UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

TOPIC:

Achievements and shortcomings of the implementation of B-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition courses during the second semester of the year 2013.

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INTRODUCTION

Technology has been a very important role in education, many techniques has been developed to support learning process. One of the methodologies that has been used in last years is b-learning, which is a form of education that combines face-to-face classroom methods with computer-mediated activities.

B-learning proposes an alternative for innumerable people that for some reason are no able to assist face to face classes in universities or schools regularly. In the Foreign Language Department of the University of El Salvador, this method would not only be the solution for the students that cannot attend traditional classes every day, but this could be the answer to solve the overpopulation, a problem which the department deal with, since this is one of the biggest departments of the whole University of El Salvador and one of the biggest issues is the quantity of students, which create the little room for students, insufficient teaching stuff and overcrowded courses.

This research is oriented to describe characteristic and advantages of b-learning methodology implementation in the Foreign Language Department at the University of El Salvador documenting the process of application as well as its benefits and shortcomings using this methodology to inform to all the protagonists, the research provides results that can help as a backup for future development of a full electronic distance methodology in the department.

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CHAPTER I

PROBLEM

1.1) PRESENTATION OF THE PROBLEM

Large classes are a common issue around the world. The term can vary from one country to another; for instance, in China a large class generally refers to that of holding 50-100 students or more, which to some foreign teachers may be super large. The definition of a large class changes in every culture or country, but in essence it represents a problem for teachers. Hayes (1997) states five main issues for teachers when having a large class. He divided them in 5 categories: 1) Discomfort caused by the physical constraints, 2) control problems (discipline aspects), 3) Lack of individual attentions, 4) Difficulty on evaluation, 5) Problems of charging learning effectiveness. All these issues bring difficulties to both, teachers and students in the process of learning. Around the world, the increasing number of students and lack of institutions have made this situation more common.

Enormous classes are a reality in developing countries such as El Salvador. Here, there are many educational institutions facing this problem. Among universities, the University of El Salvador (UES) is one of them. This university is the only one that provides public superior education in the country. In consideration of this, UES has a high demand each year because thousands of aspirants apply for being accepted as new students. UES is composed by 5 faculties; one of them is the School of Science and Arts which is divided in different departments. The Foreign Language Department makes part of this faculty and it is dealing with large-class issues.

Every year, there is an increasing population of foreign language learners who are applying to get in The Foreign Language Department at The School of Sciences and Arts. This department has suffered this augmentation; from 2002 to 2012 the number of students enrolled has doubled, in 2002 it attended 641 undergraduates, while in 2012 the amount reached 1380 of them. In contrast, during these 10 years, the staff of teachers has little increased. Counting 30 teachers during 2002, 2003, and 2004, by 2012 the number had extended to 44 teachers, one of

the biggest in terms of professors personnel. (Memorias del Departamento de Idiomas extranjeros, 2002, 2011).

By 2011, there were a high number of registered students at the Foreign Language Department that, at least 30 groups, had not been assigned to a specific classroom by the Academic Administration. (Comunicado de Comité Técnico Asesor de la Facultad de Ciencias y Humanidades, sobre la Problemática de Nuevo Ingreso, 2011). As a result of the high demand that the Foreign Language Department has, many problematic situations have arisen. Some of them are: student overcrowding, deficit of teachers to cover the number of registered students, insufficiency of didactic material, shortage of classrooms, and many more. As a possible solution to these problems, the Foreign Language Department authorities have implemented a new methodology which is called blended learning (b-learning).

B-learning has a variety of definitions. According to James Manson (Special Supplement, 2005), Blended Learning is the combining of traditional teaching methods (face-to-face classroom lessons) with technology-based methods ('eLearning') for delivering instruction to students. Singh and Reed (2001) define blended learning as learning using a variety of instructional modalities. This methodology has quickly become a phenomenon, and it has been applied in many institutions around the world.

This technological phenomenon opens the possibility that a large portion of the population has access to education through what has been called online education. More and more universities and research institutes around the world provide free courses, masters and even doctorates through their "Virtual campus", the Foreign Language Department is not alien to this technological evolution and every day it makes efforts in incorporating distance education as a strategy to strengthen its mission and solve some issues like those mentioned above.

1.2) STATEMENT OF THE PROBLEM

Technological advances have exploded in the last century. Nowadays, technology has become a really important tool when it comes to students learning process. From the use of multimedia technology to the current use of more complex tools, it has had a very important role in the learning field.

Multimedia can be defined as the use combinations of text, images, sounds, and movement, and it has become a very common technique to teach. Since many years ago teachers are using technology in their classrooms. Besides that, Internet is the greatest technological invention of all time. The explosion of the Internet and its capabilities has provided a resource to the teacher, which was unimaginable before.

Along with the growth of internet use, many approaches have been developed and supported with internet. Teachers and learners have had to adapt their needs to this new era. Today, students expect from their classes to include technology, because it is an essential part of their lives.

In the last years, electronic education has become part of the teachers' methodology. Technology has helped teachers to expand and to go beyond from the traditional text-book method; for instance, according to "The application of technology in the English teaching-learning process at the FLD of five universities in El Salvador" (2005), the universities that participated in the investigation had already included some kind of technology to support teaching-learning process in their Foreign Language Departments at that moment such as CD rooms, multimedia projector, and language laboratories. In this way, teachers had been influenced by technology, and they had adopted technology in their teaching approaches. A recent survey made by The Advanced Placement and National Writing Project (How Teachers Are Using Technology at Home and in Their Classrooms, 2013), discovered that teachers find digital technologies have helped them in teaching their middle school and high school students in many ways. At the same time, the internet, mobile phones, and social media have brought new challenges to teachers; almost all of them say that the internet has a "major impact" on their ability to access content, resources, and materials for their teaching.

At the same time, the majority of them say that the internet and other digital tools have added new demands to their lives, agreeing with the statement that these tools have a "major impact" by increasing the range of content and skills about which they must be knowledgeable. And few of them report a "major impact" by requiring more work on their part to be an effective teacher.

As one of the most used approaches in the last years, b-learning represents not only a challenge for teachers and students, but also an improvement in the learning process. It provides many advantages such as flexibility and convenience. This approach has helped to institutions and universities to overcome some issues as over population, limited resources and expectations of students from this era. Taking into account all these benefits, the FLD has considered undertaking this project, and applying it in the department with the purpose of relieving the overpopulation crisis.

Blended learning was carried out in the Foreign Language Department in English Composition courses during the second semester of the year 2013, and it was supported because it contributes to teachers and students to have an enhanced learning environment.

1.3) RESEARCH QUESTIONS

1.3.1) General
- What are the benefits and shortcomings of the implementation of B-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition courses during the second semester of the year 2013?

1.3.2) Specific
- What are the characteristics of b- learning methodology in optimal educational context?

- What are the profits for teachers when using B-learning methodology in English Composition Courses?

- What are the profits for students when using B-learning methodology in English Composition Courses?

OBJECTIVES

1.4.1) General Objective

➢ To describe b-learning methodology implementation in the Foreign Language Department at the University of El Salvador, in English Composition courses during the second semester of the year 2013, in order to document the process and inform about its achievements and shortcomings.

1.4.2) Specific Objectives

➢ To detail the characteristics of b- learning methodology in optimal educational context.

➢ To identify the profits for teachers when using b-learning methodology in English Composition subjects.

➢ To identify the profits and for students when using b-learning methodology in English Composition subjects.

1.5) JUSTIFICATION

Technology has been developed since ancient people discovered the use of the fire as a survival technique, it has brought people into greater contact and made them more knowledgeable, it has made life more pleasant and efficient, and it has impacted in many areas of the society as science, communication and others; however, it was not until 1950`s that technology was included in the education area.

Technology has had a very important role in education; many procedures have been developed to support the learning process. The XXI century gives new opportunities and challenges due to the presence of technology, and it is enabling multi-modal teaching, changing curricula and spawning rich forms of online research and collaboration. Adopting and integrating technology into teaching-learning process allows to profit the opportunities and to overcome the challenges, achieving success in teaching method.

Hence, higher education and especially the universities have understood this new stage of changing. They have begun to adjust their curricula to the variety of learning styles and rhythms. At The University of El Salvador, specifically in the Foreign Language Department a new approach called b-learning has been implemented. This methodology that has been used in last years is a form of education that combines face-to-face classroom methods with computer-mediated activities. According to Torrisi, "Blended learning refers to enriched, student-centered learning experiences made possible by the harmonious integration of various strategies, achieved by combining face to face interaction with Information and Communication Technologies." (2011, p.366)

B-learning has many benefits such as the improvement of classroom utilization, flexibility, convenience, and provides better access to education. B-learning proposes an alternative for many people that for some reason cannot go to universities or schools regularly. In the Foreign Language Department of the University of El Salvador, this method would not only be the solution for students that cannot attend traditional classes every day, but this could be the answer to solve the overpopulation problem that the FLD has. Since this department is one of the biggest of the faculty of Sciences and Arts, it faces overpopulation. Many problematic circumstances have raised because of this high number of students which exceeds the capacity from the department, for instance, there are not enough classrooms available for teaching, there are not enough teachers in order to have smaller groups of students. On the contrary, large classes are common in the department.

This research is oriented to describe advantages and disadvantages of b-learning methodology implementation in the Foreign Language Department at the University of El Salvador by documenting the process of application, as well as its benefits and shortcomings. Using this methodology to inform all the protagonists, the research will provide results that can help as a backup for future development of a full electronic distance methodology in the department, being students the most favored ones.

1.6) LIMITATIONS

The next items describe the limitations that the research investigation might have by some circumstances; these factors could bring issues to accomplish the objectives, and to answer the research questions.

- Some teachers may not have the willingness to cooperate, denying the research group to make observation in the class and have accessibility to the course activities.

- Some students might be unwilling to cooperate with the group at the moment of requesting them to fill up the questionnaire or participate in an interview.

- Due to various reasons, the students could not answer honestly the tool, altering the accuracy of the research.

- B-learning is a new methodology applied in the FLD; therefore, there is no physical documentation or bibliography developed associated to this subject which support or delve the investigation, which could make the investigation longer.

CHAPTER II

THEORETICAL FRAMEWORK

2.1) HISTORICAL BACKGROUND

The Foreign Languages Department makes part of the Faculty of Sciences and Arts; it arises in 1948 as an English and French language school. It was part of the social service offered by the University of El Salvador. In 1973, the Board of Trustees of the University approved the program sequence for the followings degrees: "Profesorado en Educación Media para la Enseñanza del Idioma Inglés", and "Licenciatura en Idioma Inglés" which were ratified in 1977 and modified in 1993 and 1999. In 2002 a new Bachelor Degree program was added to the academic offer: "Licenciatura en Lenguas Modernas, Especialidad: Inglés y Francés.

Currently this department has a huge number of students, exceeding the Department's expectations. According to the Records Office from the School of Arts and Sciences, a total of 1380 students were registered for the semester II -2012, only in the Modern Languages and ESL Majors.

Time has gone by and the Foreign Languages Department has looked for alternative solutions to this students' increasing number. The technology has been a fundamental tool for applying new educational methodologies which fulfill the needs that the department has. Starting this academic year, a Blended Modality has been applied to some English Composition courses in order to complement the class activities, and as a possible solution due to the high affluence of new students.

Since its introduction, Information Technology has had an important role in education. The fast and continuous pace of change in technology is creating both opportunities and challenges for educational institutions. Definitely it has contributed and it will continue doing it for an easier and more affordable access to education. As a result of the advance in technology Information is freely available to anyone with the right technology. Instant communication around the world is a reality and used for personal, business and education applications, as it is explained in the following items.

Global Learning: students can set up language lessons with a native speaker who lives in a different country and attend the lessons via videoconference. Learning from a native speaker, learning through social interaction, and being exposed to another culture's perspective are all incredible educational advantages that were once only available to those who could afford to travel. Now, setting up a language exchange is as easy as making a videoconference call.

Storytelling and Multimedia: With a simple assignment and an access to technology, do research and also develop a product that would communicate, students are able to do valuable learning on a concept that was not even addressed in their textbook, and allow other people to view it and learn from it. Asking students to learn through multimedia projects is not only an excellent outline of learning that teaches in cooperation, but it's also a good way to encourage students who are highly motivated for creating something that their peers will use and appreciate.

E-books: A digital textbook that is merely a PDF file that students can easily read from any device.

2.2) DEFINITION OF KEY TERMS

Educational Technology (ET)

Educational technology is the study and ethical practice of facilitating, learning and improving performance by creating, using, and managing appropriate technological processes and resources. (Association for Educational Communications and Technology (AECT) Definition and Terminology Committee June 1, 2004).

The research in educational technology has grown from investigations attempting to "prove" that media and technology are effective tools for learning, to Investigations created to describe and detail the appropriate applications of processes and technologies to the improvement of learning.

Educational Technology before know as Instructional technology, has suffered changes in its definition since 2008, by incorporating the term "Educational" instead of "Instructional", the definition has broadened the scope of the field. Although the domains are no longer mentioned by name, the use of "create, manage, and use" encompass the systematic activities of the former domains. Finally, the definition still holds true to the systematic process but now is allowing for a variety of mindsets and Instructional Systems Design models.

Information and Communication Technologies (ICTs)

ICTs stand for *information and communication technologies* and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include *computers, the Internet, broadcasting technologies (radio and television), and telephony. (*Victoria L. Tinio).

Information and Communication technologies have become very important part of the society, areas as economy and education have been positively impacted. Tools such as internet help business environment, at the same time adds a value to the learning process.

Definition of B-Learning

Traditionally teachers have used a range of learning activities and resources to assist learners to achieve learning objectives. Face-to-face presentations, visual material, paper-based assessments, online research and group activities have been the mainstay of classroom teaching for many decades. More recently mobile technologies and internet have expanded opportunities for enhance the teaching-learning process; blended learning modality is one of the new methodologies that the addition of the technology to the education has brought.

Definitions of blended learning range from the very broad where practically any learning experience that integrates some use of ICTs qualifies, to others that focus on specific percentages of online curriculum and face-to-face instruction. Usual definitions of Blended Learning suggest the distinguishing feature of blended Learning as the combination of face to face and on-line modalities.

Some definitions focusing on the co-existence of technology and face to face, blended learning is defined according to the proportion of learning activities that have been installed online rather than in the classroom, reducing but not eliminating classroom time (Garnham & Kaleta,2002) Blended learning is really no more than a combination of all of these approaches.

The Higher Education Research and Development Society of Australasia (2011) categorized the definitions of blended learning as follow:

- A mix of pedagogical methods or philosophies with/without technology.
- Integration of varied learning styles, modes of delivery and teaching methods.
- The combination of face- to- face with 'technology', 'ICT' or more specifically, 'online', 'e-learning', 'computer-mediated'.
- Combination of specific proportions of face-to-face teaching with online.
- Supplementing or complementing face-to-face interaction with technology / online/ e-learning.
- Face-to-face and Online co-existing with online scheduled and required, and face-to-face optional or vice versa.
- Thoughtful or systematic integration of best of face-to-face interaction with best of technologies online.

Types of online-learning courses

In online-learning there are two types of online-learning courses: a "partially online" and a "fully online-learning course".

The first is one that schedule part of the class time in a traditional onsite setting and the rest of the class work is done online via the Internet. Also integrates existing resources materials that are available either in print or non-print form such as textbooks etc. Such courses promote the concept of what is commonly referred to as "blended learning", where several approaches are used to teach a courses also known as "wrap around courses".

The other one "fully online" course is the one in which all or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. It is important to say that is not "fully" in a complete sense because students can also study without a computer from printed materials, textbooks and other resources from libraries, materials that are not really necessary to put online, it is also called "integrated course".

Wrap around model

This model of online-learning relies on study materials, which may comprise online study guides, activities and discussion "wrapped" around existing previously published resources such as textbooks, etc.

This model represents a resource-based approach to learning, as it seeks to use existing material that is relatively unchanging and is already available online and offline. Such courses, once they are developed, can be taught or tutored by persons other than the course developers. Collaborative learning activities in the form of group work, discussion among peers, and online assessments may be supported by computer conferencing, or mailing lists.

The integrated model

This model is closest to a full online-learning course. Such courses are often offered through a comprehensive learning management system. They comprise availability of much of the subject matter in electronic format, opportunities for computer conferencing, small group-based collaborative online learning activities, and online assessment of learning outcomes. For the moment though, some of the subject matter contents will be best-accessed offline in already published textbooks and other sources. The learning and teaching in these courses take place in on line conferences, in which the prescribed readings and the assigned tasks are discussed. Much of this learning and teaching activity is fairly fluid and dynamic as it is largely determined by individual and group activities in the course.

Definition of e learning

Many are the definitions given to this modality of learning; one of those is the one that refers to the utilization of the new technologies of the information and the word "e" means electronic with an intention of learning. The "electronic", so the combination e-learning gives the term "electronic learning for electronic means (Virtual Education) ". Also has received the name of virtual education, which is referred the utilization of new technologies and tools of learning across electronic means, as complement processes of communication and education.

This type of learning, allows the adaptation of the rhythm of learning of student and the availability of the virtual tools of education, independently of hourly or geographical limits. The tools that compose this strategy of education are, on the one hand, different usefulness for the presentation of the contents (texts, animations, graphs, videos) and for other one, tools of communication between students and tutors of the courses (e-mail, chat, forums). E-Learning, as any educational process, it needs of an instructive design or instructional solidly, that it takes in consideration, besides the pedagogic aspects, the advantages and Internet limitation and the behavior of the users.

The true is that e-learning is a formative modality that allows a formation completely distantly where the students accede to the contents, activities, tasks and tutors of the course across the technological platforms, e -learning is   the Internet utilization to revolutionize the way in which the people learn.

Moodle

The acronym *MOODLE* stands for *Modular Object-Oriented Dynamic Learning Environment.* Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one personal computers or one at a web hosting company. (moodle.org)

It is a course management and delivery system. As such, *Moodle* has great potential to create a successful e-learning experience by providing a plethora of excellent tools that can be used to

enhance conventional classroom instruction, in hybrid courses, or any distance learning arrangements. In whatever form of instruction *Moodle* is used, the design of the learning tasks must be grounded in theories of second language acquisition. (Klaus Brandl, Are you ready to Moodle? May 2005, Volume 9, Number 2)

Moodle has already become a term of its own synonymous with a software package designed to help educators create quality online instruction. First version of Moodle appeared on august 20th, 2002. Since then others versions have appeared.

2.3) THEORETICAL FRAMEWORK

Blended learning is a powerful strategy for many reasons. If well designed, it addresses more learning style requirements, a wider audience, and increased performance or learning results, but at the same time b-learning can bring disadvantages when being carried out. In this chapter, possible benefits and shortcomings are described.

Advantages

- **The flexibility that B-learning technology affords**

One of the best attributes of b-learning is the flexibility in the access to the information independently of the space and the time in which the teacher and the student are while using online learning. This flexibility makes reference to the access and use of all the information and sources in the place and time suitable for students and not for the educational institution like in the traditional learning process where students must adequate schedules to those ones from universities, schools etc.

Distance education started in this principle to allow people who work, who have children or that simply cannot attend a normal schedule from educational organization, to get access to education.

Since the 80's here in El Salvador, an intended was created to fulfill the necessities of those people that for any reason could not attend normal classes, with printed material which is taken home to be revised, and they had tutorials on weekends to review information and to make tests. (Ministerio de Educación El Salvador, 2004)

Those printed material have the same kind of flexibility that b-learning methodology has because learners have freedom of time, pace and place, differently the b–learning program can develop non- printed subject matter content and simulation which is the limitation of those types of materials.

One of the best advantages that b-learning provided for students and teachers is the flexibility which can comprise many other benefits in it, for example flexibility of time means that

students can stay at home and not necessary they have travel to an educational institutions, at the same time this flexibility can be reformulated in the next statements:

- Class work can be scheduled around work and family.
- Reduces travel time and travel costs for students: they have less clothing and driving expenses than in traditional learning.
- Self-paced learning modules allow students to work at their own rhythm.
- Learners can test out of or skim over materials already mastered and concentrate efforts in mastering areas containing new information and/or skills (just-In-time learning) and saving time.
- B-Learning can accommodate different learning styles and facilitate learning through a variety of activities.
- Accessible from anywhere, provided learner has Internet access (online modules).
- Students can learn from anywhere (online modules).
- Paperless environment (online modules).

Electronic Access to hypermedia and multimedia-based resources

Students who learn through web-based learning have the advantages to get knowledge through many types of storage dispositive like print, audio and video; versus the traditional learning which work mostly with printed materials.

B-learning provides a wide range of delivery methods or educational resources; it contributes to the different styles of learning. Typically, these educational resources could include hyper-linked material, incorporating text, pictures, graphics, animation, multimedia elements such as videos and simulations and also links to electronic databases, search engines, and online libraries.

Higher Level to lower costs

With b-learning the number of students who can access education is larger than in the traditional education; the costs are also lower than if those students were attending normal courses, without mentioning that if all those learners stay at home, no classrooms are needed

so b-learning brings many saving costs to educational institutions, on the other hand, the universities and the schools invest to develop this kind of program but the investing is not as high as in the traditional delivering method.

Disadvantages

Technology resources are required

The fundamental obstacle to the growth of the e-learning is the lack in the access to the necessary technology infrastructure which makes possible the e-learning approach. A poor or insufficient technology infrastructure results in unpleasant experiences that can cause more damages than benefits to teachers, students and to the learning process. While the costs of the hardware and software are falling, regularly there are other costs that have often not been included into the deployment of e-learning ventures. The most important of these includes the costs of infrastructure support and its maintenance, and appropriate staff's training to enable them to make the best with the technology (see Naidu, 2003 quoted by Som Naidu, 2006).

Moreover students are required to have internet access and at least a computer to get the information, without them, e-learning cannot be developed. Teachers must have as well good technology resources to provide information to students. Furthermore, the use of computers, files and other information is complex for some students, managing computer files and online learning software can sometimes seem difficult for students with beginner-level computer skills, without mentioning other issues as a slow Internet connection or to have count only on outdated computers may make frustrating to access the course materials.

Self-learning skill

Even if b-learning has the advantage to provide students the possibility to advance at their own pace, this advantage can become a disadvantage, since it requires students to have autonomous learning skills. For autodidactic people is not hard to follow the modules or courses but individuals with low motivation or bad study habits may totally fail. Besides, not only the fact that students have no self-learning skills but also that they might be used to old approach

education styles, without the routine of a traditional class, students may get lost or confused about course activities and deadlines, and if they need help, instructors might not be available. In addition students may feel isolated from the instructor and classmates.

Management and implementation of B-learning Methodology

MOODLE and Language Learning

The use of computers for a long time has been regarded only as a support tool with regard to certain skill areas. With the development of technology and the Internet, foreign language students now have access to authentic material and native speakers at any time.

As a courseware package and learning system, *Moodle* has great potential for supporting conventional classroom instruction, for example, to do additional work outside of class, to become the delivery system for blended (or hybrid) course formats, or even to be used as a standalone e-learning platform. (Are you ready for Moodle, May 2005, Volume 9, Number 2)

Pedagogical approach

The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience. Using these pedagogical principles, Moodle provides a flexible environment for learning communities.

The design of *Moodle* is based on socio-constructivist pedagogy. This means its goal is to provide a set of tools that support an inquiry- and discovery-based approach to online learning. Furthermore, its purpose is to create an environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction.

Technology can be a powerful support in assisting the learner construct knowledge. It includes tools that are designed to meet the learning styles and modes that support all learners as they work to construct knowledge (Solvie, P. & Kloek, M. Using technology tools to engage

students with multiple learning styles in a constructivist learning environment). In addition, technology tools help learners acquire relevant information and give them opportunities to look at a variety of viewpoints so that they can construct their own knowledge (Tam, M. (2000). Constructivism, instructional design, and technology: Implications for transforming distance learning. Educational Technology and Society).

Tools which help teachers include tools for course development, syllabus development, and quiz development. There are also grade books and administrative tools to track individual and group activity.

Tools for students include self-assessment tools, group work areas for collaborative webpage publishing, accounts for access to email, discussion groups, personal grades and progress reports, and course content bookmarking and annotation.

The learner is the key on socio-constructivist pedagogy. The learner must develop certain dispositions personally and socially in order to thrive in the constructivist environment. Overall, the learners are responsible for their own learning, and they control what exactly they learn.

Just-In-Time Learning

Just-In-Time learning methods help learners understand issues, acquire relevant information and solve complex issues by presenting supplementary information at the time of need or demand. This method of just-in-time was primarily used in manufacturing sector; just-in-time manufacturing provides mechanisms for automated delivery of information that can be set at predetermined intervals. This makes sure that employees will have access to the latest information. Companies can also implement selective broadcasting for targeted users. Preferences of users can also be specified to personalize users' needs.

Those principles were successfully applied into other sector as training, leadership and of course, learning. In learning, just-in-time seeks to provide student with the right information at right time not to give massive information that will be soon forgotten. Thus b-learning has this advantage of providing needed information to students in intervals of time, this information will be useful.

Besides, this kind of method is supported by constructivism, theory which view learning as the active engagement of learners in the construction of their own knowledge and understanding of facts, process, and concepts. This learning occurs through interaction. Learning becomes a dynamic process, not just the acquisition of facts   (Forman & Pufall, 1988; Newman, Griffin, and Cole, 1989; Piaget, 1973; Resnick, 1989; Vygotsky, 1978 read in Just-in-Time Learning: Web-Based/Internet Delivered Instruction, H

CHAPTER III

METHODOLOGY

3.1) METHODOLOGY

- *Type of Research*

The descriptive study seeks to specify the important properties of persons, groups, - communities or any other phenomenon that is submitted to analysis (Dankhe, 1986) read in Metodología de la Investigación (Sampieri, 1996). The intention of this research it is only to collect standalone information about b-learning application at the FLD, describing detailed the behavior of this event.

- ***Research Design***

Non-Experimental- Transactional

This research was based in non-experimental research design, since no variables were manipulated, however it was based in the observation of phenomena as it occurred in the real environment, then it was analyzed. According to Kerling and Lee (2002) read in Metodología de La Investigación (Sampieri et alt, 1996) ''In non-experimental research it is not possible to manipulate variables or to randomly assign to the participants or treatments".

No situations were constructed in the research, instead this situation already existing was observed, they were not intentionally caused in this research.

3.2) METHOD

This research involved collection of qualitative data; in order to do that, two instruments were designed. First a semi-structured interview that was made to the professors in charge of the English Composition courses; second an online survey that the students who were taking these courses answered. In that way benefits and shortcomings of b-learning for both teachers and students were described.

3.3) SETTING

The research took place at The University of El Salvador, In the Foreign Language Department, specifically, in the English Composition Courses, detailed in the following figure.

01		8:00 – 10:00 a.m.	L	IF-7	Ephigenia Marenco
			V	Virtual	
02	Composición Inglesa I	8:00 – 10:00 a.m.	L	Maestría	Ricardo Garay
			V	Virtual	
03		8:00 – 10:00 a.m.	L, V	IF-4	Lilian Olivares
04		1:00 – 3:00 p.m.	Ma	IF-11	Ephigenia Marenco
		3:00 – 5:00 p.m.	Mi	Virtual	
05		3:00 – 5:00 p.m.	Mi	IF-11	Alexander Bruno
		5:00 – 7:00 p.m.	V	Virtual	

3.4) SAMPLE/PARTICIPANTS
Type of Sample

Non- probability Sample

In this type of Sample, participants are not randomly sampled, they are chosen on the basis of the accessibility, and research's personal judgment. Nonprobability sampling is often divided into three primary categories: (1) quota sampling, (2) purposive sampling, and (3) convenience sampling. In this research quota sampling was used. The basic idea of quota sampling is to set a target number of completed interviews with specific subgroups of the population of interest. (Battaglia, Michel P, 2008). In this case, the population target was the students taking English Composition I, the subgroups were each of the groups of classes, five groups, and 3 participants were chosen form each group making a total of 15 surveys. The same procedure was used for choosing professors out of a population of 4; 3 of them were chosen.

Research participants were the following:

Teachers:

From a population of 4 responsible teachers of English Composition Courses at the FLD, a sample of 3 was taken.

Students

According to the Academic Administration the number of students attending English Composition I, is 95 students, divided as per the following figure.

Group	Total
1	25
2	13
3	15
4	22
5	20

Out of these groups, the subcategories are each class; three students will be taking into account out of the each class.

3.5) MEASUREMENT INSTRUMENTS

In order to gather information to support the research, two measurement instruments were made. The first one, a semi-structured interview was formulated with no more than ten questions to be asked, this interview was passed to three professors out of four who were teaching the five English Composition I groups, these groups belonged to bachelor's in English Language, teaching option, from the Foreign Language Department. No more than 10 question were asked since the interview was a standardized open-ended, so they were free to answer but responding alike questions.

This interview was designed so as to teachers give particular information (name, profession, place of work, etc.). Finally, a series of question were formulated in order to identify and analyze the importance and benefits of b-learning as well as its faults. Also a pilot test was

carried out to determine the weakness and limitations of the interview design, in order to make the necessary revisions before doing the formal research.

A survey model was created with 20 questions. This instrument is divided into constructs; the first one has 5 questions that help to compile general information (age, year of study, etc.), about the surveyed; the second construct is structured to know which are the benefits of b-learning for students from English Composition I course.

3.6) DATA COLLECTION PROCEDURE

So as to be faithful with the data obtained from the source, interviews were recorded and subsequently typed for being analyzed. After that, information was classified from most relevant till the least relevant. On the other hand, survey passed to students were classified and analyzed in a matrix that contained the most relevant information from students' answers. This survey was not in physic, instead of that; it was transmitted to students via internet.

3.7) DATA ANALYSIS

After collecting the data, responses were submitted in database to compile the information obtained in sections (This sections were the phrases or ideas that were common among the participants), then, an analysis of every section was made.

Online Survey

First of all, students received a link through their emails in where they were automatically redirected to the survey so they could fulfill the questionnaire. Once they had submitted the answers, they were sent to an online data base which provided the results to the research automatically just to be analyzed.

Interview

Interviews were recorded to be transcribed. After that, the most relevant information was selected, and the most common answer was put on a section to be better analyzed. Once the answer was selected and divided into section in a data matrix, an analysis of the main points was made.

CHAPTER IV
ANALISYS OF THE RESULTS

4.1) DATA RESULTS

This is a questionnaire administrated to students from English Composition I at the University of El Salvador, semester II-2013 taking a sample of 15 students from different groups. Ten of the polled were men and five women. Due to this subject was taught on the second semester, only students from English Teaching Major took the survey. Being these ones from second (6 Ss), third (7 Ss) and fifth year of the career (1 Ss).
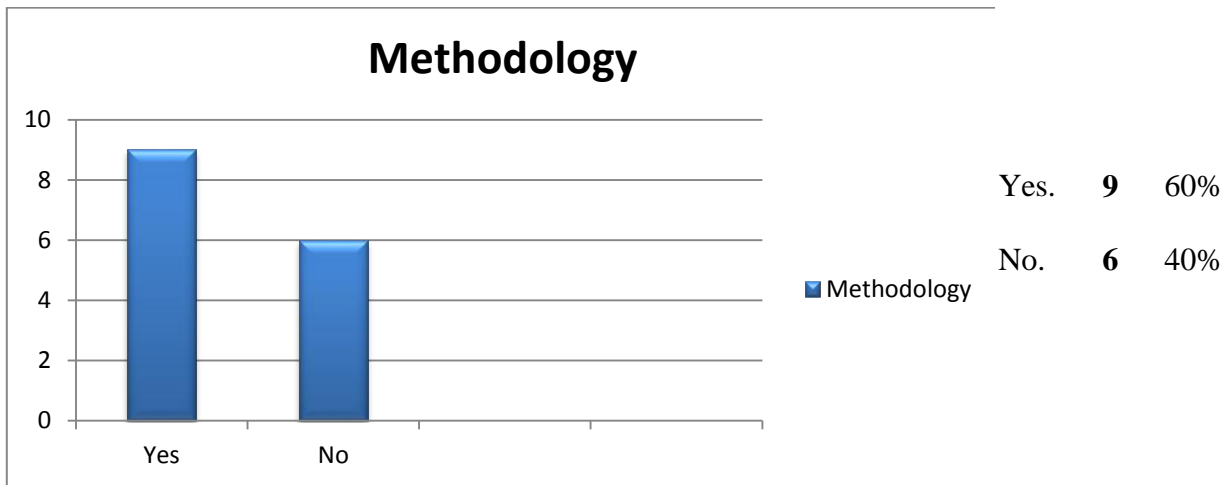
4.1.1) SURVEY RESULTS
  ➢ **What do you think b-learning method is?**
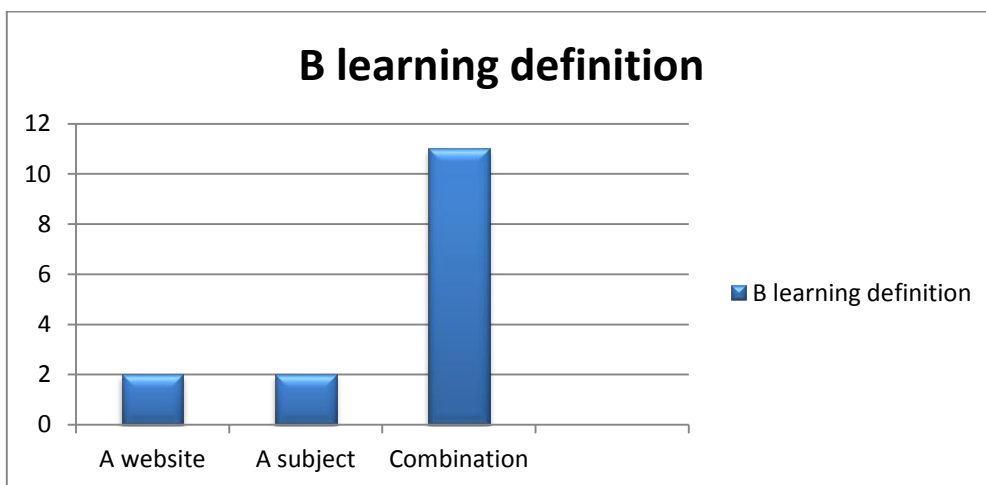
A website about languages.	**2**	13%
A subject.	**2**	13%
Combination of face to face learning and on-line modalities.	**11**	73%

In this part, students were asked to answer if they had an idea of what b-learning method is; the tendency is clear: 11 of the polled think that b-learning is a combination of face to face and on-line learning modality. Only two of them think that it is a website about language and, the other two believe it is a subject. It can be concluded that, even the method is already applied, there is an important part of student body that still neither they get the meaning of b-learning, nor its purpose.

➢ **Are you familiar with the b-learning method before taking English Composition I?**

Methodology

Yes.	**9**	60%	
No.	**6**	40%	

(Bar chart titled "Methodology" showing Yes ≈ 9 and No ≈ 6, vertical axis from 0 to 10, legend: Methodology)

In this segment, interviewees were asked to answer if they were familiar with b-learning before taking the subject; the majority of the students (9 of them) answered that they were familiar with this method, the rest of them (6 Ss) answered that they were not familiar with b-learning. The result of this question does not surprise since b-learning is newness in FLD in spite of some schools in UES that already use it (as in engineering school).

➢ **Have you ever tried this kind of method before in your learning process?**
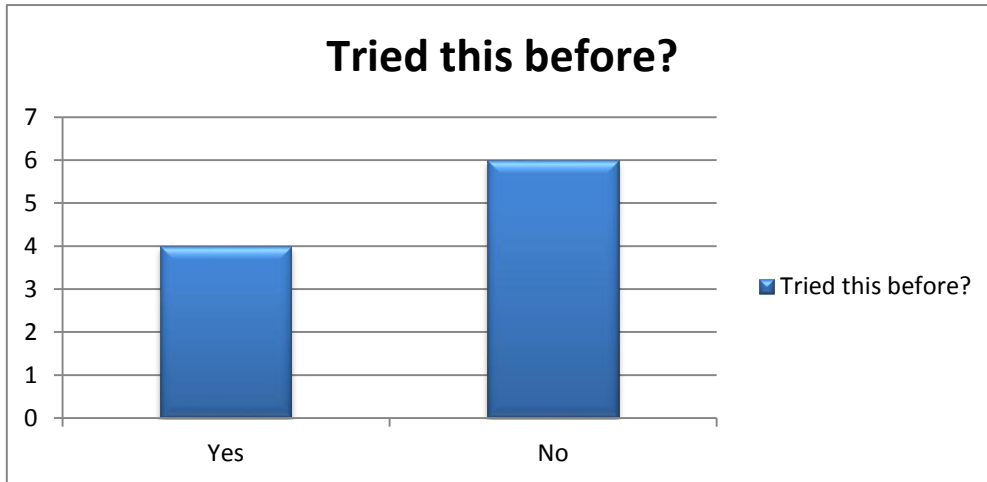
	Tried this before?
Yes. **4**	27%
No. **11**	73%

In this question, students were asked to answer if they had ever tried this kind of program in their own learning process, 11 of the interviewees have never tried this kind of method in their learning process, however; 4 of them answered that somehow during their learning process they tried it. Even though the majority of the polled had not tried this method in their lives, there is an important part of them who were familiar with it; situation that permits authorities from FLD to develop and apply this method with confidence since there is at least a notion of what b-learning stands for among students.

➢ **Where have they tried this kind of program before in their own Learning Process?**

Method tried before
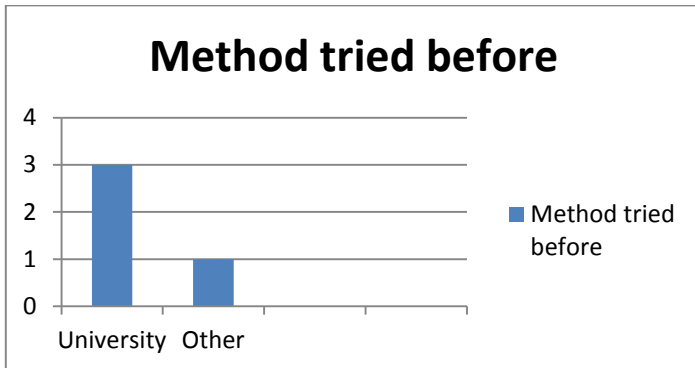
From the 4 persons that had already tried this kind of program, 3 of them specified that they used it at the University of El Salvador, including English Pronunciation Course during Term I 2013; there was only one person that had already used a similar program at high school.

➢ **Do you have computer at home?**

Computer at home

Yes.	**14**	**93%**
No.	**1**	**7%**
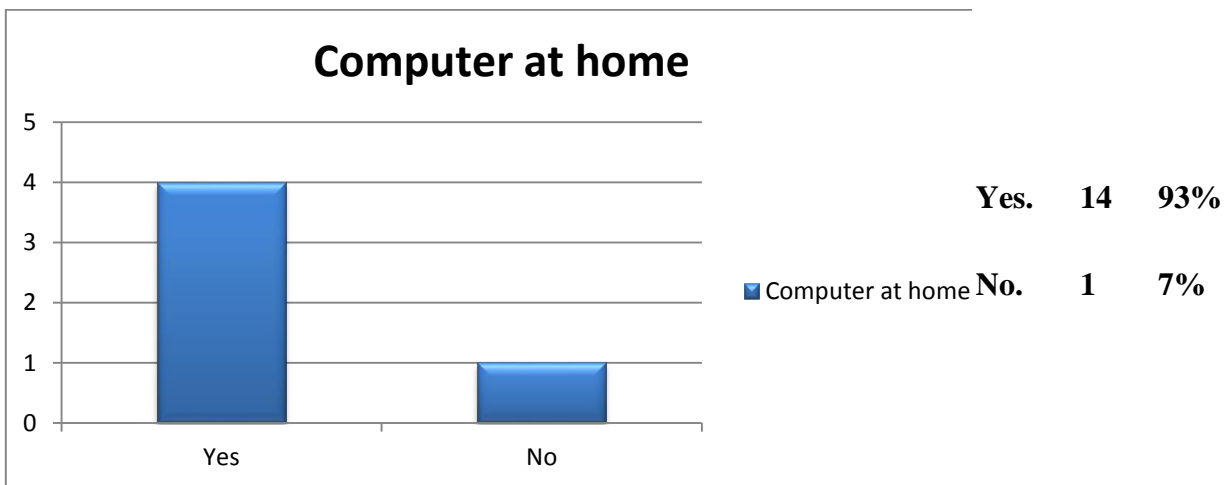
In this part from 15 students that were taking English Composition I; 14 of them answered that they have a computer at home and only one do not, which means that almost all of them have access to the technological resource that is used as an instrument to apply this method, and also, it gives the certainty that students have the basic computer knowledge as well.

➢ **Do you have access to internet at home?**

Internet access at home
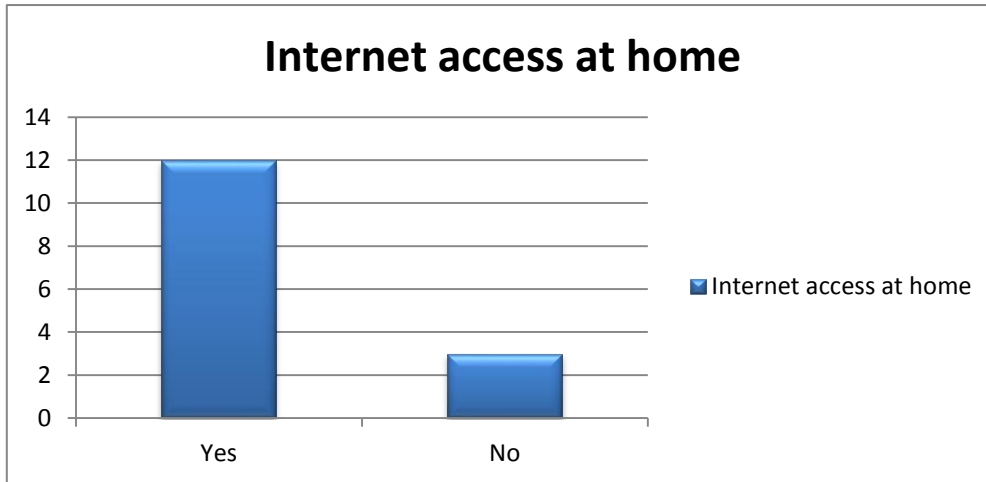
| Yes. | **12** | 80% |
| No. | **3** | 20% |

As can be observed in this graphic, almost all of the interviewees have access to internet, being this an important tool to power b-learning method. It can be concluded that b-learning is viable to be applied as a method in order to learn a new language.

➢ **Which ones do you think, from the list below, are the disadvantages of b-learning method? (multi choice is allowed)**
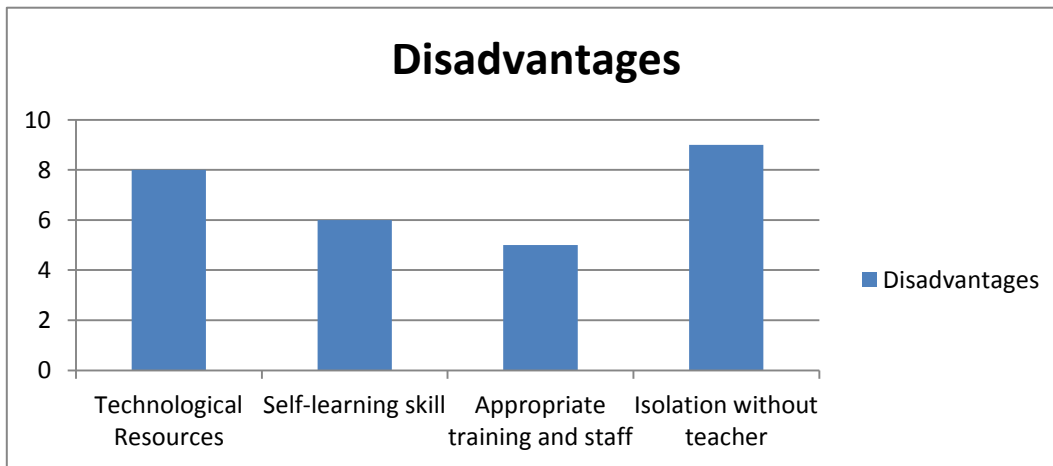
Disadvantages

In this case, most of the interviewees concluded being isolated without an instructor giving directions is the principal disadvantage b-learning has (32% polled). Another experience students share is the lack of technological resources the FLD has in order to develop the English compositions skills students have to reach. The self-learning skill that students must have, it was considered as a third place among the options given, then only 5 students considered as a disadvantage the appropriate training that this methodology required.

➢ **Do you think b-learning method bring more advantages or disadvantages for you?**
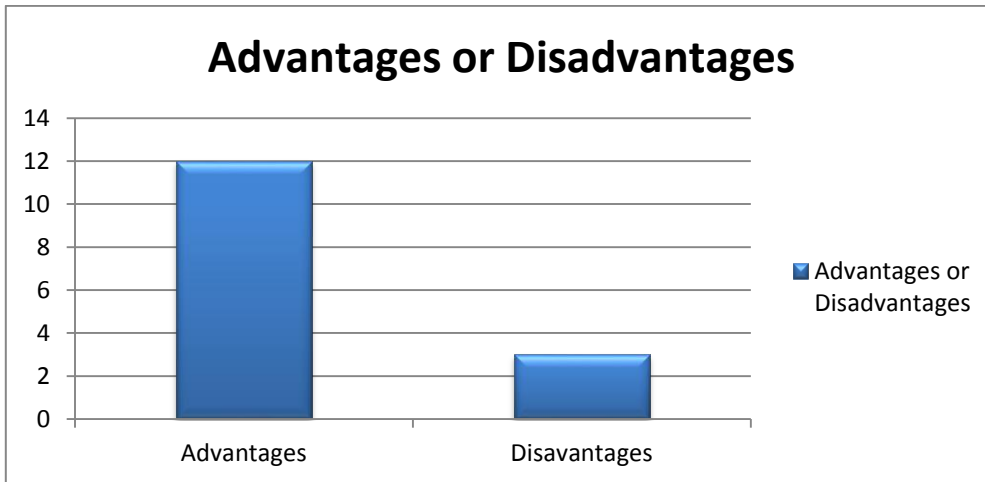
Advantages. **12** 80%

Disadvantages. **3** 20%

According to this question, the interviewees considered that this method has more advantages that disadvantages, within, making contrast with the result of the other questions above, it can be stated that students perceive b-learning method as a practical option to learn a new language using technology as a tool.

➢ **Do you think the FLD has the appropriate technological resources to develop b-learning method?**
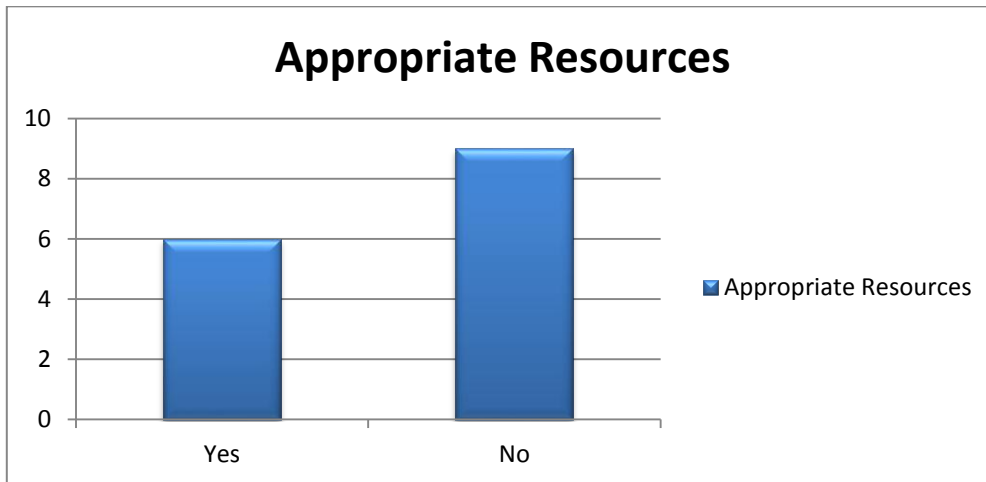
No.   **9**   60%

Yes   **6**   40%

.

The 60% of the polled agreed that FLD has not the appropriate technological resources to develop b-learning method; it indicates that the majority of the interviewees have perceived some difficulties bounded with service the FLD offers, the capacity of the internet, equipment, and the absence of a staff to be there giving assistance in order to help students fix some setback related to the system.

➢ **Do you think the computer system FLD has is enough to build up b-learning method?**

FLD Computer System
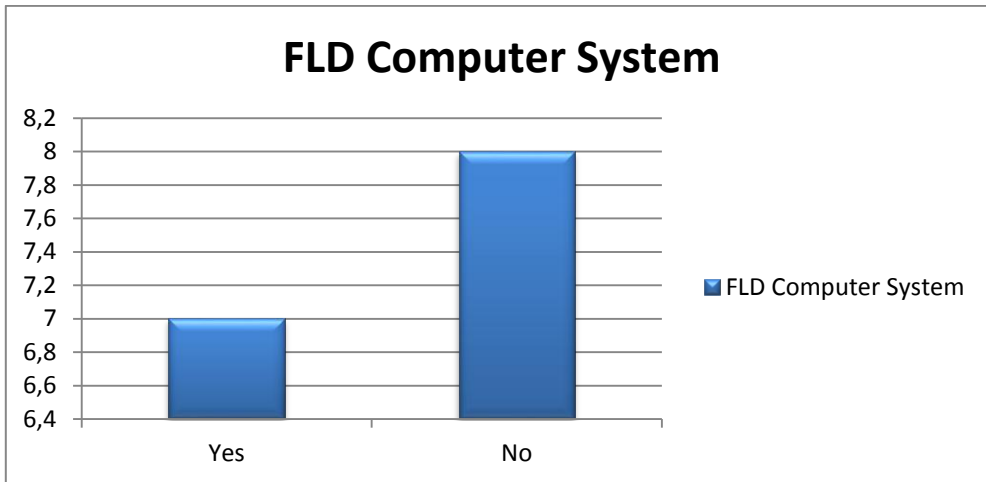
Yes.   **7**   47%

No.   **8**   53%

According to the interviewees, the FLD does not have enough technological equipment to build up b-learning method. It means that the poor capacity the FLD system has, can affect greatly the students' learning process.

➢ **Do you consider important FLD provide students with the appropriate tools to develop this program?**
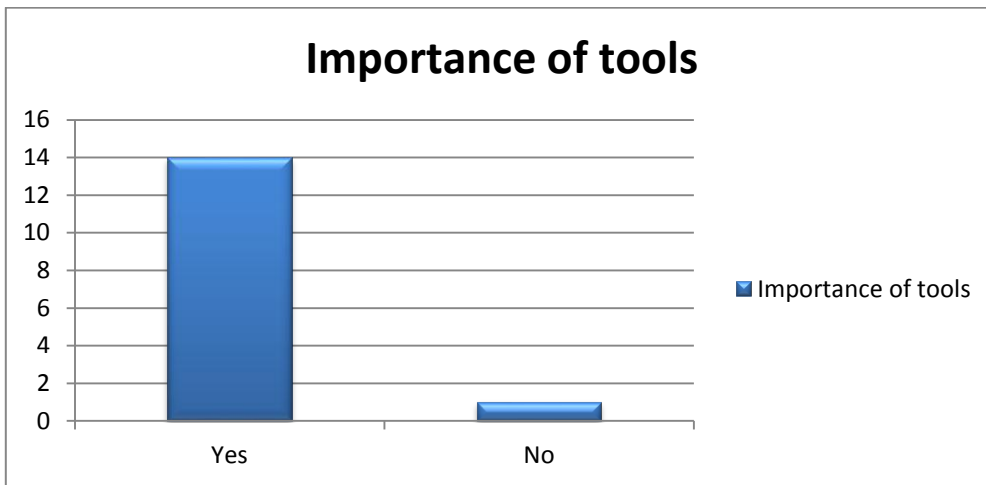
Yes.   **14**   93%

No.   **1**   7%

The 93% of the interviewees considered important FLD provides appropriate tools to develop b-learning method. It indicates that a majority of students are dissatisfied because of the tools' lack FLD has and also leads to think that students reflect that the department is not ready to apply this method as well.

➢ **Do you feel comfortable with b-learning method?**

Comfortable with the method?
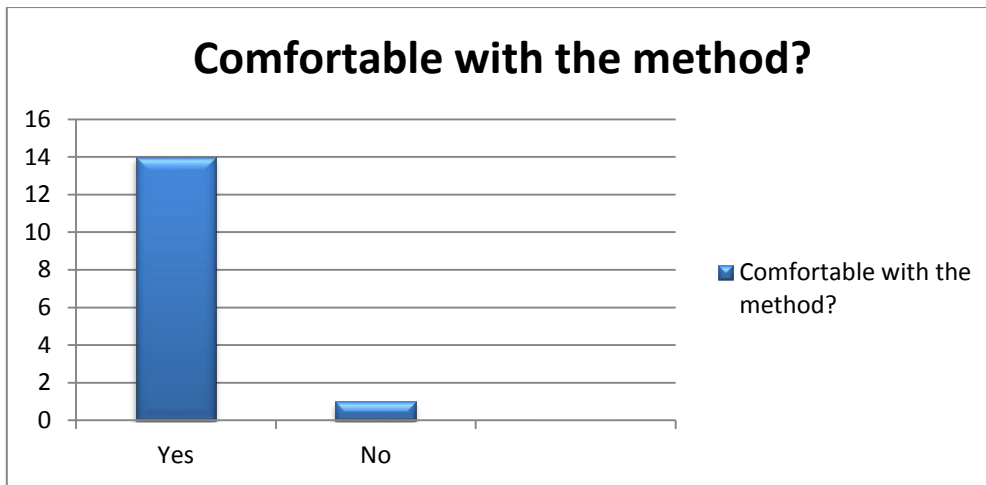
Yes.   **14**   93%

No.   **1**   7%

According with this graphics; the 93% of the polled felt comfortable with b-learning method, it reveals the unquestionable acceptation this method has among students; even they perceive evident deficiencies. It is clear they conceive this method as a key to improve the education's quality.

➢ **Is this method easier for you in terms of learning writing in English?**

Easier for you?

Yes.	**12**	80%
No.	**3**	20%
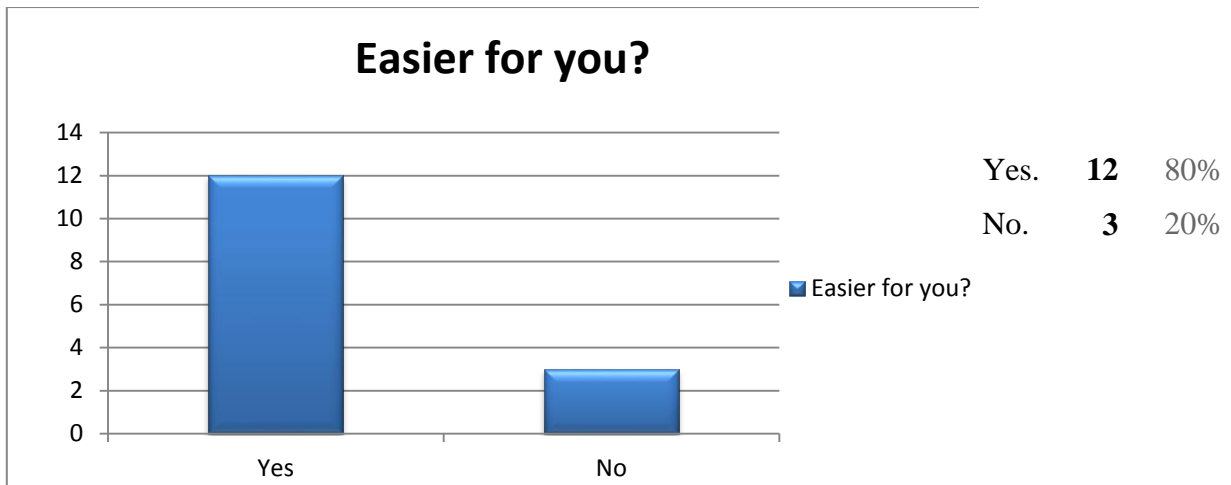
Most of the students (80%) considered easier, learning writing English by using thing method rather than conventional method which could be interpreted as students feel this method less stressful than being in a classroom.

4.1.2) INTERVIEW RESULTS
Interview 1

Research	Achievements and shortcomings of the implementation of B-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition courses during the 1st semester of the year 2013.
Participants	Teachers from FLD Lic. Ricardo Garay.
Method of Gathering Data	Interview
Meaning Unit	"entonces el contenido era como registrarse, como yo profesor me registro o como yo profesor registro a los demás estudiantes, como le genero la clave, como las especificaciones mínimas para que participe"
	"pues bastantes clases, sobre "instructional design" diseño instruccional, porque aquí todo tiene que ir bien claro, no podes dejar nada pues como disperso, sino que tiene que estar claro y el diseño instrucciones te dice , cuál es tu meta principal, tus objetivos principales, tus objetivos por unidades y objetivo por ya quebrando la unidad que llegas a la clase, entonces todo esto tiene que estar bien claro"
	"fue una de mis primeras cosas que incluso me costó, pensar en planificar de esa forma pues casi no lo hacemos, casi no lo hacemos a menos que nos obliguen, porque tienes que planificar clases hasta la última, evaluaciones de esta a la otra"
	"Mira el objetivo del curso fue que nosotros fuéramos capaces de comenzar a dar clase de manera semipresencial"
	"después nos dimos cuenta que fue un curso muy básico muy limitado como para levantar la plataforma meter algunos contenidos y que los estudiantes subieran cosas y bajar cosas, pero lo podíamos hacer"
	"Un equipo, un equipo de producción, y una gente que sepa hacer eso, yo te digo que yo le pongo videos pero quizás el audio no sea bueno."
	La ventaja que yo siento primero es que estamos metiendo a los muchachos a la era esta que se llama, sino a la sociedad que se llama del conocimiento a la era tecnológica.
	Lo que sí puedo resumir las ventajas es que hace al estudiante autónomo, vuelve al estudiante un aprendiz autónomo.
	Las condiciones hay que hacerla si esperamos que nos las den terminaditas, nos vamos aquedar esperando, yo pienso que entre más compañeros lo usemos y hagamos que nuestros estudiantes lo usen más fuerza vamos a tener para que se nos haga más fuete la plataforma o el espacio que nos den.

Interview 2

Research	Achievements and shortcomings of the implementation of B-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition courses during the 1st semester of the year 2013.
Participants	Teachers from FLD. Lic. Alexander Bruno.
Method of Gathering Data	Interview
Meaning Unit	"La iniciativa empezó para buscar apoyo en las autoridades de la facultad, como para que ellos se den cuenta que esta modalidad es muy necesaria."
	si se dio un entrenamiento el año pasado que inició como por en septiembre, si más no recuerdo, estuvimos como tres meses juntos, se dio lo básico; la plataforma
	Lastimosamente no se pudo seguir la línea que yo quería, porque la educación (a través de internet) no es solo tener un sitio web, subir cosas y "ahí háganlo"
	En primer lugar, para formar cursos virtuales, se necesita equipos, equipos para trabajar la parte didáctica, otro equipo para trabajar en la producción de materiales como audio y video, es decir, un equipo que se dedique solo a eso.
	Hoy ellos pueden perfectamente administrar un curso y dar un curso en línea, lo que nos falta es un curso aparte para los equipos que le mencioné para toda una modalidad virtual, también nos falta la parte de producción de material, la digitalización, trabajar con audio, video, modificar documentos PDF, formatos de fotos.
	Básicamente la necesidad, falta de recurso físico, pero más que todo, es como un salto que tenemos que dar de lo tradicional a lo tecnológico, no solo los profesores, sino, los estudiantes también.
	Para ese proyecto piloto que iniciamos el años pasado, se contempló un entrenamiento para estudiantes que lo hicimos a inicio de ciclo de este año, ellos básicamente sí se entrenaron,

Interview 3

Research	Achievements and shortcomings of the implementation of B-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition courses during the 1st semester of the year 2013.
Participants	Teachers from FLD. Lic. Ephigenia Marenco
Method of Gathering Data	Interview
Meaning Unit	at the beginning it was basically to know the platform all that it has and what we can do in the platform
	It's nice! At the beginning, it was kind of frightening, how are we going to do this, what are we gonna do with this, I don't know how to do this, even if we had the course we needed to practice this
	The disadvantages, I would say is whenever the platform is not working properly because of internet connection that would be the disadvantage
	but I can say that there are a lot of advantages because students if they have any doubt any question or they need help, if we didn't have the platform they couldn't ask questions after available hours but they can write it in a message even at night and even in weekends

4.2) ANALISYS AND INTERPRETATION OF DATA

4.2.1) ANALISYS OF THE INTERWIES MADE

Lic. Marenco, M.T.E. Alexander Bruno, and Lic. Ricardo Garay.

The introduction of b-learning methodology to English Composition I has been a big challenge for teachers and students; the importance of using ICTs has been a background to start using these technologies to help and improve the learning process.

The idea of transform some classes into blended modality (face to face and online classes) has been around in the FLD, the head of the department has had the idea from some time behind, since others departments at the university are already using this methodology; it was not until some teachers agreed of carrying out the idea. The initiative began to look for support in the authorities of the faculty. They agreed to take the course and then gave a try to the tools in some classes, but after the completion of the training, authorities from Sciences and Arts school approved the use of the platform in the FLD so they could start to use it in English Composition courses.

A training to use the platform Moodle was needed because no information about the topic had been really studied at the moment; professors who were interviewed agreed that they received a basic training of what Moodle is and how it works, so they could be able to use it along with their courses.

The preparation included a part of instructional design which is the process that works in continuous and systematic way that generates the prevention of instructional specifications by means of the use of instructional theories and learning theories to assure that the outlined objectives will be achieved, because they needed to make a planning carefully structured that was going to include the whole semester with every class they were going to teach with the platform, something difficult for teacher since they had to create lesson plans in advance for the whole semester.

The training was completed between the months of September and December, 2012, it was a practical course based on actions teachers can make at the platform. The professor who was in

charge of teaching the training was M.T.E. Alexander Bruno. Training was about what a platform is and its function; they learned as basically to manipulate the platform, how to register, how to upload documents, videos and other things. After the completion of the course, it was expected that professors were able to manipulate the platform in an efficient way, at the same time that they could feel comfortable using this tool to teach some classes.

Obviously, at the moment of starting to use the platform, not everything went well; they experienced some issues when registering students but, little by little issues were solved. Professors did not feel completely comfortable using this methodology since they had too much work, besides that, platform needed improvements so they and students could work completely in the tool.

One of the professors agreed that the implementation was not made as it should; there are many things to do whenever there is a change between traditional classes and blended classes. He explained that one of problems is that in order to apply this methodology, different teams are needed; one who has to be in charge of the pedagogical part and other of the technical part such as creating audio-visual material, maintenance to the platforms and others. He explained that Moodle was chosen because it is a free software, Moodle is a system created to administer courses; it is not the only one that exists, there are many systems, better ones, but it is necessary to pay them, but "Moodle" is "Openforce", license is not paid and anyone has access to affiliations.

He explained that the introduction of using this platform was made with the available tools since here the FLD does not have all the necessary implements to fully carry with the project but at the end he said "one has to adjust to the environment and reality", so at the end professors decided that they had to apply this method, besides the issue of overcrowded classroom and no available classrooms became untenable, and those are one of the reasons blended-learning methodology became a reality, and it was used and some of English Composition courses in the first and second semester of 2013.

Teachers who were using this methodology think that this is not a solution for the high amount of students but a jump that it must be done, a jump from the traditional to the technological; they considered that this jump must be made not only by teachers but also by students. That is

the reason why the students who were going to use the tool were trained as well, at the beginning of the year 2013.

Students must know how the platform work so they can use it and navigate in the tool, the usage of the platform and its uncertainty has been one of the biggest challenges to overcome and one of the disadvantages that teachers and students have experienced in this first stage of the application of blended methodology at the FLD. The server of the FLD does not have the capacity to support the platform so sometimes students could not connect themselves from anywhere but the university, they needed to come to university to upload documents , at that point flexibility disappeared as one of the profits of this methodology.

One of teachers explained that, there are still many things to do, because resources are limited. FLD needs support as economical as pedagogic, transition stage is not going to be easy but as soon all conditions are giving the project will be a total success.

4.2.2) ANALISYS OF SURVEY RESULTS

Nowadays, it is really important the usage of technology in educational field in order to have a good educational environment. FLD has always tried to go ahead in this area even with limited resources. The implementation of Blended learning Methodology has been one of the efforts to solve some issues and the opportunity for the Department to jump into technological era.

In order to have more knowledge about profits that students have with the application of this new methodology; a survey was sent via email so they could just sent answer to data base housed in a server on line. A questionnaire was taken by 15 students who were the sample for this research and from those participants the following informations was gathered.

Most of them know about the methodology, the 73% said that the methodology is a combination of face to face learning with online modalities.

Most of them answered they were familiar with the methodology; just six of them said they were not. On the contrary only four of them stated that they had already tried the methodology before, out the four, three said it was in last semester in English Composition I, only one person stated that has tried the methodology before.

One of the best findings is that fourteen of the interviewees have computer at home, which means that more than 90% is able to use and manipulate a computer; just a few percent of the students would need information about computer skills. Besides the computer an internet connection is needed in order to access to the platform from their houses, to this question twelve out the fifteen surveyed answer positively, it means than at least the 80% of students are able to check and manipulate the platform form their houses.

Students found as much advantages as disadvantages, nine of them agreed that one of the biggest disadvantages it is that they might get lost and feel isolated without the help of a teacher when using the methodology. Out the fifteen students eight of them stated that another disadvantage is that technological resources are mandatory is required such as software and hardware. Six of the students agreed that one of the inconveniences is that they must have a self-learning skill and five of them said that a drawback is that the methodology needs a trained staff.

The 80% of the surveyed stated that this methodology brings definitively more advantages for them that disadvantages, and just the 20% said that brings more disadvantages, it can be stated that students perceive b-learning method as a practical option to learn a new language using technology as a tool. The 60% of the polled agreed that FLD has not the appropriate technological resources to develop b- learning method; it indicates that the majority of the interviewees have perceived some difficulties bounded with service the FLD offers, the capacity of the internet, equipment, and the absence of a staff to be there giving assistance in order to help students fix some setback related to the system.

The 93% of the interviewees considered important FLD provides appropriate tools to develop b-learning method. Fourteen of the students agreed being comfortable with the blended learning methodology, and 80% said that is easier for them to learn writing in English.

4.3) GLOBAL ANALISYS OF THE RESEARCH

The application of Blended-learning at the Foreign Language Department has been carried out in certain conditions that were not the appropriate; it is necessary to highlight first the right conditions and steps to be followed to implement blended learning in an optimal educational context. In order to apply b-learning method at FLD, there are some basic conditions to take into account as the following: an integral budget, planning, staffing, training, both: students and teachers as well, technology, creating a timeline and others. By doing all this, implementation of b-learning could be viable. Along with the conditions needed, a contrast will be made with the actual conditions at FLD in the following statements.

Required Budget

It is necessary to have a budget to develop this initiative since many tools will be required. The Foreign Language Department did not have any assigned budget; professors used a free platform to learn about integrating educational methods. According to professors' testimony; the project had the support from the FLD authorities but no budget was assigned to accomplish initiative.

Supporters

Blended learning Method must be supported for both: the main authorities from The University of El Salvador and authorities from the Foreign Language Department, even though this project was executed upon approval of The FLD authorities, it did not have economic or pedagogical support to be accomplished.

Staffing and development

Blended learning method requires of many people working on the project. As one of interviewee mentioned; the process needs one team in charge of technical side, another one for planning the methodology and one last: the teachers group; At FLD, teachers make the lesson plans, work on the platform, they solve technical issues in case of having one, and basically there is nobody to help them in terms of technical support. Since teacher themselves cannot make all this work, a gear of these staffs must be created.

Device

Technology and technological devises are some of the principal engines blended learning method needs. The FLD neither count with the suitable equipment nor with the technology to apply this method. Students who received classes with this method only counted with a sole computer lab in the entire Department; an area that, at the moment of implementing b-learning, it was not adjusted to power Moodle platform. It is not less important the fact that teachers found themselves on the same critical situations as students are. In addition, the UES principal server is the unique channel to power the Moodle platform which has not the enough capacity to supply the demand of the users.

Platform and Content

Moodle is the platform selected to apply b-learning methodology at FLD by teachers from this department since it is a free software web based platform and no budget is required to be paid. It is the most used educative platform for a large community of teachers around the world. For blended learning application, it is required not only the platform itself but its content. At FLD, there has no existed a team in charge of producing videos or multimedia materials, instead of that; teachers have had to look for them. Most of the time, they have been using videos already made; commonly, those ones found on the internet. Regarding content, teachers followed the same ones from traditional classes. There is no special content made or designed in order to be used along with the platform and its methodology.

Planning and Instructional Model

The methodology needs to have a really good planning, every single details has to be previously set up, teachers at the FLD are used to use their own methodology and this is one of the advantages. Since educational technology implies an exhaustive planning, they must be trained in this area as well. Training about instructional design is required to help teachers preparing and planning classes.

Strategy and Timeline

No timeline or report about the planning and application of the methodology was made until the moment this research was made. Whenever introducing a new methodology, it is necessary to create a specific timeline to accomplish objectives.

Profits of students using Blended Learning Methodology

After gathering all the information; it can be concluded that students really feel comfortable with the Blended Learning Methodology; most of them were shown particularly motivated with the implementation of this type of modality while being this an innovative and helpful methodology for all the involved: students, teachers and UES / FLD authorities. Moreover , many of the students consider very important learning a new language from the comfort of their homes, also, the flexible schedules, the accessibility from anywhere they have connections as well; besides that, students are interested on this method because of the technological innovation that is involved with this way to learn.

Profits for Teachers using Blended Learning Methodology
Contrary to students, teachers felt that in their cases there are more disadvantages than profits because of all work that is required to do, using the platform that they were using.
First, they felt a little bit frustrated since this methodology requires a lot of preparation more than the traditional one; then, they felt that when there were some issues related to the usage of platform, they had to ask the only person who by that time was in charge of technical support.

CHAPTER V

5 MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 MAIN FINDINGS

ACHIEVEMENTS OF BLENDED LEARNING METHODOLOGY

B-learning methodology is the suitable vehicle for the application of the Self Directed Learning (SDL) approach in FLD. This approach is oriented to be applied in the learning process of adults but also, it has had success with learners in elementary and secondary school. SDL views learners as responsible owners and managers of their own learning process and b-learning offers them all the tools to facilitate their learning process in FLD.

B-learning Methodology maximize the time of study to learners out of class period. First of all, the traditional learning methodology limits the learning process to scheduled classes in a specific and short period of time. While in b-learning methodology students dedicate all the time they want without any setback since the information, materials and tools are right there in the computer or in the Moodle platform.

According to the result of the investigation; students from FLD see b-learning methodology as a motivating, interesting and easy way to learn. First, the majority of learners are in touch with ICTs (computers, tablets, cellphones, internet, etc.) being these the vehicles for the implementation of this methodology.

5.2 CONCLUSIONS

Throughout the process of this investigation, and after analyzing the data gathered, it has been found out several shortcomings, phenomena, disadvantages and virtues in every single phase and detail of b-learning application in the Foreign Language Department in the English composition I subject from the English teaching Major.

- It was found that the purpose of the application of b-learning method in FLD was not the necessity of the department modernization, instead of that; b-learning began to be implemented because of the overpopulation of students in classrooms, and the

teachers' shortage FLD endures. As a result; b-learning started being applied in an accelerated way; students as well as professors received a short training during three months in 2012 to get basics knowledge about this novel methodology, a preparation given by M.T.E. Alexander Bruno, the sole professor who got a specialization on this field in the entire Foreign Language Department.

- At present, neither b-learning nor the Moodle platform, both are not utilized in the suitable way as they should; some teachers use Moodle Platform just for sending / receiving homework from students and give instructions about any topic, but, there is not a strong interaction between them nor a specific schedule in which students and teacher meet in real time on the cyberspace.

- For students, b-learning has brought both; advantages and disadvantages, first of all, students feel comfortable with this program and gives them expectations since they can take classes from the comfort of their home, they don't have to spend time in traveling to receive a face to face class and they can obtain feedback just at chatting or mailing with their instructor and colleagues as well. Nevertheless, according with the experience gathered on this investigation, the FLD has not the basic conditions to make viable this program; there is an alarming and broad list of the issues that affect the ideal operation of B-learning in FLD; to start with, the technological resource the FLD has is not enough to apply this program. Second, professors from FLD are not prepared to teach by using b-learning since they have not received an appropriate preparation on this field, neither they have the technological knowledge nor count with staff giving advice or help to students and professors when there is a typical difficulty at the moment of using the platform.

- One of the difficulties students usually have while using the platform and the b-learning methodology is that they need sometimes an instructor to get some feedback or advice related to a specific topic. According to this investigation; students tend to feel isolated with no one giving them attention.

- Another main finding is that a very high percentage of the student's population has access to technological resources as computer and internet, but due to the fact that the Moodle Platform of FLD is powered by the unique server UES has, being this not suitable to develop this program; b-learning, Moodle platform, students and teachers are limited by the lack of technologic resources UES has to profit this pedagogic tool.

5.3) RECOMMENDATIONS

This research involves students, teachers and authorities of Foreign Language Department in the University of El Salvador. Here some recommendations made to each of the related groups after carrying out this research.

a) Recommendations for students

The students have to get involved in the process of the application of the b-learning methodology with the purpose of improving the results of the same one, they can either make it attending all the qualifications and informing themselves on the stages of the process.

Students must visualize b-learning as a complement of their learning process that will give them an integral education and they have to avoid conceiving it as a way to get more leisure time or as the convenient pretext to keep them distanced from the University.

Students have to be aware that using b-learning program involves a self-interest and self-learning skill that they must practice in order to have success in their studies, so they can take out profit of the advantages of the methodology. If a student chooses b-learning methodology for an inaccurate decision, he would not understand the principal purpose of the methodology, risking his learning process and failing the subject.

b) Recommendations for teachers

Teachers have to keep attending to all trainings to learn more about the platform Moodle to improve environment and techniques of b-learning methodology.

Teachers have to apply in every subject somehow the methodology in order to get practice and become skillful on this field, so that, the learning process throughout b-learning will be improved.

Teachers have to elaborate a schedule of interaction with students via Moodle platform in real time at least 4 hours per week in order to students get feedback about the topic studied according to the list of topic approved by UES and FLD authorities.

c) **Recommendations for Authorities**

A specific and deserving budget has to be created in order to support b-learning method.
A completed and better structured training must be given to teachers and students to reach the elemental standards to develop this method in FLD; training is the one of the first things to accomplish.

It is recommendable for Authorities from the FLD to improve as soon as possible, the internet connection that the Department has, since server seems not to be enough to provide coverage out of the University among other fails it certainly present, and the acquisition of a suitable equipment to satisfy the demand of the platform to get a proper development of b-learning methodology.

UES and FLD authorities have to invest in hiring or train personal who got technical knowledge to afford support in case students and teachers find difficulties at using the platform, and also, a specific staff to manage the platform, creating or looking for pedagogic material to contribute on the teaching-learning process.
Finally, Authorities have to create a committee to be in charge to evaluate this pedagogic resource, giving advices to rearrange it in order to consolidate it and improve its efficiency.

CHAPTER VI

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Teaching Large Classes in China – English as a Foreign Language

APPENDICES

APPENDIX 1
Students' questionnaire

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Subject: "Achievements and shortcomings of the implementation of b-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition I courses during the second semester of the year 2013."

Objective: This questionnaire is intended to gather information from students on the benefits and profits of the application of b-learning method in the Foreign Language Department.

Blended Learning: Combination of specific proportions of face-to-face teaching with online teaching.

Sex: M ☐   F ☐   Age: _____

Career: _____

| 1 | 2 | 3 | 4 | 5 | Year

Please answer the following questions about your experience in English Composition I methodology in this last semester. Checkmark the answer or complete as it is requested.

1) What do you think b-learning method is?
1. A website about languages ☐

2. A subject ☐

3. Combination of face to face learning and on-line modalities. ☐

2) Were you familiar with the b-learning method before taking English Composition I?

Yes ____   No____

3) Have you ever tried this kind of method before in your learning process?   Yes ____ No____
   Where?

4) Do you have computer at home?   Yes ____   No____

5) Do you have access to internet at home?   Yes ____   No____

6) Do you think the application of b-learning is viable, useful and bring benefits to the Foreign   Language Department?

                                                                                      Yes ____   No____

7) Do you think you are getting the same results when learning a new language by using b-learning method?

Yes ____   No____
Why?

8) Which ones do you think, from the list below, are the advantages of b-learning method? (Multi choice is allowed)
   1. Flexibility (which includes; flexibility in schedules, accessibility from anywhere, less clothing and driving expenses etc…) ☐
   2. Variety of tools to learn a new language (videos, music, traditional learning) ☐
   3. Superior number of students can be accepted for lower prices. ☐

9) Which ones do you think, from the list below, is the disadvantages of b-learning method? (Multi choice is allowed)
   1. Technological resources are imperative. (Infrastructure, software and hardware) ☐
   2. Students must have a self- learning skill. ☐
   3. Appropriate training of staff is needed. ☐
   4. Students might get lost and feel isolate without teacher and without traditional classes. ☐

10) Do you think b-learning method bring more advantages or disadvantages for you?
   1. advantages ☐
   2. disadvantages ☐
   Why?

11) Do you think the FLD has the appropriate technological resources to develop b-learning method?
Yes ____   No____

12) -Do you think the computer system FLD has is enough to build up b-learning method?
                                                                                      Yes ____   No____

13) Do you consider important FLD provide students with the appropriate tools to develop this program?
                                                                                      Yes

____ No____
14) Do you feel comfortable with b-learning method? Yes ____ No____
15) Is this method   easier for you in terms of learning writing in English? Yes ____ No____

APPENDIX 2
Interview

Subject: Achievements and shortcomings of the implementation of b-learning methodology in the Foreign Language Department at the University of El Salvador, in English Composition I courses during the second semester of the year 2013.

Objective: This interview is intended to gather information from professors on the benefits and profits of the application of b-learning method in the Foreign Language Department.

The interview is divided into 3 sections described as the following with its correspondent questions.

General Information about implementation of B-learning methodology and training in FLD.
- What is your name?   - Did you participate in the 2012 Moodle platform training given by MsD. Alexander Bruno?   - Which contents exactly were covered in that training?   - What was the main goal of this training?   - After completing this training, how did this idea of implementing this method arise?   - Can you explain how the course that you have now works? Talking about methodology; how many face-to-face hour classes the students are taking per week? And how often do you and the students use the Moodle platform in order to teach and receive on-line classes per week?

Teachers and Students' Benefits and disadvantages
 ● How do you feel using this method? ● Which are the advantages that you have using the b-learning methodology in English Composition I course? ● Which are the advantages that your students have using this methodology? ● Which would be a disadvantage for you and your students when using b-learning methodology? ● As overall, do you think that using this methodology brings more benefits for you and the students?

B-learning in an optimal educational context
 ● Which ones do you think are the characteristics of b-learning methodology in optimal educational context? ● Do you think the FLD has the appropriate technological resources to develop b-learning method? ● Do you think the result of using this method is the same as when using face-to-face method? ● How many hours of face to face classes do the students receive per week? ● How many hours of classes do the students receive using Moodle platform per week?
 ● Additional comments that the interviewee might have.

APPENDIX 3
INTERVIEW TRANSCRIPTION

-Bueno antes que nada me gustaría preguntarle (verdad) su nombre

Mi nombre es Ricardo Garay

-Y usted está cargo de English Composition I?

Si

-Vaya entonces no sé si se siente confortable si le preguntamos en inglés o español.

You can ask me in spanish or english I feel comfortable in both languages.

¿Y el curso que usted recibió, lo hizo en español o inglés?

No en español, es que fíjate que esto no tiene nada que ver con inglés, aquí es porque es el departamento de inglés, y la asignatura tiene que ver con ingles pero se puede ocupar y está diseñada para ser ocupada cualquier idioma, incluso la plataforma trae el idioma en cual va a ser programado el curso entonces si el señor el web master dice va a ser en francés, va a ser en francés, si dice que en lo que se tiene como alrededor de 140 idiomas.

Ósea no es algo nuevo para empezar, ya tiene bastante tiempo e s una herramienta académica, fue

Acuérdate de que esto se enmarca y ustedes lo tienen que ver así, les recomiendo que lo vean así como el uso de las tecnologías para la comunicación y la información esa es la idea, ósea no es la plataforma moodle por ser la plataforma moodle, es la plataforma moodle que más se está usando par cuestiones académicas, está libre de comerciales, está libre de un montón de cosas

Moodle no es diferente a otras tecnologías , a otras plataformas, no es diferente a Facebook, a yahoo, a que , no simplemente lo que han hecho esta gente e supone todas esas herramientas en una plataforma, si yo quiero por ejemplo introducir mi tema y quiero subir un video, lo subo como un video que subo a youtube, si yo quiero mandarle información todos los cipote y

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que lo reciban en su correo, pues yo lo mando directamente de la plataforma y les cae, en su correo electrónico el que me han dado por supuesto, si yo quiero mandarles un libro pues solo que este con ciertas especificaciones, que sea un PDF por ejemplo o un video que este, tiene

Como si yo tuviera aun blog, como si yo tuviera una wiki, si yo tuviera un foro, no tengo que abrir un foro y escribirles, simplemente ahí están todas las herramientas, eso lo que las personas que crearon moodle pensaron en eso, imagínate como hacen los blogs, todos los cipotes se van a escribir para participar, después un foro y todos los cipotes a inscribirse a un foro , y cada gente memorizando una clave para aquí y otra, aquí no media vez te inscribas a la plataforma pues te registras en el curso y si digamos que tu profesor está usando la plataforma , ya no tenés. Solo inscribirte en el curso

Esto es lo que es moodle, moodle no es mejor ni peor que otros tiene todas las limitantes y beneficios que puedan tener las demás redes sociales

¿Y usted recuerda los contenidos que vieron vistos en esa preparación?

Fíjate que, la idea aquí, es que los contenidos van acorde con lo que tú necesitas para usar la plataforma, entonces el contenido era como registrarse, como yo profesor me registro o como yo profesor registro a los demás estudiantes, como le genero la clave, como las especificaciones mínimas para que participe, los que se van a inscribir como se van a inscribir, eso fue como el primer temas, como inscribirte, aunque el primer tema fue que era moodle.

Ahora ¿ por qué moodle? porque es el que íbamos a ocupar, acabo de terminar run curso de una que lo tenía en línea y la base estaba en Nicaragua, pues no usaban moodle usan otra plataforma.

¿Hay varias entonces?

Hay varias

Aquí en el Salvador se usa bastante moodle, en Nicaragua usan moodle pero esa universidad que se llama Universidad Nacional de Ingenieria una universidad que está en Nicaragua usa la propia que ellos han formado, un poquito más complicada que la de moodle porque ellos la

hacen como artesanal, en cambio está la otra que a cada ratito se está modificando ella solita, entonces primero era eso

Un recorrido que era moodle , para que sirve, hasta donde vamos a llegar y todos los

Después como registrarnos, como aceptar a alguien como no aceptarlo, porque un muchacho no podía inscribirse, que sus emails tiene algo como "mi niño bonito" que sus emails tiene algo como arroba 27, no podían inscribirse, tenían que inscribirse con su nombre y su primer apellido, ahora ya incluso se están incluyendo fotos, carné, porque mucha gente rompe eso, y la idea es que esta la gente que le interese, y las voy a contar porque s e hizo eso,

Lo que tú me preguntabas era el contenido pues que era moodle, segundo como entrar , como registrase , como registrar a los estudiantes, y después de eso pues, comenzar a hacer sus cursos, nos dio Bruno, Alexander Bruno fue el profesor , pues   bastantes clases, sobre "instructional design" diseño instruccional, porque aquí todo tiene que ir bien claro, no podes dejar nada pues como disperso, sino que tiene que estar claro y el diseño instruccional te dice , cuál es tu meta principal, tus objetivos principales, tus objetivos por unidades y objetivo por ya quebrando la unidad que llegas a la clase, entonces todo esto tiene que estar bien claro, fue una de mis primeras cosas que incluso me costó, pensar en planificar de esa forma pues casi no lo hacemos, casi no lo hacemos a menos que nos obliguen, porque tienes que planificar clases hasta la última, evaluaciones de esta a la otra , no así como que va saliendo y vamos a ver en que día estoy, no que tienes que planificar cuantos días para esto, entonces a mí me tomo bastante tiempo, que después en otro curso que hice me ayudo bastante, pero aquí vos sabes que uno, es cierto yo le estado haciendo pero no así, y mucha gente dice que tiene flexibilidad, lo que pasa que nosotros lo hacemos demasiado flexible cuando lo hacemos presencial, yo me voy leo lo qu eme toca dar ese día y ahí comienzo, comienzo a hablar a dar la clase, la introduzco , la presento, les dejo una actividad a los estudiantes, pero al final no sé si me sirvió eso que les acabo de dar , si a mis estudiantes les sirvió.

¿Puede ser informal?

Pues todo eso cuando uno está en una presencial a veces se va y comienza a preguntar

Y hagan esto, con tal de que termine esa sesión, en cambio cuando estas en un contexto virtual pue son podes dejarles eso a los muchachos, tenes que planificar de otra forma.

Bien puntual por supuesto que no todo es una camisa de fuerza, podes modificarlo pero ya es menos no te da mucho chance, entonces todo eso nosotros, eso lo aprendimos y eso fue algo nuevísimo nuevo, al principio no le entendía lo que quería decir, que era ese montón de cajitas y todo ese rollo, después cuando ya sabíamos más o menos, pues bueno vamos descansar no vamos a tener clases, para que usted hagan esto lo que tiene que hacer es , el programa métanlos en estas cajitas y después se vienen porque con eso vamos a trabajar, dejamos de estudiar como cuatro semanas, y ya después cuando llegamos ya teníamos lo general, ya sabíamos cómo hacerlo, ya después de eso fue bien fácil porque ya después de eso , era como subir una foto como modificar la fotografía, como se va a ver mejor, como se va usar para dar un "assignment" una tares, los parámetros de las tareas cuando van a terminar, pues eso era lo más sencillo, porque ya estaba hecho, empezamos a ver como subir videos, como diferentes semanas, porque nosotros hacíamos las semanas así como en el papel, peor no es esa semana tiene que ir algo, tiene que llevar un objetivo, eso fue lo que nos costó, ya después como subir y ocupa las herramientas fue más fácil, entonces empezamos a subir, si un video que lo vas subir como un video, o solamente vas a mandar el link o si va estar…

Después vimos, como interactuar con el estudiante, como hacer el foro, bueno solo eso hicimos, después era hacerlo, pues una cosa es habladito y otra cosa es ya hacerlo, entonces ya cada quien comenzamos como a registrarnos, tuvimos problemas pue son es lo mismo que vos estés haciendo un ejemplo de cómo registrar 3 estudiantes que metas toda tu clase y los muchachos se inscriban mal y todo eso, entonces mucha gente se frustro dimos como dos semanas al principio del ciclo

Para que fueran incluso al laboratorio y que él les enseñara, porque aunque me venias a decir a mi yo lo que hacía era apuntarlo o grabar la pregunta del cipote, o grababa y yo después se lo decía a Bruno, Bruno me enseñaba a mí y yo después le enseñaba al muchacho, pero de ahí algunas cosas por ejemplo las claves, muchos me decían yo meto esta clave y era la que yo le había generado pero no le funcionaba, entonces ya fue, ya fue más sencillo, ya fue de cómo ir quitando cosas, más que todo para la atracción

Eso es sobre los contenidos, ¿y los objetivos del curso?

Mira el objetivo del curso fue que nosotros fuéramos capaces de comenzar a dar clase de manera semipresencial y como pudimos hacer eso, sintiéndonos seguros que podíamos utilizar la herramienta, entre los objetivos específicos era saber utilizar las herramientas con eficacia de un %100 pero después vimos que habían muchas cosas que aprender, y así llegamos a completar el objetivo, porque yo siempre tenía que preguntarle a bruno.

-

¿Y después de completar la formación que fue lo que hizo que naciera esta idea de implementar esto a las clases?

Mira, lo que pasa es que jefe del departamento de idiomas, el anda con la idea de transformar muchas clases de presenciales a semipresenciales y después a virtuales completas y yo asistí a un curso, que lo vino a dar Mined, Uned Universidad a distancia sede España entonces nos dijeron que hiciéramos un cursito bien sencillito de 4 días , y después hablando con nuestros compañeros que si se podía hacer, el problema era la plataforma que no teníamos acceso a una plataforma directamente , si se hacía se hacía directamente a través de ingeniería u oficinas centrales pero eso ponía condiciones pero fuimos hablar con la vice decana y después con la vice-rectora en este caso la vice-decana Norma de Castro y la vicerrectora Ana María de Alvarado y ellos vieron que se podía hacer , tanto así que allá por agosto cuando volvimos a clases ya nos habían dado el pase, Bruno decía que ya teníamos el pase, con eso si surgió la idea ya implementarla, por eso que nos dieron el curso

No fue el curso primero y ahora que hagamos, sino la idea era que la implementaba y para eso tuvimos el curso, después nos dimos cuenta que fue un curso muy básico muy limitado como para levantar la plataforma meter algunos contenidos y que os estudiantes subieran cosas y bajar cosas, pero lo podíamos hacer, esa es la idea, porque nos dimos cuenta que nunca íbamos a estar preparados y después que he tomado como dos curso más, pue son me siento preparado pero si me siento optimista, me siento más optimista porque ya no es solamente subir cosas que están en la internet vos las subís ahí, sino que la idea es hacer cosas de uno, entonces me

siento motivado, también la idea para mí, personal pienso yo que es un salto d calidad el hecho de usar las tecnologías de la comunicación y la información no, lo veo yo para solucionar el problema de aula o ese espacio, como algunos compañeros lo ven o jefes lo ven pues yo considero que están equivocados pues yo considero que esto no es para solucionar un problema y no es para desplazar esta modalidad por esta modalidad, pues yo me he sentido muy incómodo que los estudiantes estén allá afuera apero me tengan que preguntar por medio de la plataforma, o miren aquí ando la memoria pero no tengo tiempo para subirlo, pero no, la idea es que lo suban a la plataforma, entonces me siento un poco incómodo peor porque hay un conflicto, los chicos han sido criados y viene a la universidad donde las clases son de modalidad presencial y cuando es presencial es presencial , es "face to face", pero de repente se les mete esto con la idea de que no vengan este día y que los demás se queden en su casita, ahí sí que no es la cosa, me he sentido así un poco incómodo, al principio como no, que se acostumbren pero después uno reflexiona en la situación

También hay unos muchachos que su máquina su conexión a internet no es tan potente entonces, se sienten frustrados, un cipote que sus papas y todos andan en la onda, y que sus hermanos no necesariamente tengan la maquina en su casa a pero puede ir donde un su chero, hay cipotes que son bien buzos, se va donde un chero y ahí hacen todo, pero otros cipotes no tienen eso, entonces pero después me di cuenta que algo estaban haciendo, que las estaban mandando, cuando terminamos el curso el ciclo pasado, pues todo nos estaba funcionando, también era bien fregado personas que no andan en la onda esta de la tecnología y entonces bueno no tenían cuenta de correo electrónico, nunca se habían metido a uno, entonces eso era bien difícil, aquí tuve que tener 3 o 4 compañeras abriéndoles el correo electrónico, pero la sorpresa que al final, me dijeron mire yo no había abierto mi correo porque yo pensé que esto era dificilísimo, yo pensé que para qué diablos lo iba a ocupar, después me di cuenta de que los cursos tengan esta modalidad, no necesariamente es para que ellos o para que nosotros solventemos el problema, sino que para introducir a los muchachos a esto pues, que después una de estas personas que ya es de edad, que ya está incluso jubilada, ella en este rollo anda, pero ósea se lograron objetivos que no se habían planteado.

Con respecto, como actualmente está funcionando la materia de composición inglesa I, ¿cuantas clases presenciales se dan y cuantas son en línea?

Mira fíjate esta asignatura solo tiene una clase presencial de dos horas, no son dos horas reloj los chicos tiene otra clase en psicología no llegamos a las diez porque tiene que salir corriendo

Y se suponía que nos iban a dar otra hora el viernes pero no se consiguió, entonces solo estamos con esta, esta asignatura siento yo que no es tanto así, no necesito tanta interacción de ellos, pues lo que yo necesito, solo nos vemos un día y yo les doy las indicaciones y ellos me suben los productos y les doy revisión y se los mando de regreso

Es bien difícil que en la primera etapa que es composición I que al estudiante le dé una asesoría en línea ¿por qué? Porque los que tienen un problema en esto , lo tiene otros en esto, porque cada composición que hacen es diferente y hay alumnos que si les podes subir materiales y todo, pues lo leen pero a veces como es una de las primeras asignaturas que después de haber tomado los intensivos se sale de eso, ellos quieren seguir como esa dinámica, a veces hay una parte lúdica donde casi se juega y entonces aquí tiene que escribir, entonces ya las correcciones y todo pues se las hago presenciales porque siento que avanzo, no es como el año pasado que tenía composición II, los chicos ya muchas cosas ya las dominaban pues era más fácil que yo interactuara en línea con sus composiciones, pero estos cipotes que estamos rompiendo, pues que no , hay que explicárselos más, yo considero es cierto es bien limitado, es cierto yo lo leo, me lo suben yo lo leo y si no está bien, pues yo les escribo y se los mando, pero ya después para hablar con ellos ya necesito una reunión presencial y como te repito no así como el año pasado que tenía composición dos, donde la composición I fue toda presencial, pues ya la composición II fue ya semipresencial ya habían recorrido un buen trecho

Pues ahora venimos a composición I donde ahí los cipotes todavía, y mire de que escribo, alumnos que quieren escribir sobre la vida, existencia de vida extraterrestre, pues yo le voy a decir este tipo está loco, pues porque la idea es si ese tema es suficiente manejable para él, pues hasta que los alumnos deciden, pues los temas así trillados que se legalice la marihuana, y yo les digo ¿tu vendes marihuana?¿ tú estás pensando vender droga? ¿Estás pensando utilizarla para cuestiones médicas? ¿Tú la usas? No, y entonces que tienes que decir sobre marihuana, pues si pues, vas a escribir algo que vos tengas que decir, o alumnas que viene que se legalice el aborto, ¿tienes una clínica de aborto?¿ trabajas para una ONG que está a favor o en contra del aborto? ¿has abortado?¿ estás pensando en abortar? entonces que me vas a decir,

me vas exactamente lo que encuentres de los libros y se da bastante el plagio, pero se da un plagio yo no quiero creer que es un plagio porque ellos creen que es de sacar algo medio arreglarlo y ya pasarlo como es una composición de ellos, entonces para eso tengo que convencerlos, entonces esa discusión así no la puede tienes en línea entonces es bien limitada, y espero pues sacar el jugo como lo hice en la composición II del ciclo pasado, porque pues porque a los chicos ya no hay que hablarles tanto de otra cosa sino que ellos y pasa y llegan , ya solo se dedican a escribir ensayos, ya no tienes que hablarles de cosas bien abstractas.

Por eso es que en el curso actual ha sido bien limitado por eso porque no encuentro más cosas

Pero ellos no pueden, porque no pueden comunicarse en inglés, por eso te digo en este curso

Existen horarios específicos para que estén conectados?

Mira, que al principio esa es la idea que se conectaran un par de veces a la semana o al mes, donde coincidieran todos, hicieran un chat, que se les dijera a tales horas tiene qe estar conectados y se conectan y tiene que participar, es una interacción

Y otra habíamos pensado que fuera asincrónica, asincrónica pues en un foro, cuelgas algo y ellos se meten a las horas que quiere, lo único que tienes que cumplir con ciertas condiciones, cuantas veces, en cambio el chat no, pues hay un protocolo para eso, lo hicimos peor los cipote son entendía, lo hicimos para probar algo así bien light y todos participaban pero cuando ya vimos, la idea era que ellos criticaran, estábamos hablando de la técnicas de generación de ideas,

Entonces que usaran ellos esto cual era la mejor porque, pero como ellos no tenían ese conocimiento, entonces son era tanta la interacción, peor realmente un chat educativo no es eso

Hoy les voy a subir algo, de la misma clase que di el lunes, les subiré para que escriban el párrafo

El asunto es que el nivel de los muchachos es bajo, y estos videos no están hechos para estudiantes, vos sabes que un ensayo lo escribe un antivalor eso te digo que es limitado

Ahí es lo que yo creo que lo que tenemos que subir tiene que ser por nosotros.

Y requiere otro trabajo, ya es cosa mía, yo veo las preguntas y es hago el material a medida de ellos, ya no es solamente que yo coja uno sino que lo produzca y además que lo produzca lo suba

¿Y quizá no solo se necesita de usted sino de otras personas?

Un equipo, un equipo de producción, y una gente que sepa hacer eso, yo te digo que yo le pongo videos pero quizás el audio no sea bueno.

Entonces eso ya es otra onda, yo espero que si nos dan otro curso que hagamos un video

¿Y usted cómo se siente con esta metodología?

Pues yo me siento entusiasmado como te dije al principio, yo pienso que el uso de la tecnología para información y la comunicación ya no debe esperar más ya nosotros no debemos conformarnos con bajar videos, bajar textos, para ocuparlos sino además de bajar textos nosotros construyamos nuestro propio texto ya sea, viejo audio, ya sea texto tradicional y subirlo para que la gente lo critique, porque solo así aprendes y la idea que se pero hasta que vos uses una computadora verdad te vas cuenta que sabe bien poco y que ese conocimiento es limitado pero te vas a dar cuenta que entre más lo uses, el conocimiento que vos necesitas para aprender de computación es intuitivo una cosa te lleva a la otra, tantas cosas que yo sé y nunca recibí una clase de computación pero es porque he usado bastante, entonces yo siento que nosotros, yo me siento optimista que entre más cursos y entre más yo ocupe esta herramienta, me voy a sentir más cómodo, y me siento optimista en que los seguidores de esta o los beneficiarios de este tipo de modalidad no sean los estudiante que viene a la u, sean estudiantes que no pueden venir a la u, ya esa es la idea, pues si pero de qué sirve que hagamos un chat si él está aquí cerca, yo lo veo como una preparación, entre más lo use voy preparándome pero algún día cercano , el departamento sea capaz de decir mire totalmente en línea, que si sea semipresencial, pero semipresencial como los cursos que vos vas y te sientas por 4 semanas y la otra mitad, ya no volvés a ver el profesor. Asi quisiera yo, ahora por muchos "blending" que hablemos al final el estudiante que viene formado con la modalidad

tradicional pues si te va a querer oír hablar, entonces por más que domine y pase su tiempo en el Facebook va querer hablar con vos, yo no entendía este fenómeno que pasa comunicándose en el Facebook y cuando ya no se pueden hablarse marcan, es que no se lo pude expresar tuve que hablar con él, o no quiero que todos se den cuentan, o le dice mira revisa el Facebook que ya te subí tal cosa. Peor la gente quiere contener contacto.

¿Cuáles serían para usted las ventajas y desventajas usando este método en su materia?

¿Y las ventajas y desventajas en para su alumnos?

Mira para empezar no es un método es una herramienta, es una herramienta que se puede usar en las clases presenciales, la ventaja que yo siento primero es que estamos metiendo a los muchachos a la era esta que se llama, sino a la sociedad que se llama del conocimiento a la era tecnológica donde vos te metes y decís , hey mira un millón de personas había visto esto y yo no lo había visto, entonces quiere decir que estabas fuera, este libro no lo había bajado muchas veces y a tu edad no deberías de estar en eso.

Tu todo lo deberías de hacer en la computadora, peor porque no lo hacen usted porque no sienten la necesidad, y porque no lo hacen porque no se sienten fuertes el día que vos te sentiste fuerte con la máquina, sentiste la necesidad de tener una mejor máquina, si y tu teléfono si vos realmente solo servís para hacer una llamada y mandar un mensaje, con eso pero cuando decís tengo una mejor, el siguiente ya te dan uno básico ya no lo vas a querer pero porque tienes que esperar que el profesor te de esta bibliografía, porque así has sido formado, y nosotros creemos que hay unos nativos tecnológicos y unos inmigrantes tecnológicos, y fíjate , bueno ustedes si nació del 90 para acá usted es nativo tecnológico y si usted si nació antes son, y hay personas que nacieron antes que pasan más metidos que los cipotes que deben de saber, yo me he dado cuenta bueno aquí me di cuenta al uso de esta cosa que muchos muchachos su email lo ocupan solo para ver nunca para escribir nada y el Facebook solo para ver que los amigos están haciendo, pero el no sube nada nunca, tiene un gran miedo, hey fíjate que ya viste lo que puse, es porque no están preparados, yo te digo si el profesor te dice desde el tercer o cuarto grado mira vas hacer las tarea y las bajara, al principio será una locura pero luego será algo normal, ahí está copiando yo mejor le tomo una foto, vas a copiar un programa o un horario, no para que vas sacar un papel y escribirlo,

lo tomas y ya después lo bajas y lo amplias, y ese ya es uso de la tecnología, yo me siento entusiasta cómodo, de ir aprendiendo más cosas

Como el estudiante y él se va a entusiasmar y él va a seguir aprendiendo, la idea es que aprenda con esto

¿Cree que hay más beneficios para el alumno?

Si, lo que pasa que yo siento todo es beneficio, lo que pasa es que es primero eso, hay un momento de acomodamiento, donde te sentís mal, me acuerdo cuando comencé a escribir en computadora, yo me acuerdo que empecé así, cuando de repente solo cerraba todo y lo guardaste, no, entonces yo lo hacía primero en papel y luego lo pasaba

Todo es benéfico, hay montón de beneficios, pero eso si hay que pasar ese proceso de adaptación que es lo que la gente tiene miedo, la gente no se quiere equivocar, quiero que todo se lo den par a apretar una cosa y que salga

La tecnología no es así, cuantas veces ustedes se han puesto en red o en línea para discutir de su trabajo, porque, pero es difícil comenzar hacer, es como el ejercicio y la dieta, hacerlo es el asunto

Ya después cuando ya podes…

Este herramienta me permite, usar muchas manera, si no aprende de esta manera aprenderá de esta, con imágenes, textos, audios, o si no me llamara o me escribirá, se atacan los estilos de aprendizajes.

Yo no le veo ninguna desventaja.

Lo que sí puedo resumir las ventajas es que hace al estudiante autónomo, vuelve al estudiante un aprendiz autónomo.

Y que hay más probabilidades que él ocupe esa forma de aprender para otras partes de su vida

Así que pueda aprender de un video y que es información la transforme en conocimiento

Podrías mencionar las características de b-learning, y si piensa que en el departamento están las condiciones para que este sistema se siga desarrollando, o si se está desarrollando con óptimas condiciones.

No se está desarrollando con óptimas condiciones, estamos limitados pues el sistema se cae a cada rato, hay gente que no puede acceder libremente de muchas partes, de aquí dentro de la u es bien fácil acceder pero afuera es bien difícil se cae y hay días y horas que no se puede acceder, pienso que si se puede hacer un día se puede hacer

Las condiciones hay que hacerla si esperamos que nos las den terminaditas, nos vamos aquedar esperando, yo pienso que entre más compañeros lo usemos y hagamos que nuestros estudiantes lo usen más fuerza vamos a tener para que se nos haga más fuete la plataforma o el espacio que nos den o que las computadoras que nos manden tiene que venir en ciertas características, siento que eso si, acordate que esta es una de las características principales de esta modalidad es que podes tenerlo sincrónica o asincrónica.

Otra de las características es que es una modalidad donde se da para el trabajo colaborativo que quizás es algo que aprendí hace poco porque yo pensé que colaborativo o cooperativo era la misma cosa, no aquí en el cooperativo todos ponemos algo y los grupos se unen para sacar una tarea y si tú no puedes hacerlo yo te ayudo, en cambio el colaborativo se hace para que todos aporten…

Aquí incluso hay muchachos que se auto eliminan, esa es una de las características que me gustan…

Las condiciones no están, no están las óptimas pero si las condiciones que nos indican que podemos seguir haciéndolo….

¿Cree que el resultado de usar esta herramienta o método es el mismo resultado del método tradicional?

No es que en el método tradicional lo que yo quiero es transmitir conocimiento vos lo captas y vos lo repetís en el examen y vos me pones exactamente lo que yo te haya dicho, pero aquí la idea es que tu t vuelvas un ensayador critico autónomo, que te vuelvas una persona que podas hacer una red social.

APPENDIX 4

ENTONCES, ¿HIZO ESE CURSO EN INGLÉS O EN ESPAÑOL?

La iniciativa empezó para buscar apoyo en las autoridades de la facultad, como para que ellos se den cuenta que esta modalidad (Moodle) es muy necesaria; nos estamos quedando un poco atrás en ese sentido. Entonces, toda la cuestión inició con una clase de composición en inglés; fue con esa clase que se decidió poner a prueba el sistema y todo eso. Entonces, para ellos si se dio un entrenamiento el año pasado que inició como por en septiembre, si más no recuerdo, estuvimos como tres meses juntos, se dio lo básico; la plataforma, y no solamente eso, sino que muchos componentes están alrededor de eso. Digitalizar cosas, trabajar con audio, trabajar con video, y cuestiones así, que les iba a servir a ellos. Cuando inició este año, debido a la construcción de estos edificios y todo eso, fue que el departamento se quedó sin aulas, entonces, todos decidieron meterse a la plataforma. Unos probando, pero realmente, solo fue un grupo que se inició con un entrenamiento formal.

ANTES QUE NADA, TUVE QUE HABERLE PREGUNTADO SU NOMBRE,

-Mi nombre es Alex bruno-

SU PROFESIÓN Y… -yo me gradué de licenciatura en Idioma inglés y después tuve la oportunidad de hacer un posgrado en tecnología educativa en Estados Unidos y me he metido bastante a toda esta cuestión. Básicamente eso.-

LA SEGUNDA PREGUNTA: ¿EN QUÉ PERIODO Y DONDE O CÓMO USTED SE ESPECIALIZÓ EN ESTE SISTEMA DE GESTIÓN DE CURSO?

Fíjese que, bueno, yo aplique a una beca "fullbreak" del programa "fullbreak" del 2006 empezó el proceso y en el 2007 me notificaron que yo había ganado, entonces, hice ese programa de maestría. Pero, básicamente, es un programa de tutoría instruccional. Es decir, el uso de software, de aplicaciones para la instrucción formal, "Moodle" es parte de ello, es decir, "Moodle" es como un sistema creado para crear y administrar cursos; no es el único que existe, hay muchos sistemas, mejores, pero hay que pagarlos, pero "moodle" es "Openforce", no se paga licencia y se tiene acceso a afiliaciones y todo eso, básicamente eso.

ME PUEDE DECIR ALGO ACERCA DE LA CAPACITACIÓN QUE USTED DIO CON RELACIÓN A INICIAR ESTE SISTEMA "MOODLE"

Lastimosamente no se pudo seguir la línea que yo quería, porque la educación (a través de internet) no es solo tener un sitio web, subir cosas y "ahí háganlo", sino que detrás de todo eso, la educación semi presencial y virtual requiere de varios componentes que son muy importantes y que no pueden estar separados ni puede faltar uno de ellos. En primer lugar, para formar cursos virtuales, se necesita equipos, equipos para trabajar la parte didáctica, otro equipo para trabajar en la producción de materiales como audio y video, es decir, un equipo que se dedique solo a eso. Por ejemplo, si un profesor necesita poner su clase en línea, este equipo se va a encargar de firmarlo, editarlo, y buscar el formato necesario para publicar el video en la red. Es decir que no es el profesor que debe hacer todo eso, pero nuestro caso, es el profesor que tiene que hacer todo eso, pero ya en un sistema bien estructurado, es un equipo el que se tiene que tener. Y el otro equipo se encarga de la parte didáctica y de toda la estrategia que se va a utilizar. Está también un equipo de instrucción que se encarga básicamente de crear todos los procesos en una forma bien detallada, por ejemplo, si se requiere que los estudiantes utilicen "X" software o alguna aplicación en internet, se les tiene que explicar paso a paso como se usa y qué es lo que tiene que hacer. Hay varios componentes allí, está también un equipo de evaluación, debe estar evaluando los pro y los contras, lo que falla y lo que funciona para ir mejorando; tiene que haber también un equipo técnico, que es el que se encarga de darle mantenimiento a los servidores, si hay algún error en la base de datos que tiene que corregirlo, en fin, hay muchas funciones para cada equipo. Y el equipo de docentes también que es el que dice: "vamos a estructurar esto y lo otro de esta forma; necesito que me reproduzcan esto y esto…", es algo que aquí ni siquiera lo soñamos tener, sino que aquí, como lo decimos al buen salvadoreño, "a la brava le hemos dado". Volviendo al entrenamiento (la capacitación en el sistema "moodle") yo lo que quería era simplificar todo, porque tenemos que adaptarnos a nuestra realidad, y es lo que me decían en Estados Unidos, porque, por ejemplo allá hay recursos, es otro ambiente. Yo les comentaba a los profesores de allá en las condiciones que estamos y me decían "es que tenés que adaptar los cursos a tu empresa y a la realidad" entonces, se inició un curso de diseño instruccional, como hacer un diseño instruccional, como detallar pasos, como hacer todos los procesos para que queden claros porque, el estudiante llega y empieza a ver la plataforma, empieza a leer, (el estudiante) tiene

que tener bien claro que es lo que va a hacer porque ya no tiene al profesor a la par diciéndole como debe hacer las cosas. Lamentablemente tuvimos algunos problemas al inicio con algunos compañeros, pero se solventó ya que ellos querían pasar a la parte técnica, "hands on experience" entonces, pasamos directamente a eso. Se inició con un recorrido de la plataforma, de sus componentes, todo lo que comprende (el sistema Moodle), muchos de ellos creo que pueden ser administradores de la plataforma porque conocen mucho de eso. Posteriormente, en la parte de usuarios; como inscribir usuarios, como hacerlo desde correo electrónico, todo lo que se refiere a usuario, y por último, todos los componentes, o los más importantes que son los que se pueden usar dentro de la plataforma como el chat, el fórums, los "wikies", bases de datos, banco de preguntas… hay un montón… lo más importante es lo mismo: la comunicación entre profesor y estudiantes dentro de la plataforma, formato de texto, vimos también HTML, incrustar video, todo eso está detallado.

–Y ¿TODO ESO LO IMPARTIÓ EN EL CURSO? Si, prácticamente estuvimos (en el curso) desde septiembre hasta como en noviembre.

– **Y ¿CÓMO SE LLAMÓ LA CAPACITACIÓN?-** básicamente era como una introducción a "Moodle",

- USTED ME DICE QUE ESTO DURÓ DESDE SEPTIEMBRE A NOVIEMBRE- sí, tres meses.

¿QUIÉNES PARTICIPARON EN EL CURSO? Como era un proyecto piloto de composición, fueron como 4 o cinco compañeros.

– NO ERAN MUCHOS ¿VERDAD? – no, porque se les dio el entrenamiento a los que iban a dar la clase de composición.

– **ESTAMOS HABLADO DE LOS QUE DAN COMPOSICIÓN, ¿QUIÉNES SON?** Los que dieron composición en el ciclo II del 2012 que fueron: Ricardo Garay, Diana Marenco, Gilma… eh… ¿quién más?... hubo alguien más que estuvo allí pero no me acuerdo… como cuatro fueron.

Y ¿EN QUÉ CONSISTIÓ ESPECÍFICAMENTE ESTA CAPACITACIÓN, O SEA, LOS DETALLES DE LA CAPACITACIÓN, LOS TEMAS QUE SE DIERON,

CUÁLES FUERON? Son los que le acabo de decir: introducción a "Moodle", la parte de instrucción formal, perdón, la parte de instrucción y todos los componentes de la plataforma, por lo menos, lo más importante, la parte de usuarios, la creación de curso, como subir material, actualizar perfiles, incrustar videos, audio.

– ¿NO HUBO UN TEMA ESTRUCTURADO, UN TEMARIO? – como no, "uhum".

– Y ¿PODRÍA TENER ACCESO A ESO (YO)? – solo que lo buscara no sé por dónde quedó, incluso los requisitos de participación, las horas que se iban a cubrir.

¿CUÁL FUE LA METODOLOGÍA QUE SE UTILIZÓ PARA IMPARTIR EL CURSO? Pues básicamente fue 100% practica, yo les mostraba como hacer la cuestión y de allí ellos ya lo hacían en su máquina porque, fue en el centro de cómputo toda la capacitación.

¿EL OBJETIVO EN ESPECÍFICO QUE SE PERSEGUÍA CON ESTA CAPACITACIÓN? Que ellos pudieran usar por lo menos el 80% de las herramientas de " Moodle" y conocieran bien porque, era algo totalmente nuevo para ellos. Que se conociera al 100% el sistema, su funcionamiento.

DESPUÉS DE ESE CURSO, ¿DE QUÉ SON CAPACES LAS PERSONAS QUE PARTICIPARON? Hoy ellos pueden perfectamente administrar un curso y dar un curso en línea, lo que nos falta es un curso aparte para los equipos que le mencioné para toda una modalidad virtual, también nos falta la parte de producción de material, la digitalización, trabajar con audio, video, modificar documentos PDF, formatos de fotos. Hay que tomar en cuenta también, las velocidades de internet que los estudiantes tienen en su casa, todo el contenido debe adaptarse para que cargue lo más rápido posible, no podemos poner una imagen en HD y tarde siglos en cargar.

¿CÓMO SURGE LA IDEA DE IMPLEMENTAR ESTE SISTEMA, ESPECIALMENTE EN EL DEPTO. DE IDIOMAS? Básicamente la necesidad, falta de recurso físico, pero más que todo, es como un salto que tenemos que dar de lo tradicional a lo tecnológico, no solo los profesores, sino, los estudiantes también. No están los recursos, por ejemplo, la plataforma está bajada aquí, en el servidor de la UES, tenemos muy poco espacio, es de controlar eso, no se pueden subir archivos muy grandes, es complicado, pero en un

futuro, el depto. Debe de tener su propio servidor, con un ancho de banda más grande. Todos los estudiantes se quejaban que fuera de la UES no podían subir sus tareas, y es comprensible, montón de gente tratando de accesar y el sistema se cae.

ESAS HAN SIDO TODAS LAS PREGUNTAS QUE LE QUERÍAMOS HACER, GRACIAS.

…Para ese proyecto piloto que iniciamos el años pasado, se contempló un entrenamiento para estudiantes que lo hicimos a inicio de ciclo de este año, ellos básicamente sí se entrenaron, y eso es importante porque tanto el estudiante tiene que saber cómo el profesor, sino, no están hablando el mismo idioma. En cambio, los otros cursos que se añadieron, allí a como le hallaron, porque no hubo entrenamiento formal para ellos. Solo los de composición. Uno de estos días vamos a tener una reunión, el jueves creo, para escribir las experiencias que han tenido, que se puede mejorar y que no. Podrían estar presentes ustedes también. **- ¿ESTE JUEVES VA A SER?-** si este jueves, sino me equivoco va a ser a las 10 am. En la sala de reuniones, allí va a estar carolina también, ella es la que ha convocado porque, a ella la nombraron como coordinadora de educación a distancia. **– SÍ, VAMOS A TRATAR DE ESTAR ALLÍ ENTONCES. A PUES LE AGRADEZCO MUCHÍSIMO, ¿LE CIERRO LA PUERTA MAESTRO?-...**

APPENDIX 5
First, I would like to know your name…..?

My name is Diana Marenco…

And you are teaching…?

Well I'm teaching Composition, I have two different groups for Composition and then I have one group that is Reading and Conversation I.

The second, did you participate in the Mood Platform training given by Professor Alexander Bruno?

Yeah. I was on the group of students.

Do you remember the details… which were?

Which we studied? I remember that because we were going to start working with the platform because we were going to be first doing that so… composition class was gonna to be the first one working with that, and then some other teachers added to start working with the platform but we were the firsts ones.

Ok, which contents exactly were covered in that training? Well, it was, at the beginning it was basically to know the platform all that it has and what we can do in the platform, we were working with Bruno in this case he was telling us for example how to work with the profile of your course, how to create things, how to add an image to the profile , how to upload how to write a introduction to the course and things like that, then we were working with things that we can do with the platform, like for example how you can upload and activity how to create a chat, forums, how you can add a link for videos, things else from any different websites, how to create assignments, to upload their homework assignments…. Everything related on what we can do with the students.

This course was in Spanish or in English?

There were some things in English and some in Spanish because it is about technology and all of us were new in that so the most was in Spanish in order to help us to understand this because the ones that were working in composition and the very first ones that were working

with the platform I can say that we are not so good in that so we needed the help, and that´s why he was so patient and he was giving us the things little by little because we are not good for that.

Ok, and what was the main goal of this training?

The purpose was that, because , for examples the engineers the y have been working with the platform since uuuu I don't remember the year but I can say that we were some of the first ones besides them that are using the platform as a help for the classes and that´s why we were the first ones in order to see the troubles that we might face and also the troubles that students might face because in the casa we also have to give training to the students that are going to be taking that composition courses, so it takes a lot of time and effort but it is a help to the students in order to be communicating with them not just here in the department but also by means of for example inbox, messages, so they can receive important info and also to provide them extra material that they can get from the platform and not only here because sometimes you use tpts PowerPoint presentations or video and if had not the platform students would have to give an usb in order to be passing the information, now it's different you can only upload and download so that´s very helpful.

After completing this training, how did this idea of implementing this method arise?

Well, when we started this this we got into an agreement that it was going to be a responsibility so if we were going to receive this training we had to use the platform so the first ones as I mentioned we were like wanting to now, asking for help, and we didn´t use it as we use it now because we know it in a better way. There were some teachers that wanted to work with this because there were two of them that had already work with this, no one that had already worked with this method platform I think that when she was out. When she was taking her master degree and also the chief of the department he wanted to implement this… because he had heard that other majors like engineer and of course the university has this platform but the thing is that not everybody is using this.

When you are taking about the chief are you taking about professor Ayala or Professor Gamero?

No no no Professor Gamero. Yeah.

Can you explain how the course that you have now works?

Well I have 2 compositions classes, we have two different classes per week so now one class is face to face and the other one is we can say online, that doesn´t mean that they have to be connect at the moment, because they red that in the schedule they though that they were going to be chating with me, the problem is that sometimes the platform gives some trouble, too slow or is not working well and it works better here in the university so we cannot say students we´re gonna have chat or we are gonna to communicate at this hour and maybe they are at home far from san Salvador and maybe the connection is not good and the thing is that we use it to upload information to create forums for example in readings and conversations almost every week they have to participate in a forum. In composition is the same for example every single Monday an every single Tuesday for the group in the afternoon I show with them it could be for example PowerPoint presentation or it could be a video or both of them for the class so I upload them for the class and they can download it and also they use for uploading homework assignments for example the draft of an essay and the final version of an essay so we are working like that or if they have any question they can send some inbox messages. We can have forums in the readings and conversation classes because it is different, English composition are mostly for writing.

You are using this platform for Readings and Conversation?

For both, for the three different courses..

Ohh really , ok I didn't know that I thought that it was just for composition…

No no no also for readings and conversation

I'm glad to know that… and so, you're saying that is not imperative for the student to be in the hour… specific hour

Exactly, because that was something that professor Bruno could see, when were working that we were doing was just piloting he could see that students have troubles to send or to upload homework assignments so it was obvious that from outside of the university sometimes

because of the connection, the speed of the connection the students cannot work properly with the platform so that´s why we don't work like that.

So, how many hours de you teach face to face with students?

As a mentioned before, with the composition students we have one day.

Ok one day. Two hours

Two hours

Yeah.

And the others hours are compensated?

Exactly, using the platform.

Ok, how do you feel using this method?

It's nice! At the beginning, it was kind of frightening, how are we gonna to do this, what are we gonna do with this, I don't know how to do this, even if we had the course we needed to practice this, if not we forget what we have learnt, so at the beginning it was like that, now im getting to know it better but still the thing is that now it requests much more time from you because you have to be checking it you have to be uploading, reading the things that students commented, or or if they have any question you have to be checking an answer so not only to receive the students here in the university but also you have to be always checking the platform so it requires much more time for work also.

Anyone could say that this kind of platform help you to spend or to have more free time but it is not in that way..

Yeah, you have free time but from the classroom, but you have to be connected and you have to be in front of the computer many hours or more hours that in the past, for example in the case of reading and conversations well, when have only face to face classes there were four hours per week so now because pf the problem of the classrooms I only have one day one hour and the other one two hours whenever we find another classroom that is close to the one that we have we can have the four hours so it is good because we can have the four hours and also

the platform that they can use but some   other ones if we cannot find another one for that hour, we have only three hours, so when we have only three hours a week, we start to use forums, forums discussions, they have to be discussing and talking, so whenever we can't do it the classroom they participate online, it helps…

Which are the advantages that you have using the b-learning methodology in English Composition course? And also which are the advantages that your students have using this methodology?

The disadvantages, I would say is whenever the platform is not working properly because of internet connection that would be the disadvantage but I can say that there are a lot of advantages because students if they have any doubt any question or they need help, if we didn't have the platform they couldn't ask questions after available hours but they can write it in a message even at night and even in weekends and they have much more time to present or in this case upload homework assignments because if we didn't have that they have to give it the day that we receive classes but now they can upload homework assignments on Saturdays and Sundays , even at midnight, for example I give sometimes four days and they can do it even at midnight id they are connected, so I can say that there are a lot of advantages for students and they can be checking and checking the material that we have discussed inj the class as many time as they can, in the past we used to have the material, the teacher used to talk and to present something if you copied it was ok for you if you didn't copy you lost that information but no they can watch the video they can download it and watch it as many times as they can, I see many advantages….

As overall, do you think that using this methodology brings more benefits for you and the students?

I would say both, but the only this is it requires much more work and time from us because you have to be checking for example internet for extra information extra material because that's why you have the platform, give extra material for the students so, the ones that are benefited the most are students because they are going to receive much more help and information from the that in the past when we didn't have the platform.

I think that extra work that you have to do is because this kind of platform or tools needs a kind of group to work in it, not just you…

Exactly, we have work for example in composition we chose videos, Professor Bruno chose some videos with us, sometimes we do that even in reading and conversation but the thing is that besides that we want to give extra things In composition for example we have some videos and album presentations in common that we have used but of course according to the needs of the students because the are some groups that are _____ to understand the things but there are other ones that need so much help, with those ones you have to give extra information or answering the messages or reading the homework's assignments.

Which ones do you think are the characteristics of b-learning methodology in optimal educational context?

First of all to receive a training as we did it but it request a lot of work as you mentioned It would be good to have a group of people working, like in the case of engineers, the engineers school, there are two or three teachers that are creating the courses they have the information and they know____ but the thing is that sometime we don't have the time we try to do that for example composition that we have these videos and these things for this unit but as I mentioned there are always things that we need to do that we didn't think when we were planning the subject that we were going to teach in the next time for example I would that that maybe we would receive the help of students that are working in the communicative____ for example in my case I don't have any TA not even in for the two compositions nor for the readings and conversation so I'm working with these three groups with any help and also I'm using the platform and I don't have any student that would help me for example in uploading information or looking for extra material for students so that would be something that could help. One advantage that I have is that I have been working with composition classes before I have some material that I've been using that helps me with next composition courses that´s one of the advantages, I would recommend that too, maybe the teacher that was working with one subject and using the platform that teacher would continue working with those subjects because the first time we were exploring and maybe the next time we can improve this we can make it better using the same material and maybe making some modifications, that also.

Do you think the FLD has the appropriate technological resources to develop b-learning method?

Well, in the case of us yeah, because all of us have internet access, we have a computer and also we can use even if we want to create something or share a video with the students we also have the equipment here maybe and that´s something that I have heard from my students, they say that they don't have enough computers here in the computer lab for uploading something, for example some of them they have a computer but they don't have internet so they have to do it here or in a cybercafé so they sometimes tell me: " Teacher why don't we have some extra or more computers here ?" that's something that they complain and they would like to have but in our case I think that we have the stuff.

Do you think that you have the optimal condition to use this tool here at the university or do you think that it could be improved?

Maybe to continue training teachers because almost all of us know how to use a computer like for example, PowerPoint, Word, and some others things but in my case I don't consider that I'm a technological person, I have problems, I remember that in the case of professor Bruno he also mentioned when we were receiving the training some specific websites in which you can store for example your PowerPoint presentations or videos or any other material I would say that maybe we would continue receiving trainings about this, I'm my case for example something that I'm glad is because besides receiving this training I received another training from engineers school so now that´s why I can use it better and I can use the platform better because of that but there are some other teachers and only received two weeks or a moth of this training so maybe they are still having problems with the platform So I recommend that.

Do you think the result of using this method is the same as when using face-to-face method?

The results, sometimes students needed some help when we were not available to help them, now I think that they have more opportunities for that so if I see from that I would say yeah the result is different but in that way because of the advantages that I already mentioned that

that they have the comparison when you only have face to face classes, so we tented to use only books and no more than that sometimes videos or something like that, extra listening's, ….

Well that's all, so I just want to tell you thank you.

Ok it was a pleasure because when we heard about this new thing that we were going to implement here in the department, so we were very happy to explore it and use new things because this is something that used in other private universities and it is good that we are one of the first departments having this in the university so it´s like something that we feel priest.