades después de la lectura ____

5. Señale el motivo que se le dificulta la comprensión de textos?

- a. Por el reducido léxico ____
- b. Por la poca exposición a textos ____
- c. Por no saber distinguir ideas principales de secundarias ____

RESULTADOS DE LA ENCUESTA SOBRE VOCABULARIO Y LECTURA

V O C A B U L A R I O

1. Después de haber aprendido inglés por algunos años, ¿se siente interesado por el idioma?

	F	%	
Si	7	28%	Es necesario Se me hace fácil Es interesante

			Para estudiar en el extranjero
No	17	68%	No puedo usar Es difícil A veces no entiendo No puedo pronunciar No siento que necesita saber Sólo me sirve para pasar los años Hay palabras difíciles de escribir Porque no entiendo al profesor
No contesta	1	4%	

2. Señale el tiempo que su profesor dedica a la enseñanza de vocabulario

	F	%
40 minutos	3	12%
20 minutos	6	24%
10 minutos	14	56%
Ningún momento	2	8%

3. ¿Considera que el conocimiento de vocabulario que Ud tiene es?

	F	%	
Suficiente	5	20%	
Limitado	19	76%	
No contesta	1	4%	

4. Con el vocabulario que usted sabe puede comunicarse fluidamente?

	F	%
Si	5	20%
No	16	64%
No contesta	3	12%

5.-Señale los recursos o materiales que más usa su profesor de inglés para enseñar vocabulario y lectura

- ✓ a. Hojas de trabajo
- ✓ b. Flash cards
- c. dibujos
- ✓ d. Textos impresos
- ✓ e. Diccionario
- ✓ f. libro
- g. El internet
- h. La plataforma virtual Moodle

6. Señale la principal forma como Ud aprende vocabulario en inglés

	F	%
Repitiendo pronunciación y escritura y memorizando	16	64%
Usando las palabras en diferentes actividades	4	16%
Leyendo, con canciones, con videos	3	12%
Usando prefijos, sufijos y raíces	2	8%

7. Señale la razón que le dificulta el aprendizaje de vocabulario

	F	%
Poco tiempo destinado al aprendizaje de vocabulario	4	16%
Forma tradicional de enseñar vocabulario	9	36%
Limitada Exposición al idioma	12	48%
Incumplimiento de tareas	0	

LECTURA

1. Señale el tiempo a la semana que su profesor dedica a la enseñanza de lectura

	F	%
1 hora	20	80%
2 horas	3	12%
3 horas	2	8%

2. El vocabulario que Usted sabe le es suficiente para comprender textos?

	F	%
Si	9	36%
No	16	64%

3. ¿Considera Ud que quien sabe más vocabulario tiene una mejor comprensión del texto?

	F	%
Si	20	80%
No	5	20%

4. Señale la forma como aprende lectura comprensiva?

	F	%
Traduciendo al español el texto	9	36%
Traduciendo al español y haciendo preguntas en inglés	1	4%
Leyendo silenciosamente y comprendiendo palabras en contexto	13	52%
Aprendiendo palabras clave antes de leer el texto	1	4%
Haciendo actividades durante la lectura	1	4%
Haciendo actividades después de la lectura	0	

5. Señale el motivo que le dificulta la comprensión de textos?

	F	%
Por el reducido léxico	12	48%
Por la poca exposición a textos	10	40%
Por no saber distinguir ideas principales de secundarias	3	12%

Annex 2. Students' consent

MAESTRIA EN LINGÜÍSTICA APLICADA AL APRENDIZAJE DE INGLÉS

CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN



Título de la investigación: The Effect of Blended Learning (b-learning) on Developing Vocabulary and Reading. A Study in the First Level of Credits Course in the Faculty of Medicine of the University of Cuenca, during the school year 2014-2015.

Investigador: Lcda. Cecilia Raquel Palacios

Estimado participante:

En mi calidad de estudiante del programa de maestría en “Lingüística Aplicada al Aprendizaje de Inglés” de la Universidad Nacional del Chimborazo, UNACH, previo a la obtención del título de Magister, como parte de los requisitos del Programa debo llevar a cabo un proyecto de investigación. El mismo que se basa en el efecto que podría tener el uso del Aprendizaje Semi-presencial en el desarrollo de vocabulario y lectura con estudiantes de un curso de inglés de primer nivel de la Facultad de Ciencias Médicas de la Universidad de Cuenca. Esta intervención tiene como objetivo demostrar el impacto de las clases regulares y el aprendizaje online en el desarrollo de vocabulario y lectura.

Esta investigación ha sido previamente autorizada por el Consejo Directivo del Instituto Universitario de Lenguas de la Universidad de Cuenca. La información que se obtenga en este estudio será mantenida bajo estricta confidencialidad. Su nombre no será utilizado en ningún informe cuando los resultados de la investigación sean publicados. Además, el estudio no conlleva ningún riesgo, ni afectará su evaluación a lo largo de la investigación. De igual manera está en pleno derecho de escoger ser partícipe o no de esta investigación.

AUTORIZACIÓN

Yo, _____, estudiante del primer nivel de inglés del grupo MED 3.1 / TEC 1.1 he leído esta información y estoy de acuerdo con participar en la investigación.

Firma del participante _____ CI. _____ Fecha _____

Firma del investigador _____ Fecha: _____

Annex 3. Vocabulary and Reading pre-test

VOCABULARY AND READING PRE-TEST

Class: _____ Date: _____ Code Number: _____

A. Word formation. Choose the appropriate word form to complete the statement

- Linda is a ____ girl. She always smiles and laughs a lot.
a. friend b. friendly c. friendship
- English is a necessary language, but I speak it ____, that's my difficulty.
a. slow b. slowly c. slower
- My father has a factory. His ____ always arrive on time and leave the work late.
a. work b. workers c. working
- Josh's parents like to ____ books of famous writers. Their favorite writer is William Shakespeare.
a. read b. reader c. reading
- Jefferson Perez is a famous runner. His ____ in Atlanta in 1996 was awesome.
a. run b. runner c. running

B. Synonyms and antonyms. Match the word with its synonym or antonym.

Write the letter on the blank.

- | | |
|----------------|------------|
| 1. good ____ | a. firm |
| 2. right ____ | b. bad |
| 3. heavy ____ | c. weighty |
| 4. clean ____ | d. secure |
| 5. safe ____ | e. wrong |
| 6. strong ____ | f. dirty |

C. Rearrangement. Read the statements. Then unscramble the word in the blanks

- He flies planes. He is a (tantendat fitlhg)
- She works in a restaurant. She is a (stewsari)
- They work in a garage. They are (sichenam)
- He designs buildings. He is an (ritchacte)
- She has to be very hardworking, she does all the activities at home, but she doesn't have a salary. She is a, (wofiseueh)

D. Completion. Complete the sentences with family members

1. I am a girl. I have a brother, I am his _____
2. My husband's father is my _____
3. My dad and my mother are my _____
4. My sister's daughters are my _____
5. My father's sister is my _____.

E. Definition. Read the text and define the words in bold.

Blue is for Boys – Pink is for Girls

Since all babies look **alike**, boys are usually dressed in blue and girls in pink simply to identify the sex. In **ancient** times, girl babies were regarded as inferior to boy babies, so the color blue, which was believed to have the power to ward off **evil spirits**, was reserved exclusively for the boys. The color pink was introduced for baby girls in accordance with a legendary European tradition that suggested girls were born **inside** a pink rose.

101 American Customs Book

1. alike _____
2. ancient _____
3. evil spirits _____
4. inside _____

F. Skimming: Skim the text and check the statement that best expresses the main idea of the text.

One of my favorite vacation places is Mexico. I really like the weather there because it never gets cold. The people are very nice, too. They never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting place to visit. It has some great museums and lots of fascinating old buildings. The hotels are too expensive but beautiful and there are also more affordable options. For example, you can stay at one of the beach resorts like Acapulco. If you are planning to visit Mexico, you should definitely see the Mayan temples near Merida.

<http://www.grammarbank.com/reading-comprehension-test.html>

1. Advantages that a work place offers. ____
2. Consequences of visiting Mexico. ____
3. People can visit Mexico. ____
4. Mexico is one of the chosen places for going on vacation. ____

G. Scanning: Scan the text and complete the table with specific information

Characteristics of the hotels A historical attraction The climate is

H. Making inferences: Read “An American Family” and check the statements you consider the writer would agree with.

An American Family

In the White family and the Schrader family, each person has a different job. Each person likes to do different things. Sometimes they have problems, but they all love each other very much.

Walter White is a high school chemistry teacher. He is also a businessman. He has two jobs because he needs money for his family. He works very hard so his family has a good life. Flynn is his son.

Skyler White is not a teacher. She is a writer. Skyler is 35 years old and she is married to Walter. She is going to have a baby next month. Walter and Skyler are very happy to have a new baby coming.

Marie and Skyler are sisters. Marie works in a hospital as a nurse. Sometimes Marie does bad things. This makes Skyler angry, but she still loves her sister. Skyler helps Marie with her problems.

Hank Schrader is a policeman. He likes being a policeman very much. He likes to make the city a safe place. He is 43 years old. His wife is Marie.

Flynn White is not a teacher. He is not a policeman. He is a high school student. He is 16 years old. He is different from the other students in his school. Sometimes he gets angry with his parents. He likes to spend time with his friends.

http://eslreadinglessons.com/american_family.htm

1. A good way to have money is by working in two places. ____
2. Skyler worries about her sister because she is going to have a baby. ____
3. Marie does not have to work because she is a problematic person. ____
4. Flynn should stay more time at home. ____
5. Walter works too much to provide the necessary things to his family. ____
6. Hank suffers when he works on the streets. ____

I. Summarizing: Read the following texts. Then read the headlines. Decide which headline best summarizes and goes with each passage.

- | | | |
|---|---|--|
| 1. A husband who loves doing the housework | 5. A girl who can't stand a school program | 9. A boy who does different things at home |
| 2. A wife who doesn't care her family new situation | 6. A girl who has a good time in the program | 10. A boy who is bored at home |
| 3. A bored husband of doing the house chores | 7. A boy who uses his time in valuable things | |

4. A worried wife of the family

8. A boy who is not doing valuable things

a. Now that Judy is working. Steve has to help her more with the housework. He doesn't enjoy it, however.

b. Judy loves her work, but she feels tired and too busy. She also worries about the children. Judy has to work on Saturday, so Steve and Judy don't have a lot of free time together.

c. Emily is having a great time in her after-school program. When Judy comes to pick up, she doesn't want to leave.

d. Unfortunately, Ben's school doesn't have an after-school program. Right now, he's spending most afternoons by himself in front of the TV.

e. Josh is enjoying his new freedom after school. He's playing his music louder and spending more time on the phone. He's also doing a few household chores.

J. Function. Read the text, there are 4 sentences removed from it, they are in the box. Choose the most suitable sentence for each blank. There is one extra sentence that you do not have to use.

1. She is not sure what to wear.
2. When she arrives, everybody say happy birthday.
3. She gets up at 6 o'clock every day.
4. So, she goes to a beauty salon to get her hair cut and her fingernails painted.
5. Finally, she decides to wear the purple dress.

Talia's Special Day

Today is a special day for Talia. She is getting ready for a dinner celebration. She wants to look very nice for her night out. ___ The hairdresser painted them pink and Talia is not happy with that color. She asks the woman to change the color to purple because she likes that color very much. It is almost time to go out. She goes back home to get dressed. ___ So, she tries on a pair of light blue pants with a white blouse. Then, she tries on a purple dress with a black belt. After that, she tries on a brown skirt with a

green top. ____ She leaves home and goes to the restaurant. Her friends and family are at the restaurant. ____ She laughs and says “thanks for coming to celebrate the last night as a teenager.

http://www.englishforeveryone.org/PDFs/Talias_Special_Day.pdf

Source: The questions regarding to vocabulary were adapted according to the FCE and the ones regarding to reading were adjusted according to the book “Strategic Reading 1.” Building Effective Reading Skills. Lynn Bonesteel 2003. Teacher’s Manual.

Annex 4. Vocabulary and Reading post-test

VOCABULARY AND READING POST-TEST

Class: _____ Date: _____ Code Number: _____

A. Word formation. Choose the appropriate word form to complete the statement.

1. Heidi is a _____. She saves money in the bank to buy a new car.
a. save b. saver c. saving
2. Danny has an _____ pet. It is a puppy-dog. It does funny things.
a. adore b. adorable c. adorably
3. Josh's friend is a very good researcher. He is looking _____ for information in scientific articles.
a. care b. careful c. carefully
4. My brother doesn't want to lend me his money. He prefers to _____ it in video games.
a. spend b. spender c. spending
5. Andrew's wife has a _____ lifestyle. She doesn't eat junk food and she exercises four times a week.
a. health b. healthy c. healthily

B: Synonyms and antonyms. Match the word with its synonym or antonym.

Write the letter on the blank.

- | | |
|-------------------|-----------|
| 1. buy ____ | a. noisy |
| 2. crunchy ____ | b. dull |
| 3. loud ____ | c. crispy |
| 4. delicious ____ | d. waste |
| 5. save ____ | e. ugly |
| 6. silly ____ | f. sell |

C: Rearrangement. Read the statements. Then unscramble the word in the blanks.

1. Sweet food you eat at the end of a meal, usually at lunch, and on special occasions at dinner. _____ (tesdres)
2. This object helps you keep your personal documents and money. This is a _____ (lawtel)
3. This is a female student who is in second year of university. She is a _____ (phemoopos)
4. It is made of any material. It is very useful. It has keys in it. _____ (yinregk)

5. This object is used to drink coffee. It is bigger than a cup. It is a _____ (gum)

D. Completion. Complete the sentences with names of rooms or spaces

1. This is a place in a house where people take a shower _____ .
2. It has a table for the teacher, desks for the students, a board, and a projector. It is a _____ .
3. It is a place where families used to have dinner, lunch and breakfast. It is the _____ .
4. It is a room or a group of related rooms, among similar sets in one building. It is an _____ .
5. It is a place in a university where you borrow books to investigate, to read, and to do homework. For this reason, you have to be silent. This place is called _____ .

E. Definition. Read the text and define the words in bold.

Health

While crisps and other **savoury** snacks can be delicious, many people are worried that young people eat too many of these kinds of foods. The Food Standards Agency (FSA) is a government organisation that is responsible for food safety and food hygiene in the UK. The FSA issued a warning recently that many children's snacks contained **dangerously** high levels of salt.

Some parents are unhappy that their children can buy snack foods that are high in sugar, salt or fat such as **sweets**, biscuits and crisps from vending machines in schools. Some schools have banned these types of vending machines.

Advertising and marketing is another controversial area. Some people feel that advertising for **junk food** and unhealthy snacks should not be directed at children and teenagers. One opinion is that young people should be protected by a ban on this kind of advertising before 9 p.m. on TV and that there should be more controls over websites, sponsorship and in-store promotions. What do you think?

<http://learnenglishteens.britishcouncil.org/uk-now/read-uk/snack-culture>

savoury /savory: _____

Junk food: _____

dangerous: _____

sweets: _____

F: Skimming: Skim the text and check the number of the statement that best expresses the main idea of the text.

Stubborn Fat is Real

You might have noticed by now that certain areas of your body have a higher tendency to store fat. These areas tend to be your lower back, love handles, butt, hips, and thighs. These same areas of fat are also hard to get rid of. Many people label these areas as stubborn fat. Stubborn

fat is real. It is not a myth or marketing term. There are reasons why these particular areas of fat are stubborn.

The way you store your fat is highly dependent on a couple of different factors. Some of the factors have to do with your sex and genetics. But more specifically, it's the different ratio of hormones men and women have. The two sex hormones that influence fat disposition are testosterone and estrogen. Your ratio of testosterone to estrogen is going to have a large role in where you store fat on your body.

<http://www.coachcalorie.com/how-to-get-rid-of-love-handles-and-stubborn-fat/>

1. Effects of overweight
2. Arguments about why some parts of the body accumulate fat
3. Reasons for the storage of hormones in men and women
4. Consequences of overweight

G: Scanning: Scan the text and complete the table with specific information.

The particular cause of stubborn fat	Areas where the body stores fat	Hormones that influence stubborn fat
-	- - - - -	- -

H: Making inferences: Read “What are Banks” and check the statements you think the writer would agree with.

What are Banks?

Banks are places where people can keep their money. Most people use banks to save money in their savings accounts and to pay money from their checking accounts. Today, when a person earns money from their job, their paycheck is often electronically deposited (put) into their savings or checking account. Then, he or she can pay their bills by writing checks from their checking accounts or pay online where their bills are electronically connected to their bank accounts.

Banks also give loans to people. Banks use the money that their customers deposit to lend to people to buy new houses, cars, or to start businesses among other reasons. The bank makes money from lending by charging interest. In other words, people have to pay back more than they borrowed. This amount depends on how risky the bank thinks the borrower is and how fast the loan is paid back among other things.

1. Poor people become rich because they borrow money to banks. ____
2. Because of the advantages of technology bank customers cannot do financial transactions from home. ____
3. Banks act as intermediary in financial transactions. ____
4. Banks borrow money to their customers. ____
5. Banks offer their customers some credits, but they charge interest. ____
6. Banks lends money only to solvent people. ____
7. To have an account in the bank is like winning the lottery. ____

I. Summarizing Read the following text. Then read the headlines. Decide which headline best summarizes and goes with each passage.

The Town Of Clarkson

A Clarkson is a large town. It has more than fifty thousand people living there. It sits next to a large river, the Clark River. Every day, people take the ferry from North Clarkson to South Clarkson to go to work. Most people live in North Clarkson.

B There are many trees and the streets are very broad. When the sun shines the children run and play in the safe streets, North Clarkson is a wonderful place to live.

C South Clarkson has a lot of shops and factories. Many don't live there, but they come in the morning to work. There is also a big stadium where the Clarkson Tigers play. On Sundays, many people go to watch their favorite team.

D At the weekend, the people from Clarkson enjoy walking along the bank on the Clark River. They also sail small boats on the water and if there is a little wind, they fly kites in the large park.

E Every year, Clarkson grow in size because a lot of people come to live there. The government builds more houses and the streets get busier. Maybe in the future, if the town continues to grow, it will become a city!

<http://www.esl-lounge.com/level1a/level-1a-beginners-the-town-of-clarkson.php>

<i>1. Clarkson is big, so it is dangerous</i>	<i>2. There are not fun activities to do on Saturday and Sunday</i>	<i>3. Not all towns are small</i>
---	---	-----------------------------------

4. All towns are small.	5. One part of the town is industrial and it has an entertaining place	6. The place will remain as a town forever
7. Even Clarkson is big, it is not a dangerous town	8. One part of the town isn't industrial because of the stadium.	9. The place offers interesting activities to do on Saturday and Sunday
10. It can become a city because of its advance		

J. Function. Read the text, there are 4 sentences removed from it, they are in the box. Choose the most suitable sentence for each blank. Write the number. There is one extra sentence that you do not have to use.

Coffee

If you are like a lot of other North Americans, you like to start your day with a cup of coffee. Coffee contains a substance called caffeine. In humans caffeine is a stimulant. _____. Many people start their day with a cup of coffee because of the stimulant effects. In fact, about 90% of North Americans drink coffee.

_____. Only tea and water are more popular than coffee. Coffee beans are actually the seeds of coffee cherries that grow on coffee plants. The beans are green when they are picked. Most of the coffee that is sold in coffee shops and grocery stores is brown. _____. The roasting gives the beans their different flavors. Some coffees are darker and stronger tasting than other coffees. You can buy green coffee beans from some stores if you want to roast your own beans. In North America, a latte is coffee that has steamed milk added to it. A cafe mocha is coffee with steamed milk and some chocolate added to it. _____. Coffees with different flavors added to them are very popular.

http://www.readingesi.ca/stories/index_food.html

1. Sometimes whipped cream is put on the top of a cafe mocha.
2. Coffee is the third most popular drink in the world.
3. Coffee is for people who have problems with bones.
4. It makes you feel more awake and alert.
5. It is brown because the beans have been roasted at high temperatures.

Source: The questions regarding to vocabulary were adapted according to the FCE and the ones regarding to reading were adjusted according to the book "Strategic Reading 1." Building Effective Reading Skills. Lynn Bonesteel 2003. Teacher's Manual.

Annex 5. Checklist for the class observation

**CHECKLIST FOR THE
CLASS OBSERVATION**



Date: _____ **Time:** _____
Place: In the classroom **Class:** English I, MED 3.1
Researcher: Lcda. Raquel Palacios **Observer:** _____

The purpose of this observation is to know the students' attitude, their interaction / participation and their performance of the activities during the application of active techniques for learning vocabulary and reading.

Check each item in the part that most clearly represents what you observe.

CATEGORIES	ITEMS
Attitude	<p>1. The students pay attention to the instructor's instructions and explanation 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>2.The students show interest for the topic and activities 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>3. The students engage in the activities 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>4. The students respect their classmates participation 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p>

<p>Interaction and Participation</p>	<p>1. The students respond to the instructor's questions 3. Very good ___ 2. Good ___ 1. Fair ___ 0. Bad ___</p> <p>2. The students use the target language to communicate when doing tasks 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>3. The students' participation is 3 Very good ___ 2. Good ___ 1. Fair ___ 0. Bad ___</p> <p>4. The students focus on the assigned tasks 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>5. When working in groups or pairs, the students reach agreement 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p> <p>6. The students help each other when doing the tasks 3. Too much ___ 2. Much ___ 1. Little ___ 0. No ___</p>
<p>Performance of the activities</p>	<p>1. The students know what they have to do in the assigned tasks 3 Very well ___ 2. Well ___ 1. Not a t all ___ 0. No ___</p> <p>2. The students assume their roles 3 Very well ___ 2. Well ___ 1. Not at all ___ 0. No ___</p> <p>3. The assigned time for doing the activities is 3. Appropriate ___ 2. Much ___ 1. Little ___ 0. N/A ___</p> <p>4. The students can perform the activities 3 Very well ___ 2. Well ___ 1. Not at all ___ 0. No ___</p>

Annex 6. Journal template

JOURNAL TEMPLATE



Class: _____

Student Code Number: _____

ONLINE ACTIVITIES IN THE MOODLE PLATAFORM

DATE	ACTIVITY	OPINION

Source: Adapted from the Journal Template of Leon (2014). Master Thesis.

Annex 7. Sample of Participants' Journal Comments

JOURNAL



Lcda. Raquel Palacios

MED 3.1

First level

Date: October – December

Positive Comments		Negative Comments	
It was fun to participate in the forum	12	People speak too fast in the video	3
The activity was interesting and fun	8	There were unfamiliar words	3
I learned new words and phrases	12	For me it was difficult to answer the questions	1
It was easy to do the tasks	10	I don't understand some words	1
The Tasks are organized	4	Hard work for students	2
I engaged doing the tasks	9	For me the activity was a bit difficult	1
The instructions are clear	10	I don't have much time to do all the tasks	3
The activity makes me think	11	The uploading of my homework was slow	3
I engage in the text	6	I had problems to access to the e-virtual	2
The material was good and interesting	5	Do not comment all students	1

Source: Adapted from the Journal Template of Leon (2014) Master Thesis.

Annex 8. Survey 1

SURVEY 1

THE EFFECT OF THE APPLIED TECHNIQUES AND STRATEGIES ON THE DEVELOPMENT OF VOCABULARY AND READING

The purpose of this survey is to get information about the effect of the techniques and strategies applied during the face-to-face instruction in the development of vocabulary and reading.

Instruction: Think about the activities you did in class. Read carefully each statement and question and circle your answer according to the reference in the table below.

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

1. The applied techniques helped you learn vocabulary in an easy way.	4	3	2	1
2. They helped you learn and use words in a meaningful way.	4	3	2	1
3. The learned vocabulary helped you improve writing.	4	3	2	1
4. The learned vocabulary helped you improve speaking.	4	3	2	1
5. The applied reading strategies helped you identify the main idea and specific information of a text.	4	3	2	1
6. The applied reading strategies helped you infer information and summarize a text.	4	3	2	1

7. How much vocabulary do you think you improved in the face-to-face activities?

4. A lot of 3. Much 2. Little 1. Very little

8. How much do you think you improved in reading comprehension?

4. A lot of 3. Much 2. Little 1. Very little

9. Which vocabulary technique helped you retain more vocabulary? Please check only ONE.

1. Exposure to context
2. Showing pictures or audiovisual aids
3. Realia
4. Associating with other words
5. Identifying lexical sets

10. Which vocabulary technique helped you retain less vocabulary? Please check only ONE.

1. Exposure to context
2. Showing pictures or audiovisual aids
3. Realia
4. Associating with other words
5. Identifying lexical sets

11. Which reading strategy engaged you the most in an active way? Please check only ONE.

1. Reading with a purpose
2. Monitoring comprehension
3. Making connections
4. Answering questions
5. Inferring

12. Which reading strategy engaged you the least in an active way? Please check only ONE.

1. Reading with a purpose
2. Monitoring comprehension
3. Making connections
4. Answering questions
5. Inferring

By: Cecilia Raquel Palacios

Annex 9. Survey 2

SURVEY 2

THE EFFECT OF ACTIVITIES IN MOODLE TO IMPROVE VOCABULARY AND READING

The purpose of this survey is to get information about the effect of the interactive activities through Moodle to improve vocabulary and reading.

Instruction: Think about the activities you did in the virtual platform. Read carefully each statement and question and circle your answer according to the reference in the table below.

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

1. Watching videos allowed you reinforce and improve vocabulary.	4	3	2	1
2. HotPot and quiz reinforced vocabulary.	4	3	2	1
3. You could express easily through forum.	4	3	2	1
4. Assignment and websites helped you improve vocabulary and reading.	4	3	2	1
5. The applied readings activities helped you improve skimming and scanning.	4	3	2	1
6. Pre, during, and after reading activities helped you improve reading skill.	4	3	2	1

7. How much vocabulary do you think you improved with the online activities?

4. A lot of 3. Much 2. Little 1. Very little

8. How much do you think you improved in reading comprehension?

4. A lot of 3. Much 2. Little 1. Very little

9. Which activity did you like the most? Please check only ONE.

1. Interacting through "Forum"
2. Interacting through "Assignment"
3. Interacting through "Quiz"
4. Interacting through "Glossary"
5. Interacting through "HotPot"
6. Accessing to websites

10. Which activity did you like the least? Please check only ONE.

1. Interacting through "Forum"
2. Interacting through "Assignment"
3. Interacting through "Quiz"
4. Interacting through "Glossary"
5. Interacting through "HotPot"
6. Accessing to websites

11. Which activities helped you learn vocabulary and improve reading skill?

1. Interacting through "Forum"
2. Interacting through "Assignment"
3. Interacting through "Quiz"
4. Interacting through "Glossary"
5. Interacting through "HotPot"
6. Accessing to websites

By: Cecilia Raquel Palacios

Annex 10. Survey 3

SURVEY 3 SATISFACTION OF THE PARTICIPANTS REGARDING THE B-LEARNING IMPLEMENTED

This survey is applied with the purpose to obtain information about the level of satisfaction of the participants with regard to the B-learning Approach implemented.

Instruction: Read each statement carefully and circle your answer according to the reference in the table below.

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

Teaching	1. You are satisfied with the way you were taught vocabulary and reading in the face-to-face classes.	4	3	2	1
	2. You liked the way you were taught vocabulary and reading in the virtual course.	4	3	2	1
Learning	3. You learned from others working in groups.	4	3	2	1
	4. You learned from your partner when you worked in pairs.	4	3	2	1
	5. You felt distressful when you worked in groups.	4	3	2	1
	6. You felt distressful when you worked in pairs.	4	3	2	1
Activities	7. You are satisfied with the activities applied in the face-to-face meetings.	4	3	2	1
	8. You are satisfied with the activities in the virtual course through Moodle	4	3	2	1
Support	9. Your teacher helped and encouraged you while doing the different tasks.	4	3	2	1
	10. Your teacher gave general feedback after each two weekly hours of work online.	4	3	2	1
Approach	11. The Blended Learning Approach implemented provides more possibilities to increase vocabulary and reading than a traditional method.	4	3	2	1
	12. You are satisfied with the Blended Learning Approach implemented.	4	3	2	1

By: Cecilia Raquel Palacios