

A Blended Learning Course for Teaching English as a Foreign Language in a University Setting



Doris Stanger
Specialty: Teaching Online
Master's in ICT and Online teaching

Advisor: Ramon Pavia Sala – UOC
External Advisor: Dr. Helena Roquet - UIC

**Universitat Oberta de
Catalunya**

Barcelona, Spain

June, 2016

INDEX

1. Executive Summary	2
a. Abstract	2
b. Summary	2
2. Introduction	4
3. Contextualization	6
4. Justification	8
5. Objectives	10
6. Analysis of Needs	11
7. Planning	34
8. Design	41
9. Development	55
10. Implementation of pilot and evaluation	58
11. Conclusion	69
12. Bibliography	71
13. Appendices	73

1. Executive Summary

A. Abstract

This project focuses on the teaching of English as a foreign language in degree programs in university classes. In order to improve these classes and create a course where students have more hands on contact with the English language a blended learning concept was designed, using task based learning. A Moodle platform with its ICT tools makes up the technological base, along with two added tools, 'SpeakApps' to give students more opportunity to practice oral skills and an e-portfolio, to allow students a place to work on an individual level, and to further their contact with the English language while implementing the concepts of Connectivism.

Blended learning, English as a foreign language, university, Connectivism, SpeakApps

B. Summary

This Master's project is the creation of a blended learning course created for teaching English as a foreign language in university degree programs. This project was developed at the International University of Catalonia (UIC) in Barcelona, Spain. The type of courses that are the focus of this project are courses that are taught in English, which is a foreign language for the student body, through content related to a degree program. The generally accepted name for this type of course is 'English for Special Purposes' or ESP. The department that is responsible for these courses in the UIC is the Institute for Multilingualism. The teachers who teach these courses are specialist in teaching English as a foreign language. For the purpose of this project, one course, called 'General English' was re-designed following a blended learning concept. This course is taught to first year students studying in the Department of Communication Sciences. These students are studying degrees in Journalism, Public Relations and Media Studies.

The reason for choosing and focusing on these kinds of classes, and this class in particular is that there are several problems areas that have been observed over the years. After making adjustments to various aspects of the course and assessing these changes over time the final conclusion was that there is a fundamental flaw. This flaw is that a class where a foreign language is taught and which needs to be focused on the best methodologies to improve language acquisition, such as those found in the Communicative approach to language learning¹, are difficult to implement in a

¹ The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural

traditional university classroom setting. What are these conflicts? University classes normally have more students in one class than a typical course specializing in foreign language learning. These University classes are also organized from the traditional perspective of lecture based classes which lead the following problems. Classes are too large for teachers to give effective feedback and to give students a chance to practice the language and by extension improve. Languages cannot be taught by lecturing, but must be practiced. In classes with mixed language levels a portion of the student body do not benefit from these classes, for example the high level students are bored, and the low level students are lost, in both cases learning is not taking place. With this premise this project was launched, the idea being that the creation of a blended learning course would solve these problems and furthermore, with the use of ICT tools, make the courses more dynamic.

This project is also implicated in the improvement in some areas on an institutional level. Examples of this are improving the level of English competency of a student body that needs to obtain a B2 certificate in English before they can obtain their university degree, and to increase the use of the platform Moodle, which is integrated into the UIC intranet and that all teachers and students have access to. A common template that could be used and adapted to all of these types of ESP courses taught in varying degree programs has been developed as part of this project.

In order to discover if the perceptions of this writer, who has taught these types of courses, and the General English course in particular, two surveys were carried out. The first survey was with the students from the General English course, and the other with the teachers from the Institute for Multilingualism. The results of both sets of surveys supported the premise of this project. At the same time the ICT tools were being studied to discover which tools might best fit the needs of this blended learning course, as well as being sure that the fundamentals of the course, the competencies and learning objectives were being respected. The change in roles that would be required by both the teachers and students was contemplated and addressed. Teacher training in the concepts of blending learning, with all of its implications, has been prepared as part of the project, along with material for students to help them become more autonomous and independent learners, an essential component of a blended learning classroom. The related and pertinent educational theories and methodologies were cited to support the changes that have been planned.

strategies for language acquisition will be used, and this will allow them to learn to use the language. The British Council/BBC <https://www.teachingenglish.org.uk/article/communicative-approach>

While the fundamentals of the course 'General English' have been maintained, the focus has been shifted to a task-based formula. Following this formula, students are working in class on tasks and mini projects. Outside of class they are improving English language skills, including speaking, with the use of ICT tools as well as working on and creating their own learning space in an e-portfolio. With this shift in how class time is spent the teacher can now dedicate more time to giving feedback and helping students in small groups and individually. Also, since more active skills, such as speaking, can be practiced outside of the classroom, time can be devoted to more passive skills, such as writing, during class time. This is an important point given that there tends to be an over use of instant translation and coping when student are given written task to do outside of class.

To conclude, the chart below shows which ICT tools are being used for this blended learning course and the reasons for their choice. While the piloting section of this project has brought up several possible changes needed in the versions used of some these tools, no major changes will be made. However, the original plan of having all of the tools in one place, in the Moodle virtual classroom, may need to be adjusted.

Chart 1 Summary of ICT tools and with their use and target skill areas.

ICT Tool	USE	Skills
Wikis and forums, a web page and a blog	For students to work together for preparation of and / or during small group work on tasks and presentations both in and outside of class	Writing and reading Working in small groups and independently
SpeakApps	To practice speaking outside of class	Speaking and listening, individual and pair work
e-portfolios section 1	To have a page devoted to individual improvement in any necessary areas of the English language, to respond to feedback from the teacher	Independent work on language improvement in skill areas dictated by student need, outside of class time
e-portfolios section 2	To have a page devoted to an interest of the student, where they collect information and links following the concept of Connectivism, 'where learners select and pursue their own learning' (Siemens, G. 2005)	Independent work and autonomous study in all language skills outside of class time

2. Introduction

This project is the creation of a blended learning course for foreign language classes, taught within different degree programs in a university setting. In this case the foreign language is English and the university in question is the International University of Catalonia. (UIC) The origin for the idea of this project was based on the teaching experiences of the author of this paper. After teaching these types courses in a more traditional classroom experience, it was noted that there were fundamental underlying problems between the organization and the student numbers of these classes and the mandate to practice and improve a foreign language. A blended learning situation allows students to have more time and opportunities to have contact with the target language, as well as allowing for the reorganization of the class time and activities. The blended learning model also calls for a change in the roles of teachers and students and requires students to become independent and autonomous learners.

This project provides a model for the use of blended learning in this particular learning situation, and redesigned one course in particular, a course called 'General English' taught in the department of Communication Sciences. The redesign of this course is the main focus of this paper. The educational design model that was employed was ADDIE. The **analysis** stage involved both students and teachers at the UIC who were implicated in these language courses, and involved the use of surveys as the means to collect the necessary, pertinent information. As well a preliminary study of the ICT tools that could be used was performed. The **design** stage then used the information collated from these surveys to create a blended learning model with the appropriate technology, keeping all of the criteria, competencies, evaluation and learning objectives in mind. The **development** stage was where the actual blended learning class was organized, using the Moodle platform that is part of the UIC intranet, as well as two external tools, SpeakApps and the e-portfolio Mahara. Teacher training was also developed in this stage. The **implementation** stage consisted of piloting the ICT tools that had been chosen in the development stage and once again implicated the participation of the same group of teachers and students. The **evaluation** stage was on going throughout the entire project, as every stage was subject to evaluation, as well as a final evaluation of the project as a whole.



The structure of this thesis paper is as following: The **Executive Summary** which includes the **Abstract** and a **complete brief description** of the project followed by the **Introduction > Contextualization > Justification > Objectives of the Project > Analysis > Planning > Design > Development > Implementation, piloting and evaluation > General Conclusion > Bibliography > Appendices.**

3. Contextualization

A. The University where the study took place.

The project was carried out at the International University of Catalonia (UIC). The UIC is a private university located in Catalonia, Spain. As part of their mission statement the UIC promotes a personalized approach with an average of 11 students per teacher and a maximum of 80 students per class. In each degree program there is the necessary academic formation as well as coaching and individual support services to provide a complete university experience. There is a significant percentage (40%) of work / study programs and internships in all degree areas. Ten percent of the student body is from outside of Spain and each degree program has specific studies in English. There is also an extensive international exchange program. The underlying philosophy of the university is based on Christian humanism.²

The UIC consists of two campuses, one in the city of Barcelona and another in the city of Sant Cugat. Between the two campuses there are a total of over 8,000 students studying in 15 undergraduate degree programs as well as Master's and Doctorate programs. As stated before, all of the undergraduate programs have classes in English. A large number of these classes are taught by teachers from the Institute of Multilingualism, a department whose principle mandate is to provide foreign language services both inside and outside of the degree programs.

The Institute for Multilingualism

The Institute for Multilingualism has offices in both campuses, gives classes in the all of the undergraduate degree programs and in some of the Master's programs. The teachers are all specialists and have degrees in ESL / EFL (English as a Second Language / English as a Foreign Language), Applied Linguistics or similar language related areas. There are 10 teachers, either full or part-time. The author of this paper is one of those teachers. The director of the Institute has a doctorate in Applied Linguistics and a number of the teachers are currently pursuing Master's or Doctorate

² <http://www.uic.es/es/filosofia-y-valores>

degrees. While this Institute is not considered to be a department within the university system it is involved in its own areas of research. It is one of the two organisms in the university organization that teaches transversally, otherwise teaches in its own specialty, foreign languages, within the different degree programs. The other organism with this same role is the Department of Humanities.

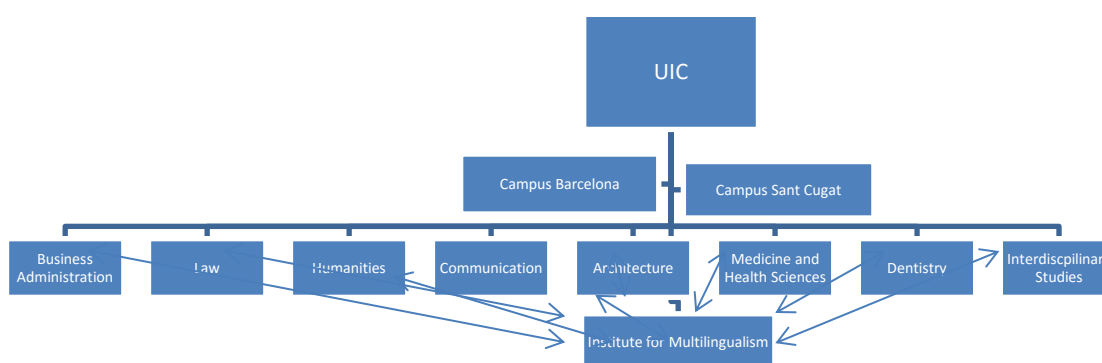


Chart 2 – Organizational Chart

The definition of the type of English language courses taught, for example ESP (English for Special Purposes) CLIL (Content and Language Integrated Learning) EMI (English as the Medium of Instruction) or ICL-HE (Integrating Content and Language in Higher Education) may vary depending on the competencies and teaching objectives, however, they all have the same common competency of improving the level of English competency of the student body.

ICT Tools available

The virtual campus of the UIC uses the Moodle platform. This platform is accessible to all students and teachers for the courses that they are enrolled in. The platform is updated on a regular basis, so that normally the most recent version of Moodle is available. The email system is linked to Google, which gives everyone access to all of the tools available through Google, such as Drive.

B. Problems that were identified

The main problems that were identified and were the impetus for this project are based on the conflict of teaching a foreign language in a traditional university classroom setting. While the normal class size for the English classes referred to here are generally smaller, 20 to 30 students per class, compared to average university classes, they are far too large to successfully implement the Communicative Approach

to language learning, accepted as the most successful means to improve second language acquisition. Another problem that was frequently encountered was that the classes can be of mixed levels. By introducing the use of a blended learning concept, a number of fundamental changes occur, including the focus of the course, tasks and teacher / student roles. The use of ICT tools allows the students to improve their contact with the target language and allows the teacher to give improved feedback while solving the conundrum of teaching and practicing a foreign language in this university setting.

4. Justification

This project can be justified on several levels, both on a national and an institutional level. Firstly, level of English competency in Spain in general is not as high as it should be. Despite years of English being taught as a core subject in the school system, and the plethora of private English language academies that can be found, some of which offer classes for toddlers, Spain still ranks 23rd out of 70 countries with an overall level of 'medium' in the EF English Proficiency Index of 2015³. On an institutional level the UIC boast of a high use and need for English, both in the regular curriculum and in their many exchange programs. As well, students now need to achieve a B2 level, as set by the Common European Framework of References for Language⁴ in order to obtain their university degree.⁵ Of the 58 first year students surveyed for this project 41 do not yet have a B2 certificate.

Another area which needs to be noted is contact with the target language. Reason dictates that the more exposure students have to a language the better their progress. If students are to be successful in their ability to speak and use the language then they also need to increase their contact. There is a noted lack of habit to accessing programs and information in English in Spain. Once difficult to do; it is now possible thanks to technology. As stated in the article '*New technologies could alleviate the low Spanish level in foreign languages*' ('*Las nuevas tecnologías pueden curar la carencia de los españoles en idiomas*', Martin, M. 2012) '*the system of teaching languages in Spain is characterized by being extensive, but not intensive. Nevertheless, research has demonstrated that there are two essential factors for quick and efficient second*

³ EF English proficiency Index, (2015) <http://www.ef.com/es/epi/>

⁴ Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

⁵ Requisitos para acreditar el nivel B2, UIC. Retrieved from <http://www.uic.es/es/idiomas/acredita-nivel-b2/requisitos-acreditacion>

and foreign language acquisition: the intensity of contact with the target language and the quality of the learning activities.' (Neussbaum, L 2012) and for this reason *'Language learning can't stop when you arrive home. It has to be another activity of your daily life....and new technologies could help solve this problem.* (Vez, J.M., 2012) This is where the use of ICT tools becomes paramount.

An important factor for successful language learning is that students feel responsible for their own progress and feel a sense of ownership of their foreign language acquisition. Languages cannot and should not be 'spoon fed' to students. There should be a process of discovery and understanding created by and for students themselves. Students need to be autonomous and independent in terms of their language interests and acquisition, and this autonomy is a key component to the blended learning concept. *'Blended learning empowers students to take ownership of their learning and customize experiences according to their individual needs'* (Kish, 2015). While requiring students to be more autonomous, the use of a blended learning concept would also change the use of the classroom from one of a traditional lecture style to that of one which uses task based learning. This change frees the teacher to give more individual attention to each student and provide more useful feedback. This more individualized attention reinforces the philosophy of the university at stated in the mission statement.

Another justification for this blended learning project on an institutional level is the use of the Moodle platform. Moodle, while integrated into the UIC intranet, has a variable use by the teaching staff. Some teachers do not use it at all, others exclusively for administrative purposes, and many do not use the interactive, ICT tools available, such as forums and wiki spaces. A microscopic example of this can be seen in the results of the survey done by the teaching staff for the analytical phase of this project. Of the seven teachers who participated one does not use Moodle at all. Of those who use Moodle the biggest use, both now and in terms of the future plans and interests, is for administrative purposes, such as grades, tests, and to organize and make course material readily available, as can be seen here in Charts 2, 3 and 4 from the already mentioned survey.

What aspects of Moodle do you use? (Technology Section, question 2, Teacher's Survey)

Chart 3

Aspect	Number of users
The basic ones / administration	4
Forum	3

Upload documents / attach links	5
On line tests/ quizzes / questionnaires	2
To hand in and / or correct assignments	3
Send messages	2
Posting grades	2
Wikis	1

Would you like to, or have you considered, using more of the options that Moodle provided? (Technology Section, question 3, Teacher's Survey) Six – yes. 0 – No

If yes, which ones?

Chart 4

Options	Number of users
Unsure but I know that there are many good possibilities	1
Mini tests /quizzes / exams	4
Post grades	2
Post listening practices or videos	1
Improve and record student interaction	1

Which aspects of the courses that you teach do you think are improved with the use of Moodle? (Technology Section, question 7, Teacher's Survey)

Chart 5

Aspects	Number of users
Overall organization	4
Course planning	2
Forums for commenting and discussion	1
Handing in and/or marking assignment	3

The blended learning template designed here would increase the purpose for and the use of Moodle, a technology that is already installed and whose use and adaptation is being promoted by the university. In conclusion, this project can be justified on numerous levels, linguistically, pedagogically, technological, institutional and national.

5. Objectives

General Objective

To take language classes taught under the definition of ESP in a university setting and improve these classes by making them more effective and cohesive with their main objective; improving students' level of the target language. This will be done by introducing the concept of blending learning and accompanying online tools.

Specific Objectives

- ✓ To create a base model of the blended classroom for all ESP types of classes.

- ✓ To design and incorporate online tools and with the existing Moodle platform, so that their use is clear while insuring that they are also user friendly.
- ✓ To create a virtual classroom to compliment the traditional classroom, where students work independently and interact with each other, both online and face to face, reflecting the theory of Connectivism⁶, (especially with the use of an e-portfolio).
- ✓ To redesign activities and tasks of the target subject to reflect the use of ICT, blended learning and task based learning, as well as bring the passive skill of writing, back into the classroom.
- ✓ To redesign the evaluation system, to reflect the changes made in the tasks and activities.
- ✓ To create teacher support material to explain the theory and viability of the methodology and use of the technology.

6. Analysis of needs

A. Description of criteria and procedure

This analysis section will look at who and what was analyzed and why. It will also talk about what tools and processes were used to perform these analyses as well as the results, the interpretation of those results and the decisions made based on those results.

The two main groups implicated this project are:

- first year students studying the three degree programs in the Department of Communication Sciences.
- Teachers who teach in the Institute for Multilingualism and through this department teach in the various degree programs offered at the UIC.

The human resources implicated in this project are:

- Once again the teachers from the Institute for Multilingualism as well as the Director and Administrator
- IT personal at the UIC who would be involved in any changes that need to be made to the Moodle platform in relation to this project.

Institutional needs that are responded to are:

- Students who need to reach a B2 level of English

⁶, 'where learners select and pursue their own learning' (Siemens, G. 2005)

- Individualized and personalized teaching approach

The material resources needed are:

- The Moodle platform with the accompanying tools
- External additions to Moodle

The viability of the project is measured in terms of:

- Cost of teacher training
- Costs of ICT tools and maintenance of the platform
- Institutional costs

More detailed information of these aspects can be found in **Appendix 1**.

The focus of the analysis, as is the focus of this course design, was of the course 'General English' which is a first year course in the Department of Communication Sciences, the students who had taken the course in the first semester of the 2015/2016 academic year, and teachers who teach ESP or similar second language acquisition courses and work in the Institute for Multilingualism.

The analysis stage of this project took place at the UIC during the spring semester of 2016. There were two groups of participants involved, students and teachers. The students are first year students who had taken the course that is the focus of this project and at the time of this study were enrolled in the second semester course, 'Academic English'. There are four classes of Academic English with a little over 80 students enrolled. On the day of the survey 58 students were present in the four classes, all of those present participated. The survey was given at the end of the class and students were given about half an hour to fill it out.

The teachers who were involved in this study work in the Institute for Multilingualism and teach different courses in various departments under the umbrella of 'English as a foreign language' which could be described as 'ESP' 'CLIL' 'EMI' or 'ICL-HE'. All of these teachers have many years of teaching experience and are specialized in teaching EFL and / or ESL. The survey was sent via a group e-mail. The surveys were returned by e-mail or in person. A chart with the timing of the surveys can be found as **Chart 6**. The other area that was studied was that of ICT tools

Surveys	Dates	Actions
Student surveys	April 1 st , 2016	Surveys handed out in class and returned the same day.
Teacher surveys	March 31 st to April 5 th , 2016	Surveys were sent by e-mail on the 31 st of March and returned in person or by e-mail during the following 6 days.
Collation of information	April 2 and 3, 2016 – Student surveys April 6 th – Teacher surveys	Information was collated, interpreted and graphs created.

Chart 6 Timing of Surveys

B. Description of data collection

The methodology chosen to collect information and data for this study is:

- A qualitative survey for teachers.
- A quantitative survey for students.
- A comparison chart for ICT tools.
- A preliminary cost analysis

Terminology: The terminology that is used throughout the project is defined in the following way.

- English language levels which are concurrent with the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe. These levels are A1- Beginner, A2– Pre-Intermediate, B1 – Intermediate B2, - Upper Intermediate C1– Advanced or Competency and C2- Proficiency.
- Language skill areas, for the purpose of this project are defined as:
Reading comprehension, Listening comprehension, Writing, Speaking, Grammar and vocabulary (for student surveys) Use of Language (for teacher surveys)

TEACHERS- Participants, Methodology and information collection

The survey created to gather information from teachers from the Institute of Multilingualism is qualitative in design. This type of survey was deemed most appropriate because the type of information needed from teachers is related to their opinions and perceptions about the strengths, weaknesses and problem areas in the subjects where they teach. The other purpose of the survey was to glean information about their knowledge and perception of ICT tools. The survey was sent by email to 9

teachers, all of whom are on staff at the university and work there either full or part-time. Seven surveys were returned, either by email or in person. The objective was to get an overall sense of how the courses taught by this Institute are perceived by those who teach them. A copy of this survey is **Appendix 2**.

Once the surveys were returned the information was collated and analyzed in the same order in which sections of the survey were organized.

Section A asked about the subjects taught and for a reflection on positive and negative points to teaching a language under the conditions that are found in the university. There were also questions about the e-learning terminology that is being studied for this project and about the methods that teachers use to give feedback. Questions about feedback are important as is it an integral part of this project in concurrence with the use of ICTs.

Section B included questions about the use of Moodle in the classes. It is fundamental to this project to see if, how and why teachers use Moodle. There were also questions about the ICT tools that are being studied to find out how much technology is used or known about and how open teachers might be to using it. Knowing teacher familiarity and use of ICT tools would influence the planning of the material for teacher training which could influence the acceptance of these tools by them. As stated by Teggan Summers, who was the associate director of the e-portfolio program at Virginia Tech, in the article 'Four Common E-portfolio Mistakes to Avoid'(Rath, 2014) *'It is important for them (teachers) to know why they are using it and that it has value for their curriculum.*

STUDENTS- Participants, Methodology and information collection

The survey created for students is more quantitative in design due to the number of participants. However, the questions related to English learning and course content are based on students' perceptions. No detailed statistical studies were done. This survey was handed out in person to first year students who are studying degrees in Journalism, Public Relations and Media Studies in the department of Communication Sciences, in the subject 'Academic English'. Students were instructed to reflect on the course 'General English' from last semester. The survey was completed at the time that it was handed out and class time was used for this purpose. The survey was translated into Spanish to assure the highest level of comprehension. 58 students responded. A copy of the English version is **Appendix 3**, the Spanish version is **Appendix 4**.

Once the surveys were completed and returned the information was collated. This collation was organized in the same way in which the survey was organized. This organization consisted in three separate sections A, B and C, as well as subsections.

Section A was divided into 2 subsections. Section A1 asked questions about students' English learning history and A2 about their English learning habits, if they had contact with English outside of the classroom and independently worked on improvement, as well as their perceived weaknesses and strengths in the various skill areas. Since a blended learning situation depends on students having a certain amount of autonomy, '*Blended learning empowers students to take ownership of their learning and customize experiences according to their individual needs*' (Kish, 2015) it is necessary to see how much control and responsibility students take for their own language learning. This would then be used as an indication of how much emphasis would need to be dedicated to this concept in the course planning. The questions about perceived weakness and strengths gives insight into which skill areas are more important for students within their English levels.

Section B was divided into four subsections. B1 asking questions about general satisfaction with the General English course. B2 asked about satisfaction with their English language improvement in the 5 skills areas within the General English course. B3 asked about perceived time spent speaking in English in class and B4 their experience with group work and co and self-evaluation, as these are aspects of the course that could be changed with the use of technology. In order to know if a course needs changing or modifying it's important to take into account the students' opinions.

The third section, **Section C**, asked about student general experience with online technology and the target ICT Tools. The level of expertise and use of ICT tools by students gives insight into how these tools would be accepted and how much training would need to be incorporated into the course planning.

ICT TOOLS- Methodology and information collection

The methodology used to study the feasibility of online tools was a comparative study. The criteria for the comparative study were the needs of ESP classes in this university setting and the needs of language learners in general. Also, aspects important to teachers, such as increased student contact with the language and giving feedback were taken into account.

One of the main concerns for the success of this project is that the technology is easy to use and can be managed from one platform. That platform is Moodle, as it is

already intergraded into the UIC intranet and virtual classrooms. Therefore the first criterion of this study is Moodle compatibility.

The other criteria are:

- ✓ which skill areas common to language learning can be practiced with which tools
- ✓ which tools allow for interaction between students and between students and teachers
- ✓ which tools allow teachers to give feedback and how that feedback could be given
- ✓ Any incurrent costs or difficulties that might occur

The ICT tools that are analyzed are the following.

Forums – Wikis – Blogs - Google Drive - e-portfolios - SpeakApps

C. Presentation of the results - Responses from surveys and comparative study

I. Teacher surveys

As stated before the type of survey given to teachers was qualitative. The objective being to allow them to express their opinions and perceptions about the courses they teach at the UIC. Also as stated before, these courses, while all having the common objective of improving the English level of the students, have different focuses and do not all follow the same teaching methodology

Part 1 - English Language Teaching

The first question asked was if the courses meet the overall objectives and here everyone said **'yes'**, with one **'yes and it depends on the course'**.

However when asked if students take full advantage of the course to improve their English level the response was mixed, but more negative than positive.

The explanations for the yes and no responses can be found below. For the sake of brevity many have been summarized.

YES

- ✓ Because of the use of a task-based teaching approach to learner content.
- ✓ Because at times the use of assignments and projects from English class are being used as a springboard for other tasks.

NO (Including a caveat from the 'yes' answer)

- ✓ Students who don't want to take full advantage can get lost because of class size.
- ✓ Students don't realize how important English is and don't give the subject priority, they only do the minimum.
- ✓ English isn't seen as important as core subjects, they just want to pass.
- ✓ Prioritize other subjects, lack of interest.
- ✓ Students speak to each other in their L1 (first language or native tongue) in class, not taking advantage of the opportunity to practice speaking.
- ✓ Attitude
- ✓ They miss classes, don't do homework and don't pay attention in class.

In response to the questions about which skill areas are easiest or most difficult to incorporate into these courses the responses were very mixed, although there is a tendency for the productive skills of writing and speaking to be marked as 'most difficult'. More than one skill was chosen most of the time by most of the participants.

Chart 1A teacher responses

Skill	Easiest	Most difficult
Reading comprehension	4	
Listening comprehension	4	1
Writing	1	4
Speaking	2	4
Use of Language	3	

When asked if teachers are satisfied with the amount of speaking practice that takes place in class the answers were:

Chart 2A teacher responses

Response	Number	Reason why
Yes	1	<ul style="list-style-type: none"> ✓ Spoken English is planned, set up, practiced and produces in all class session, giving feedback is the problem.
Yes and No	3	<ul style="list-style-type: none"> ✓ Depends on the class ✓ Depends on class size ✓ There are a lot of speaking activities in class but students switch to their L1 the moment they are no longer being monitored by the teacher
No	3	<ul style="list-style-type: none"> ✓ Because there is not enough speaking to assure that students could reach the B2 level that they need. ✓ There should be more speaking, although it is increasing. ✓ Too hard to monitor and the only opportunity to give individual feedback is when it's a presentation.

In response to the question about giving feedback to the production skills of speaking and writing a wide variety of feedback methods were mentioned.

For writing the following methods and approaches were mentioned.

- ✓ Through continuous evaluation
- ✓ Written and mark on documents
- ✓ With larger classes revision of/generation of evaluation tool + peer evaluation
- ✓ Via internet
- ✓ With symbols
- ✓ Using a grid

For speaking the following methods and approaches were mentioned.

- ✓ Informally correct errors
- ✓ During class informally, although difficult in larger classes
- ✓ Self-recording with mobile phones which are sent to the teacher for later revision
- ✓ In the form of a report
- ✓ Using a rubric
- ✓ Using a grid

It is evident that a wide variety of tools and methods are used.

Responses to the questions about aspects of the courses that make English language teaching difficult are as follows. Normally more than one aspect was mentioned.

Chart 3A teacher responses

Aspects	Number of responses	Additional comments
Class size	7	<ul style="list-style-type: none"> ✓ If classes were smaller there would be more writing and presentation tasks. ✓ It makes monitoring difficult ✓ Affects individual feedback opportunities
Mixed levels	3	<ul style="list-style-type: none"> ✓ Students with a very high level and the course program with a lower level ✓ I've had classes with levels from A2 to C2 together in one class
Classroom furniture	1	<ul style="list-style-type: none"> ✓ Seats are fixed to the floor making it impossible to move students around and form small groups.

In response to the questions 'What do you understand by the term 'blended learning' and the 'flipped classroom'?' the participants were mostly able to provide a general definition of these terms, although often adding the comment that they only had a superficial understanding of them. There was one participant who was unfamiliar with these terms. The term 'flipped classroom' was later dropped from the terminology as the concept was only being used in reference to one skill, writing, being brought back into the face to face classroom.

Part 2 – Technology

This section was divided into Section A with questions about Moodle and Section B with questions about the ICT tools that are being considered for this project. If teachers did not use Moodle they were instructed to go directly to Section B. Some of the results from Section A have already been presented in the Justification section of this paper on pages 9 and 10. To summarize, one out of seven teachers surveyed doesn't use Moodle. Most teachers use this platform for administrative purposes, very few use the more interactive features, nor do they contemplate doing so in the future. Their concerns with this platform can be seen in the 'Additional Comments' section.

'Additional comments' from the section on how Moodle is used:

- ✓ A training session would be useful, but the problem is finding the time
- ✓ I use Google Drive for storing student work, I don't know if Moodle can do this.
- ✓ I'd like to learn how to make more material for autonomous learning-tailored made for our courses.

Do you find Moodle easy to use? 5 yes responses and 1 no answer.

Additional comments.

- ✓ Relatively easy
- ✓ You need time to play with it, some aspects are hard and others are easy.
- ✓ Time consuming

If not, which aspects do you find difficult?

While no one mentioned specific aspects there were these comments:

- ✓ It's not the aspects themselves but to find the extra time needed to train myself and use them.
- ✓ There are many steps and I lose patience.

Section B - ICT tools that are being considered for this survey.

The first question of this section was: 'Of the following options, which ones, if any, have you used with your classes at one time or another.'

Here are the results.

Chart 7A teacher responses

Tool	Yes	No	Additional Comments
blogs	2	5	
forums	5	2	
Wikis	4	3	I want to learn more about this, especially the possibility of simultaneous editing.
e-portfolios	1	6	I want to learn a lot more about this.

SpeakApps	3	4	I want to learn a lot more about this. I have used this tool at an online university not here at the UIC
------------------	---	---	---

In response to the question ‘Do you think there could be more use of online ICT tools in you classes? **The responses were 5 –yes and 2 –N/A.**

The comments that accompanied the yes responses were:

- ✓ Yes, but not for the sake of it, it needs to be aligned to specific pedagogical objective
- ✓ Yes, but the UIC doesn’t have the technological support for it.

To answer the question of ‘If yes, how do you think the use of ICT improves your classes?’ there were the following responses:

- ✓ Motivating, increase time speaking in English, ‘forces’ future teachers to play with ICT tools and to not be scared of them.
- ✓ I’d like to use SpeakApp and more blogs, because it would allow better handling of big groups.
- ✓ It is a speaking application where students could record their speaking or conversations with other students.
- ✓ Increases student exposure and possibility to practice language skills.
- ✓ Wikis –whole class can complete a task together, e-portfolios, project work in one place, synthesize work, longitudinal perspective of a students’ learning, SpeakApps for student projects, collaborating/ interaction online, could encourage inter-university collaborations.

When asked which skills would most and least benefit with the use of ICT the responses were the following:

Chart 8A teacher responses

Skill	Benefit the most	Benefit the least
Speaking	4	1
Writing	2	1
Listening comprehension	4	
Reading comprehension	3	1
Use of language	1	1

There was only one further comment which acknowledged that while the use of ICT tools could improve learning/teaching practices on many levels, there was concern that the use of them would also increase a teacher’s workload, especially in terms of giving feedback for recorded work.

II. Student surveys

Description of the course and students that are the focus of this survey

The focus of this study is the subject 'General English', which is taught to first year students in the Department of Communication Sciences. There were just over 90 first year students accepted to study in this Department in the 2015 / 2016 academic year. These students took a University entrance exam which included an English level exam. With the results of this level exam the students were divided into 4 level-based classes in the subject 'General English'.

The 'General English' course is an ESP course which teaches English through topics related to Journalism, Public Relations and Media Studies. There is a course book used called 'Cambridge *English for the Media*' by Nick Ceramella and Elisabeth Lee. The English level for the book is a B1. A link to this book can be found in the development section of this paper. The course material and examining material are also set at this level. The reason for using this level as a benchmark is that students are supposed to leave high school with a B1. The material and activities of the course include all of the skill areas and also include group work and presentations. Since the students are divided by level, teachers adjust the class material depending on the general level of the class, going slower for the lower levels and adding extra material for the higher levels. However, as stated before, all of the testing material is at a B1 level. This implies that students coming in with a low English level have a high possibility of not passing the course, while students with a high level will not be challenged by the book and its English level.

Section A

The first graphs give a general overview of the student body. As can be seen most students are in the 18 and 19 year old age bracket and this is their first year of university.

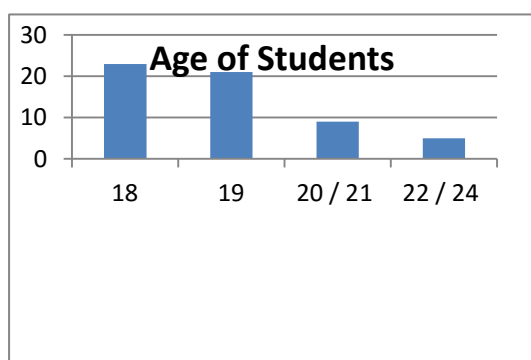


Chart 9A Student responses Students were asked to decide on their own English level. While this is not as certain an evaluation as a level exam, most students have been undergoing testing in English for many years and they have a fairly good idea of their level. As there were fewer

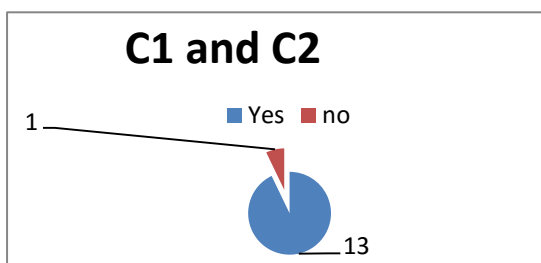
students in the 2 highest (C1 and C2) and 2 lowest levels (A1 and A2) these levels have been combined together for efficiency purposes when studying the results and creating the graphs. (See Chart 10A) Students were asked to give information about

their English learning history. This information was organized by English level and can be found as **Appendix 5** as **Chart 11A** Student responses.

To discover what, if any, contact students had with English outside the classroom the question was asked 'Do you have any regular contact with English outside the classroom?' and if the answer is 'yes' please explain'.

Regular contact with English and the kind of contact by level

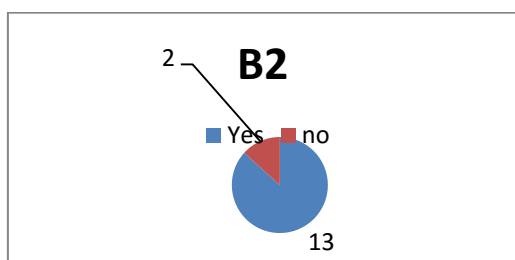
Chart 12 A.1 Student responses



Those who responded 'YES' the ways they had contact was:

- ✓ To watch TV, movies and YouTube videos in original version
- ✓ To practice speaking with friends and /or other students who are English speaking
- ✓ To listen to music
- ✓ To read books
- ✓ To use web pages in English

Chart 12 A.2 Student responses



Those who responded 'YES' the ways they had contact was:

- ✓ To watch TV or movies in original version
- ✓ To practice speaking with friends, other students or family members who are English speakers
- ✓ To listen to music
- ✓ To read articles
- ✓ To travel

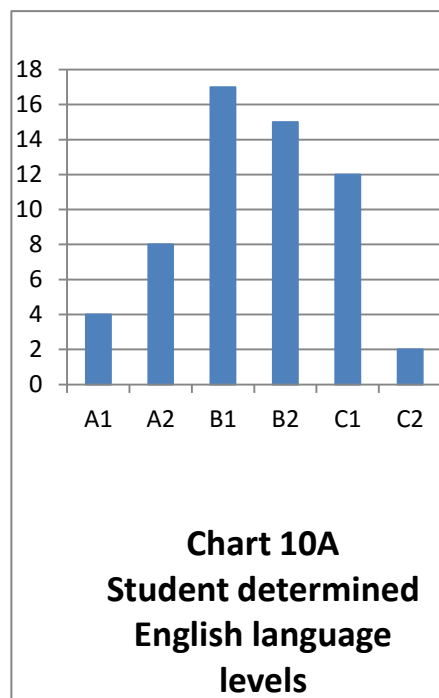
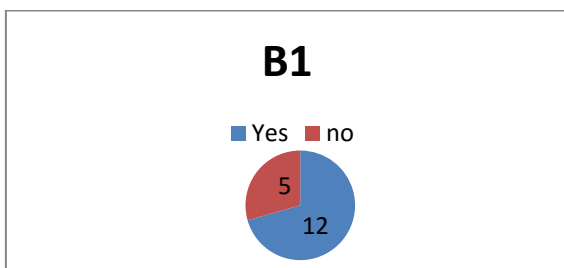


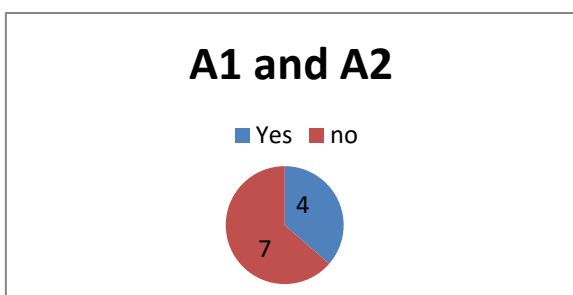
Chart 12 A. 3 Student responses



Those who responded 'YES' the ways they had contact was:

- ✓ To watch TV or movies in original version
- ✓ To practice speaking with friends or other students who speak English
- ✓ To listen to music
- ✓ To read magazines
- ✓ To have apps in English

Chart 12 A. 4 Student responses



Those who responded 'YES' the ways they had contact was:

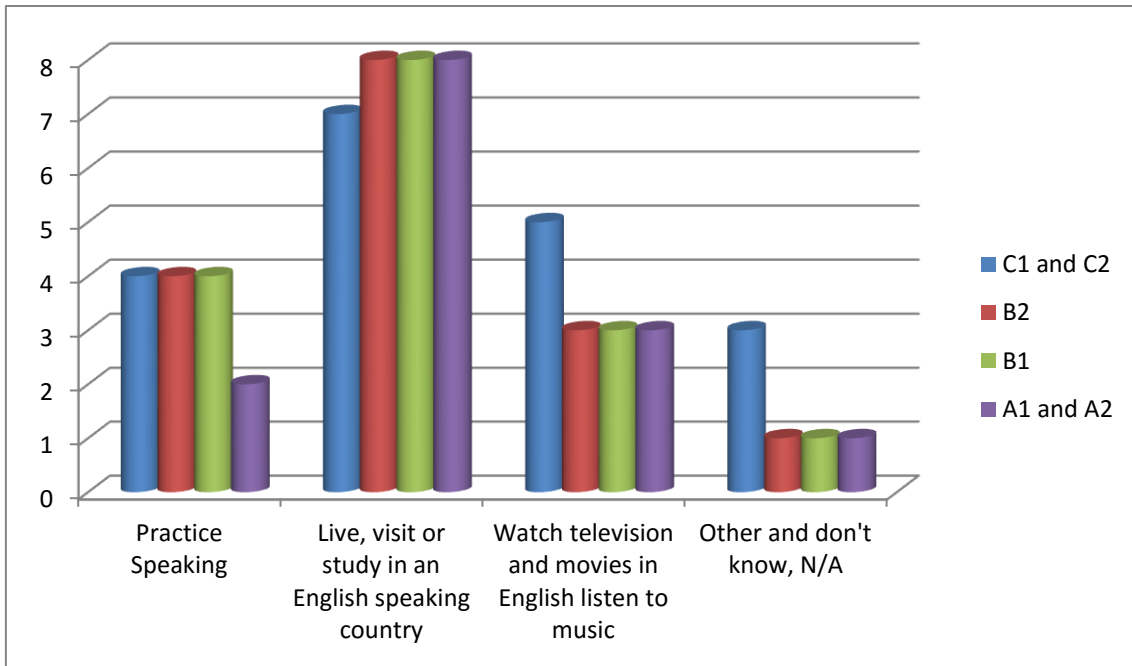
- ✓ To watch TV or movies in original version
- ✓ To listen to music

Students were asked to write down what they perceived to be their weakest and strongest skill areas. The responses can be seen in **Charts 13A.1 to 4** and **14A.1 to 4**. Any contradictions in the percentages can be explained by the fact that some students noted two areas in weakest and / or strongest. These charts can be found as **Appendix 6**

The response to the question: 'What is the best way to progress when learning a foreign language?' can be seen in chart 15 A student responses. The responses are divided by English level.

Chart 15 A student responses

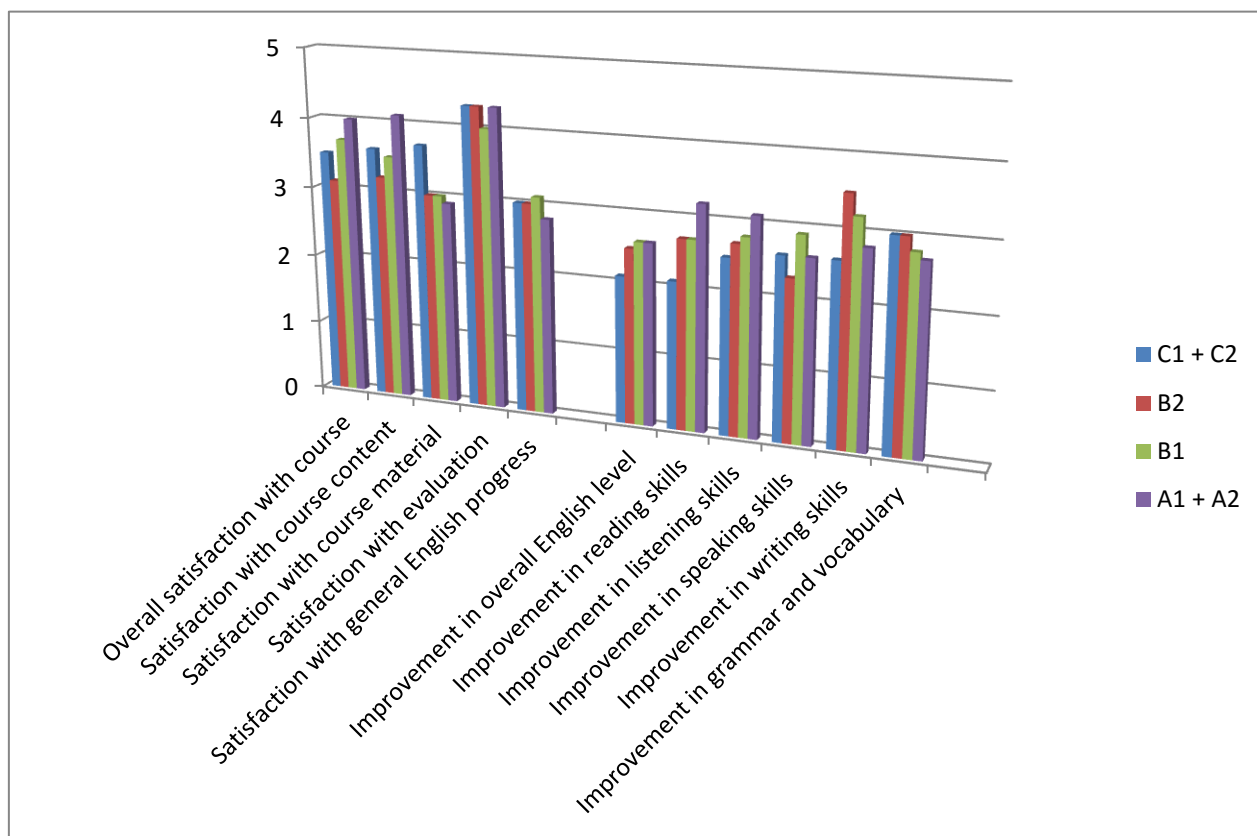
Students' perceptions of the best way to learn English by level



Section B

The second section of the survey asked questions about the course 'General English'. There were two sets of questions, the first set about the course and the second about the students' perceived improvement in the five skill areas. All of the results can be seen in **Chart 16A student responses** on the next page.

Chart 16A student responses – Sections B1 and B2 of the survey



Students were asked how much time they perceived that they practiced speaking in the class in two different situations, the first in interaction and the second in presentations. The answers were so varied that it was impossible to create any kind of a numerically based chart. The results can be seen in tables **17A.1** and **17A. 2** student responses.

Table 17A. 1

Time spent interacting speaking in class, working in pairs, talking to the teacher, etc. per class.

Proficiency	and	Upper Intermediate	Intermediate	Pre-Intermediate and beginner
Advanced				
15 minutes		Very little	Very little	5 to 10 minutes
30 minutes		10 minutes	5 minutes	10 to 15 minutes
A lot of time		15 minute	10 minutes	20 minutes
The greater part of the time		20 minutes	20 minutes	Half an hour
		30 minutes	Half an hour	One hour
Almost all of the class		2 or 3 hours per month	1 hour	Enough
		40 to 60 minutes	I always try to speak English during class	
		Almost all of the class	A lot	

Table 17A.2

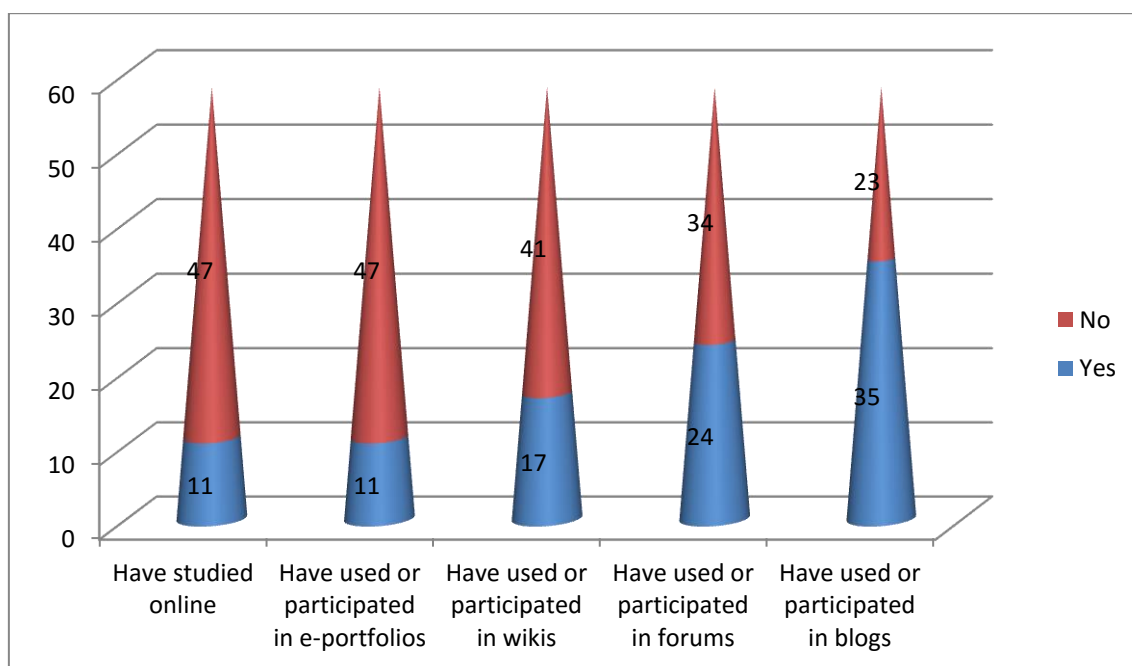
Time spent producing English in class, for example, giving presentations, per semester.

Proficiency Advanced	and Upper Intermediate	Intermediate	Pre-Intermediate and beginner
One hour	Very little	Very little	30 minutes
Three hours	30 minutes	10 minutes	50 minutes
Enough	1 hour	2 hours	1 hour
The necessary time	2 hours	Enough	3 hours
A lot	3 hours	A lot	4 hours
	Not very often	What is necessary	5 hours
	A lot of hours	Whenever I am asked	Enough

Students were asked how they felt about group work and their knowledge of self and co-evaluation. The responses were generally positive and can be seen in **Chart 18A** student responses, as **Appendix 7**

Lastly the students were asked about their familiarity with online study and key ICT tools. The results can be seen in Chart 18A student responses.

Chart 18A student responses.



The 11 students who responded 'yes' to the question 'Have you ever studied online?' were then asked to define their experience. There were 7 positive responses, 1 neutral response and 3 negative responses.

III. Study of ICT tools.

Wikis, Forums, Blogs and Google Drive

While originally the use of Google drive was not considered because it would mean using more than one platform, as it is not integrated into Moodle, it was mentioned by teachers in their responses in the survey. Therefore it was decided to add it as an option to be studied. This information can be found in **Chart 19A - Tools**

Chart 19A - Tools

	wikis	forums	blogs	Google drive
Moodle compatible	Available in UIC Moodle platform	Available in UIC Moodle platform	Available in UIC Moodle platform	No, but all UIC students have access through the UIC email which is linked to Google
Which skill areas could be practiced	Writing and reading other students' input	Writing and reading other students' input	Writing and reading other students' input	Writing and reading other students' input
Provides an area for teacher feedback	Yes in the comments section which would be public for the group or whole class depending on how the wiki is set up.	Yes, but publicly as a comment for the group or whole class depending on how the wiki is set up.	Teacher feedback could be left in the comments section but would be public for the group or whole class depending on how the blog is set up	Teacher feedback could be left in the comments section and would be public for the group
Allows interaction between students	Yes, students can work together asynchronously or synchronously	Yes, students can read and comment on each other's posts.	Students could comment on the blogs of their classmates	Yes, students can work together asynchronously or synchronously
Allows amount of work done by each student to be visible and monitored	yes	Visible but not monitored in the sense that teachers can't leave feedback except in the forum itself	No, only in the comments section but it is difficult to see what individual students have produced if they are working in groups.	Yes
cost	No additional cost except for maintenance of existing platforms			

E-portfolios:

E-portfolios have become common in many educational setting. Their use in language learning is fairly well established as a means that allows students to record their learning progress, collate writing tasks, document evidence of independent learning activities and reflect on their learning experience. (Ferrari, & Zhurauskaya, 2012)

In a study of the use of e-portfolios and language learning it was stated that '*most students found that e-portfolios were more attuned to their preferred learning styles. The experience provided them with an opportunity to show greater degree of creativity in producing video*

and online language work, alongside traditional written activities. Therefore, the students were able to show a wider repertoire of language skills'. (Ferrari, & Zhurauskaya, 2012) In the conclusion of a study from Turkey on the use and acceptance of e-portfolios by teachers in English language teaching it was found that 'The teachers' responses indicate that e-portfolios help them to follow their students' progress, to identify their strengths and weaknesses, and to give feedback about their weaknesses to students individually. Therefore, it can be said that teachers' attitudes toward the use of e-portfolios in speaking classes are positive.' (Yastibasa, & Cepikb, 2014)

For the purposes of this study I have looked at the e-portfolio site 'Mahara'. <https://mahara.org/> .

Chart 20A- Tools Study of e-portfolio Mahara

Moodle compatible	"Mahara can integrate with Moodle natively to provide a streamlined user experience.' (https://mahara.org/)
Which skill areas could be practiced	All skill areas depending on which features and how the e-portfolio was organized although interactive speaking is not a possibility. There are different features such as 'collections' `journals' and `pages' that could be used for different purposes.
Provides an area for teacher feedback	Yes, on various platforms, individually and in groups
Allow interaction between students	Yes, the same as in blogs and forums and in fact blogs and wikis are incorporated in this e-platform along with social media.
Cost	While the e-portfolio platform is free, the technical staff of the UIC would need to be implicate in its installation into the Moodle platform.

Obtaining a better picture of Mahara's features and exactly how they could be used is part of the design and development stages of this project.

SpeakApps - <http://www.speakapps.eu/>

SpeakApps is a tool that was developed by the UOC with funding from the European Lifelong Learning Program⁷. The tools were designed to improve and enhance

⁷ Home page- <http://www.speakapps.eu>

speaking practice in online language learning. The analysis here is based on its use as a complement to face to face classes to give students enhanced and extend time for speaking practice.

Chart 21A Tools

	Langblog	VideoChat	Tandem
Moodle compatible	Yes –as a plug in	Yes-as a plug in	Yes-as a plug in
Which skill areas could be practiced	Speaking and listening to other students and teacher	Speaking and listening to other students, conversational interaction	Speaking and listening to other students, conversational interaction
Provides an area for teacher feedback	Teachers can record themselves to give feedback; it would be public for the whole group. Allows students to listen to feedback as many times as they want.	Teachers can leave feedback as a recording which would be public for the group. Allows students to listen to feedback as many times as they want.	No
Allow interaction between students	Does not allow for real time interaction although students can listen to classmates and respond asynchronously	Allows for both synchronous and asynchronous interaction between students and teacher. Students can also record themselves.	Yes – it is a tool that must be done in pairs with set tasks and exercises, it is exclusively synchronous.

For the purposes of this blended-learning project, Tandem is not a tool that would be needed, as its main purpose is to provide interaction and communication possibilities for students who are studying 100% online. The other two tools are essential to this project.

IV. Preliminary Cost Analysis - The cost implication of the technology can be assessed in the following way.

Chart 22A Costs Technology

Tools			
Cost of SpeakApps with tech support	1,700 Euros	6 months for up to 500 students as a plug in to Moodle	1,700 Euros
Cost of technical platform	800 euros per semester	1 semester	800 Euros
Infrastructure			
Technical set up and organizing Moodle ICT tools, and insertion and	38 Euros x 1 teacher/technician	20 hours	760 Euros

maintenance of e- portfolios		
Total estimated cost		3,260 Euros

For a 10 hours training course for the four teachers needed to teach the course in question the cost have been estimated in the following way.

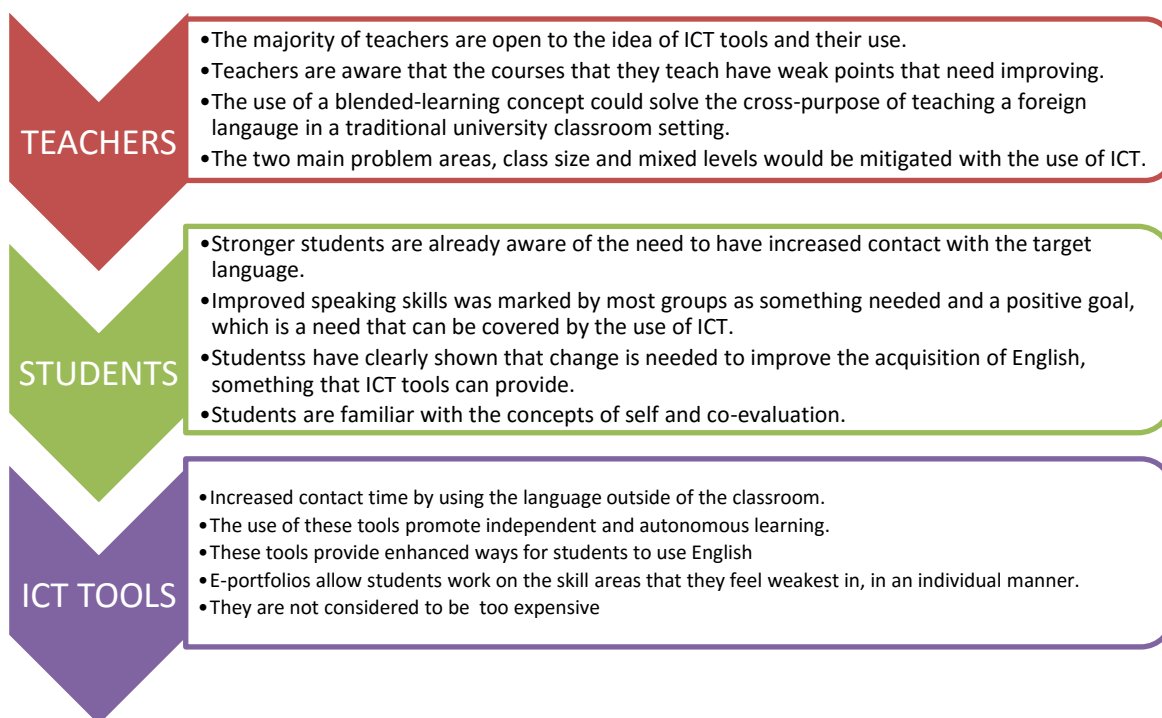
Chart 23A Cost of personnel

Time of teachers needed for training	38 Euros per hour x 4 teachers	10 hours of training x 4	1,520 Euros
Cost of trainer	25 Euros per hour – one trainer	10 hour training course	250 Euros
Total estimated cost			1,770 Euros

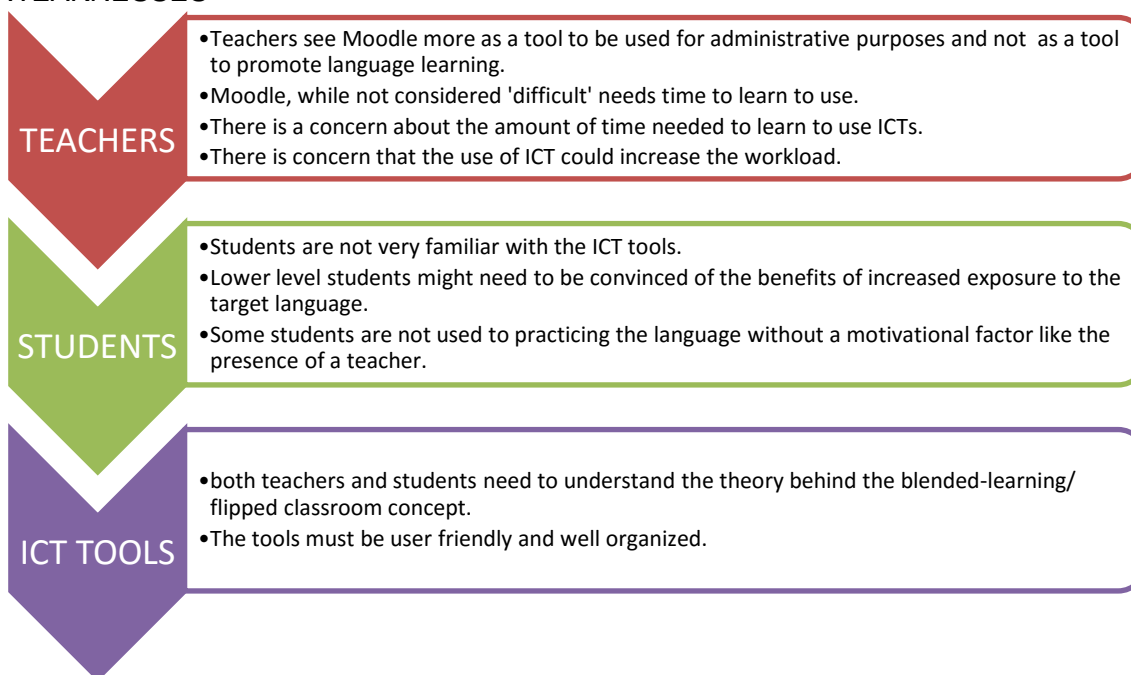
At the conclusion of this results stage the following SWOT analysis was created based on the two surveys and ICT tool to give a clear picture of what was needed for the completion of a successful project.

SWOT Analysis of Teacher and Student Surveys and ICT tool analysis

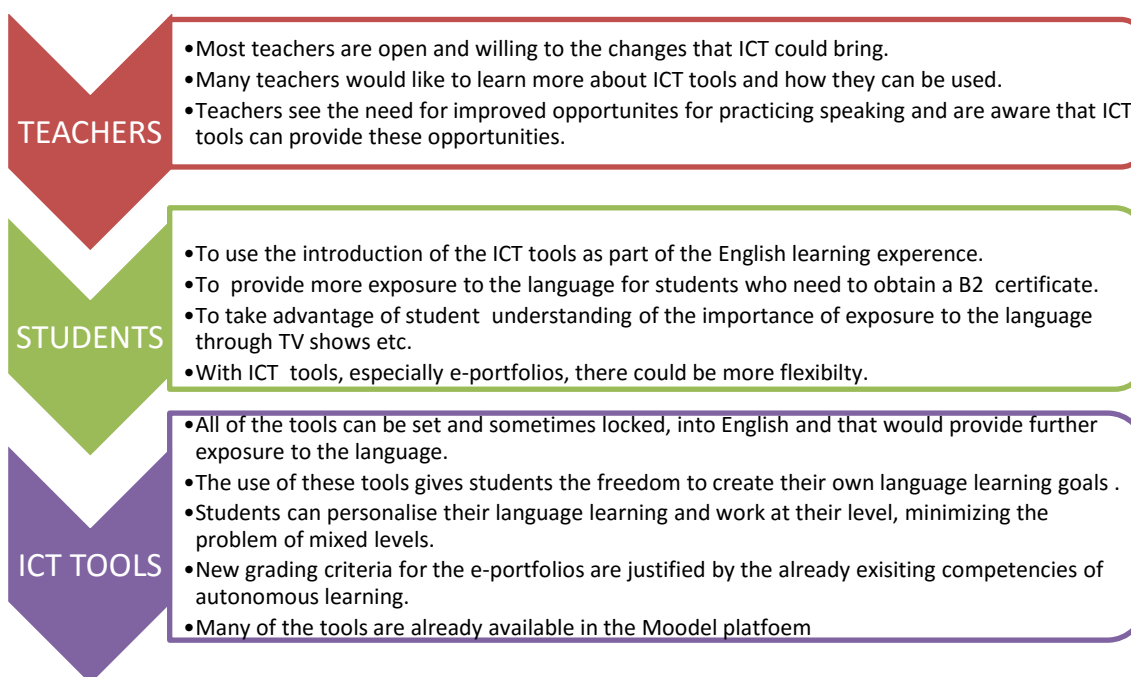
STRENGTHS



WEAKNESSES



OPPORTUNITIES



THREATS

TEACHERS

- Although in the minority, negative teacher attitudes could undermine using the blending - learning concept.
- Teachers don't seem to see the use of ICT tools for many skills besides speaking.
- Teachers do not feel comfortable with the technology.
- Teachers don't have the time to learn how to use these tools .
- There is concern about increased time needed for giving feedback / correcting/ assessing.

STUDENTS

- The use of blogs and wikis etc. would increase the use of passive skills, which slower level student mark as skill areas in which they are already strong.
- Students may not be receptive to the use of ICTs for English learning purposes.
- A certain amount of student autonomy is necessary for the blended-learning / flipped classroom model to work.

ICT TOOLS

- The cost of SpeakApps is something that the UIC needs to consider, and decide if the cost can be justified.
- Mahara, or any e-portfolio, will need to be carefully set up and organized so that both students and teachers find it easy to use.
- The same tools found in different places, for example wikis in both the e-portfolio and Moodle, could lead to confusion.
- The need to change the evaluation criteria for the e-portfolios may not be accepted.

Based on the results of the survey and the SWOT analysis the following chart was created in order to be sure that the limitations of the project were addressed.

Chart 7 – Limitations and strategies of the Project

Limitation	Strategy
Teachers attitudes towards technology	Teacher training
Teachers concern about increased time needed to give feedback when using ICT tools	Integrate time for feedback into class time
Current use of Moodle as mainly an administrative tool and not a ICT tool, time needed to learn how to use Moodle efficiently	Teacher training and workshops, specific times and days need to be set aside for this purpose before the beginning of term.
Teachers may not feel comfortable with evaluation based on student participation and interest, which would be used with the concept of 'Connectivism' and e-portfolios as well as other aspect of the course	Training for both teachers and students in the concepts evaluated and well written rubrics with goals and criteria well defined.
Not a perceived need for ICT tools for skills other than speaking	Clearly justify what role ICT tools could perform for the improvement in other skills and in the course in general.

Students' attitudes towards autonomous and self-sufficient learning	Student training in the beginning of the course and further teacher support and encouragement throughout the course.
Students are not as familiar with ICT tools as could be expected from the generation of 'digital natives'.	Through training in the beginning of the course and technical support throughout.
Possible confusion with a doubling of the same tools, for example, forums available on both Moodle and in the e-portfolio	Careful planning and set up of Moodle and the e-portfolio.
The UIC may consider that SpeakApps are not a viable option due to price	Find and experiment with other free options such as 'Skype' used with the recording program 'Audacity', or 'Voicethread', but the ones that I have found do not have exactly the same functions.

D. Conclusions of analysis and key points of the project

The principal beliefs and reasons for creating this blended learning concept have been verified by the results of both of the surveys. Both teachers and students have expressed dissatisfaction about certain elements of the course and these are in line with the original proposal and project focus. While student discontent seems focused more on the generalities of the course in relation to the English language, teacher discontent seems focused on the lack of the amount of time spent on speaking practice and consequently speaking improvement. Although the main mandate of these university courses is to improve English levels, evidently teachers have doubts that students are taking advantage of this opportunity; this despite the importance a high English level has in today's work and educational environment. In the meantime, students marked speaking as one of their weaker skills. This is an interesting dichotomy and one this blended-learning model hopes to address. As well other English skills were discussed and solutions for their improvement planned on through the proposed use of ICT tools, which would provide this opportunity, as well as increase exposure and contact with the target language.

Other conclusions that can be drawn are that there is not an overwhelming amount of experience with ICT tools by students or teachers. In this case training would need to be provided for teachers who would then subsequently pass this knowledge on to the students. The area of student autonomy also needs to be addressed. Some students showed that they have aspects of being autonomous learners, not surprisingly those with higher English levels, but many have no notions of what autonomous learning implies. . Again, teacher training would be paramount for this aspect to be successful.

Attention has been paid to this aspect during the design and development stage as creating and maintaining students who are independent learners will be a key element of success for this project. The one area that was presumed to be problematic from a student point of view was group work. However group work is seen positively by students and so this aspect has not be addressed any further.

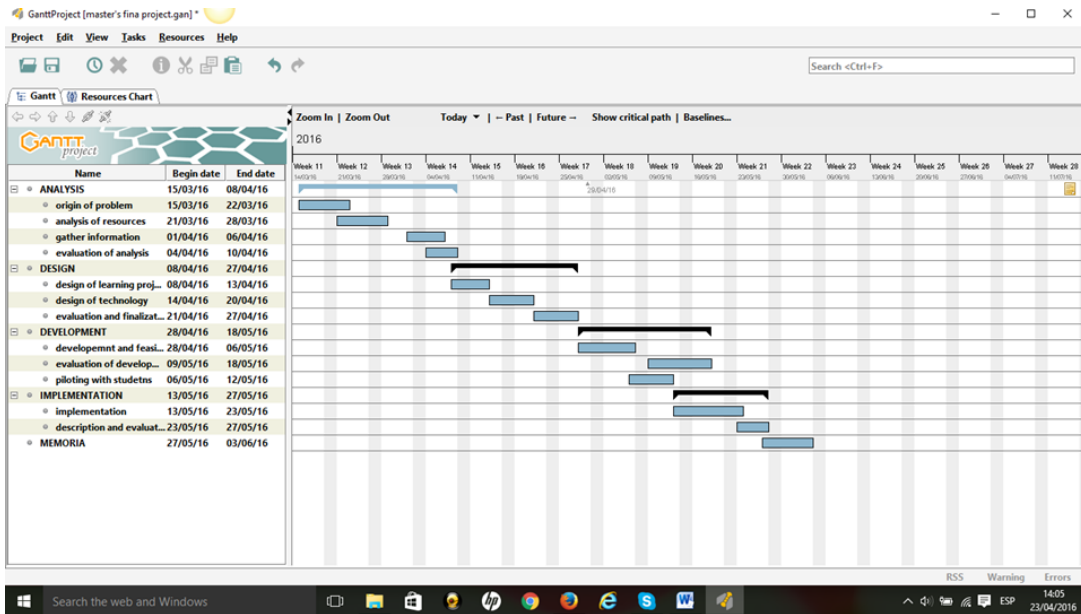
In terms of changing the criteria and part of the process of evaluation, it may not be as problematic as first believed as a large number of students expressed familiarity with, and have participated in co and self-evaluation.

In conclusion, the key points for the reasons for creating this project have been validated by the analysis. That teacher training and the subsequent student training is also essential has been brought to the forefront. One important point that may need to be rethought is the plan to have all of the ICT tools integrated into the Moodle platform making them easily accessible and user friendly. Upon further study this may not prove to be feasible as there could be extenuating circumstances. A few minor points that have been changed or deleted from the principal proposal, such as a specific focus of how ICT tools could be used for group work, as this was not a concern for students and dropping the use of the terminology of 'flipped (or re-flipped) classroom, as this is not a major focus in this blended learning plan.

7. Planning

This project has used the ADDIE model of Instructional design and the calendar imposed by this Master's project as guidelines for it development. There was no deviation from the original plan, which included the extra time needed for the completion of the analysis stage due to the intervening Easter break, when the University was closed and the surveys could not be handed out.

Chart 8 Gantt Chart with Project timing and General Overview on next page



<https://www.ganttproject.biz/>

In concurrence with the ADDIE model the project developed in the following manner as can be seen in **Chart 9**

Chart 9 - ADDIE Instructional design for this project.

Stages	Description	Planning	Timing	Needs	Solution
Analysis	An analysis of the needs for a blended learning concept taking into account the current course and the problems encountered, including students' and teachers' needs. Study of potential ICT tools	A survey of students and teachers involved. A study of ICT tools and estimated costs	Three weeks	A clear need for a change in the current course in question was found. Possible options of ICT tools were contemplated. A need for teacher training was highlighted	The beginnings of the creation of a blended learning course, taking into account the results of the SWOT analysis and other measurable facts.

Design	Design of the course in conjunction with the blending learning concept and the competencies, learning objectives and criteria of the original course, as well as the teaching action plan.	All of the various elements were taken into consideration and studied, including the evaluation and current Teacher's Guide, and well as the timing of the course and learning and teaching strategies	2 weeks	To find a balance between the course requirements and the blended learning philosophy. A template for all possible blended learning ESP / university courses Create an outline for teacher training.	A redesign of the target course, including rewriting the necessary elements and of the Teacher's guide and student information, Looking at evaluation and timing. Creating a template for blending learning course. Creating a outline for teacher training
Development	To organize and produce a mock the blended learning classroom as well as teacher training	Decisions about timing Getting a virtual classroom space in the UIC Moodle platform Getting access to the Mahara e-platform Getting access to SpeakApps for piloting	2 weeks	A mock virtual classroom created with all of the elements taken into consideration An experimental space on Mahara Teacher training developed	A classroom created and a mock course built, including all of the elements of a final course, with planning, timing, student information and pertinent ICT tools in Moodle. A Mahara e-portfolio created based on this projects requirements More detailed teacher training developed that includes a Prezi presentation
Implementation	Study the usability and validity of the main ICT tools for both students and teachers	Setting up and giving access to the various spaces for those implicated in the piloting. Creating a survey for participants	2 weeks	Discover the usability of the various tools in this blending learning situation	The completion of two surveys of the two groups of implicated in the piloting. Collecting and collating the responses and studying the outcomes.
Evaluation	To evaluate each stage of the project	Creation of evaluation tools that were pertinent to each stage as well as the finished product	Ongoing throughout the project	To evaluate the project at every stage, the evaluation criteria depended on the stage as well as the final product	Use of the evaluation for the benefit of the next stage and the project as a whole.

The timing of the tasks carried out for the development and completion of this project can be found in **Chart 10**. This includes dates, resources, those responsible actions, products and output. Phases that entered into the evaluated part of the Master are in **bold**.

Dates	Task	resources	Person responsible	action	product	output
February 23rd to March 14th	Study, investigation and research into blended learning and proposed project	UOC classroom, papers and articles	D. Stanger	Initial formation of project	Phases 1 and 2 of project with clear vision of where the project was directed	Foundation built for analysis stage
March 15 th to April 6th	Developing and writing teacher and student surveys	Internet with examples of possible survey models,	D. Stanger	Developed surveys were handed out and information gathered	Final conclusions with information from surveys	SWOT analysis and means to continue with the next step of the project.
March 15 th to April 6th	Study of ICT tools	Study of ICT tools on websites and other sources	D. Stanger	Created a list of possible ICT tools that are compatible to the project	A chart of information compiled	Decisions made about ICT tools that could be made for both the template blending learning project and the course being re-designed
April 5 th to 10th	Final compilation of data from Analysis	Surveys Student participants. Teachers who participated	D. Stanger 37	Information gathered and studied, graphs and chart created	SWOT and other analysis tools created Phase 3, analysis created	Decisions made with information gleaned

April 10 th to 27 th	Design stage and preparation of development stage	Current General English course information, teaching guide and Moodle classroom. Pertinent articles and paper related to this topic	D. Stanger	Study of all available information and theories	Initial design of blending learning class with outlines of timing, activities, and evaluation included Phase 4 Design	A blended learning class design that can be used for the development stage
April 28 th to May 12 th	Development of mock blending learning classroom with all of the necessary elements	Overall development Mock Moodle classroom Access to SpeakApps Access to Mahara e-portfolio	D. Stanger Mr. Gabriel Fernández, IT / UIC Mr. Troy Dagg SpeakApps/ UOC	Creation of mock Moodle classroom and teacher training	Completed mock Moodle classroom for this blending learning course. Prezi for teacher training Phase 5 Development	Everything in place for the implementation stage
May 13 th to May 28 th	To pilot ICT tools	Mock Moodle classroom, surveys Student and teacher participant	D. Stanger	Creation of tools (surveys) to test ICT tools	Responses to surveys	A final evaluation of ICT tools and the final product as a whole. Phase 6 completed

Project expenses - Here is a breakdown of costs and revenue.

Chart 11 - Budget

Costs

Concepts - Human Resources	Price	Quantity	Total
Training for teachers	25 Euros per hour – one trainer	10 hour training course	250 Euros
Time of teachers for training	38 Euros per hour x 4 teachers	10 hours of training x 4	1,520 Euros
Technical set up and organizing Moodle ICT tools, e.portfolios, SpeakApps, for virtual classroom	38 Euros x 1 teacher/technician	20 hours	760 Euros
Computer Technical support of Moodle	38 Euros x 1 technician	60 hours	2,280Euros

platform			
Teachers' salaries	6 credit course= 60 hours x 38 per hour =2,280	6 credit course x 4 teachers	9,120 Euros

Material and Infrastructure			
Cost of SpeakApps with tech support	1,700 Euros	6 months for up to 500 students as a plug in to Moodle	1,700 Euros
Cost of technical platform	800 euros per semester	1 semester	800 Euros
Classroom, including cost of maintenance electricity etc.	25 Euros per hour	60 hours x 4 classrooms	6,000 Euros
Incidentals			2, 200 Euros
Total Costs			24,630

Revenue

Concepts	Price	Quantity	Total
Student enrollment	140 Euros per credit X 6 credit course = 840 Euros	90 students	75,600 Euros
Total Revenue			75,600 Euros
Balance			+ 50, 970

Design and coordination of teachers and students with strategic methodologies, teaching activities and resources.

The principal learning methodologies that are behind this blended learning course are Constructivism, a theory that equates learning with creating meaning from experience, as it is the specific interaction between these two variables that creates knowledge. (Bednar et al., 1991) and Connectivism, which is a learning theory promoted by Stephen Downes and George Siemens. In this theory, learning occurs through connections within networks. The model uses the concept of a network with nodes and connections to define learning. Learners recognize and interpret patterns and are influenced by the diversity of networks, strength of ties and their context.⁸ These two main theories can be linked to the commonly accepted theory behind second language

⁸ <http://education-2020.wikispaces.com/Connectivism>

acquisition, commonly referred to as the Communication Approach. More on all of these theories can be found in depth in the next section. With these theories as a basis and using the blended learning model which is defined as *'the practice of using both online and in-person learning experiences when teaching students'*⁹ the course design includes:

- Project or task based language learning
As the students will be working in small groups or individual projects throughout the course.
- Social Connectivism
Students will use the theory of social connectivism in regards to their own learning and access to information.
- Autonomous learning
The success of this learning project depends in a large part on student autonomy. Fostering and promoting this autonomy will be one of the principal focuses of this blending learning class.

The implementation of the theories and methodology will bring about a change in the roles of teachers and students.

- The role of teachers.
The teacher's role will change from one of principally imparting knowledge and information in a lecture setting to one who imparts knowledge and information while supporting learning through scaffolding and promoting autonomy. *When you incorporate scaffolding in the classroom, you become more of a mentor and facilitator of knowledge rather than the dominant content expert.*¹⁰ The eight stages of learner autonomy as developed by Reinders and Balcikanli (2011) could be one methodology that teachers would follow and these steps are:
 1. Identifying needs
 2. Setting goals
 3. Planning learning
 4. Selecting resources -Self-selection by learners.
 5. Selecting learning strategies- Self-selection by learners.
 6. Practice Implementation
 7. Monitoring progress- Self-monitoring, peer-feedback

⁹ The Glossary of Educational reform

¹⁰ Northern Illinois University Faculty Development and Instructional Design Center facdev@niu.edu

8. Assessment and revision -Self-assessment, reflection language.

➤ The role of Students

With these changes students would need to start to take charge of decisions that they make towards what and how they learn English, within the confines of the course that is being taken. They need to make decisions about their project based tasks, using the teacher as a reference and means of support until they become more independent. They become a part of the evaluation process as self-assessment and co-assessment of group work is a part of this course. The organization of the course as well as the ICT tools that are used will lead to and enhance further learner autonomy.

8. Design

A. Theoretical foundations

There has been an astounding amount of research done and articles written on second or foreign language acquisition related to various pedagogical models and trying to pay homage to all that could be included here would take up the better part of this paper. For the sake of brevity the focus here is on the common thread that can be found in the most respected and most cited of these theories which are of importance both to this project and in regards to language learning, that of learners taking responsibility for their own learning and progress and being autonomous learners.

The theory of cognitivism is where we begin as this is one of the first theories that take a more learner centered focus. This focus is on changing the learner by encouraging him/her to use appropriate learning strategies and where there is emphasis on the active involvement of the learner in the learning process. (Ertmer & Newby, 2013)

From here we move on to Constructivism which places further emphasis on learner autonomy. Constructivism is a theory that equates learning with creating meaning from experience, as it is the specific interaction between these two variables that creates knowledge. (Bednar et al., 1991) In the article cited here 'Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective by Ertmer and Newby (2013) an example was given to emphasize this point with the learning of vocabulary words. *'Just as the learning of new vocabulary words is enhanced by exposure and subsequent interaction with those words in context (as opposed to learning their meanings from a dictionary), likewise it is essential that content knowledge be embedded in the situation in which it is used.'* (Ertmer & Newby, 2013) Nothing could be truer when talking about learning a foreign language. One of

the main principles of this theory is that there is an emphasis on the learner being in control, that it is critical that learning occurs in realistic settings and that the selected learning tasks be relevant to the students' lived experiences. (Ertmer & Newby, 2013) Constructivists believe that it is impossible to isolate units of information or divide up knowledge domains according to a hierarchical analysis of relationships. *'Although the emphasis on performance and instruction has proven effective in teaching basic skills in relatively structured knowledge domains, much of what needs to be learned involves advanced knowledge in ill-structured domains.'* (Jonassen 1991) What is more ill-structured than learning a language in all of its complicated glory?

Included within these theories lies the most prominent theory of foreign language acquisition, what is referred to as 'the Communicative Approach', where the emphasis is placed on using the language actively. The Communicative Approach implicitly encourages learners to take a greater responsibility for their own learning and to use a wide variety of language learning strategies (Oxford, Lavine & Cookall 1989). The Communicative Approach also emphasizes the active use of the language in the classroom through discussions, group work and task based activities. Nearly all text books for learners of foreign languages, especially English, use this theory as the base for their content nowadays. There seems to be two key elements needed for the communicative approach to be successful, reduced class size, so that the teacher can monitor, respond and give feedback, especially when speaking is being practiced, and homogeneous language levels since student interaction in the target language is the basis for most classroom activities, and if there is a mix of levels students with highest and / or lowest levels cannot participate to the fullest. The mix of having independent learners creating and being responsible for their own curriculum and learning processes melds perfectly with the use of ICT tools in second language acquisition and the theory of Connectivism.

Connectivism is a term that was coined by George Siemens and is described by him as *'the integration of principles explored by chaos, network, and complexity and self-organization theories. Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual.'* (Siemens 2005) Furthermore Connectivism has been heralded as a new learning theory for a digital age, with four key principles for learning: autonomy, connectedness, diversity, and openness. (Tschofen & Mackness, 2012).

When using these models in regards to foreign language acquisition, the blended learning concept is a natural fit. Once again the emphasis on independent, autonomous learners is one of the key elements of this approach. There are a plethora of academic articles, books and research on the use of blended learning in the EFL (English as a Foreign Language) classroom. The technology used, often referred to as CALL (Computer Assisted Language Learning), is the same Web 2.0 tools which are referred to throughout this paper as ICT. How these tools are to be used in this blended learning model will be taken into account later in this paper.

Another concept that was originally considered for this project is the flipped classroom. In the flipped classroom the typical activities that take place in the classroom are 'flipped' and done at home and what would be done as homework is done in class but with the teacher present to give support and further explanation. This model once again puts emphasis on student autonomy. A typical pattern is that the lectures are conducted outside of the class with videos and then the class time is used for more active, collaborative and hands on activities, more students centered and less teacher centered. This more student centered / less teacher centered balance is the norm in the 'traditional' (Preferably referred to as face-to- face) classes using the Communicative Approach to language learning. For this reason originally the term to 're-flip' the classroom was used for this project. The original idea for 're-flipping' was to bring some of the more passive activities, such as writing, back into the classroom and use the blended learning concept to increase the time spent in speaking with ICT tools outside of the classroom. The need for writing to be brought back into the classroom is due to the evident over dependence students have on instant translating devices. While it cannot be considered incorrect to use these devices to a certain extent, their use is prohibited in official language exams.

Design of this Blended Learning project

A clear blended learning design for the class 'General English' including

- ✓ Teaching Action plan
- ✓ Student/ teacher roles
- ✓ Objectives and competencies
- ✓ Tasks and activities
- ✓ Timing
- ✓ Feedback
- ✓ Evaluation criteria

The re-design of the course 'General English'

During the analysis stage the following problems have been identified. The first two and most important that hinder effective second language acquisition in this setting are class size and mixed language levels in the same classes. These aspects lead to further problems, such as practicing speaking skills in the classroom and being able to give effective feedback. These findings confirm the original reasons for this proposal. As the problems identified in the analysis stage are, to a large extent, in accordance with the original proposal this design stage maintains its original intent, the focus on the introduction of ICT in the classroom. With the introduction of these tools in a blended classroom setting the opportunity arrives to increase and emphasize the use of collaborative, task-based and project-oriented learning. Such learning scenarios as are being contemplated here allow for and lead to genuine task authenticity, as learners need to communicate in ways and for reasons that they would in the real world. (Brown and Menasche, 2006) while becoming activity involved in learning scenarios they consider as valid, valuable and purposeful. (Rüschoff, 2009). These tasks and activities will be tied to the subject matter to be covered in the 'General English' course.

Basic Information about the course.

The current subject of 'General English' has the following characteristics.

- Credits: 6 ETCS - Obligatory for first year students in the Communication Sciences.
- Length- 15 week course that meets twice a week with a total of 4 hours weekly, 60 hours in total plus the calculation of number of total hours implicated in a credit hour which leads to a total of between 90 and 120 hours of work for a 6 credit course.¹¹

The changes proposed will also effect evaluation, both in the type of evaluation as well as the criteria used. Self and co-evaluation will also be introduced as part of the evaluation process among other changes.

By decreasing the amount of traditional teacher centered class time and increasing the amount of student centered, small group task- oriented work the problems created by large classes, such as limited speaking time and ineffective feedback will be minimized. Allowing more class time for feedback and individualized coaching will alleviate any concerns teachers may have about increased time needed for feedback outside of

¹¹ The calculation per credit hour is 25 to 30 hours of student work, including hours of class, laboratory and/ or writing papers, seminars, exams along with their preparation etc.
https://www.uab.cat/iDocument/document_ECTS.pdf

class. Having students work with ICT tools and with the use of e-portfolios for individual work the problems of mixed levels in one class will also be minimized.

With more time spent on active skills outside of class more passive activities such as writing, which were traditionally done as homework, will be brought back into the classroom, while the lecture style classes will virtually disappear except when necessary.

Text Book

The book 'Cambridge English for the Media' will continue to be the basic course book. The contents of the units, both grammatical and vocabulary and the English level (B1) are all appropriate for this course. This book is self-study and students will be expected study the necessary language and vocabulary before coming to class. Here is link to access more information about the book.

<http://www.cambridge.org/us/cambridgeenglish/catalog/business-professional-and-vocational/cambridge-english-media>

However, the book is becoming dated and many of the activities are geared towards students who have some work experience in this field, which is not the case with 99% of this student body. By having the students use the book as a base, but working with it in conjunction with online ICT tools, two problems will be mitigated.

1. Students will be accessing updated information with their online research and the use of Connectivism
2. Higher level students will be able to work at their own language level and not the level set by the book.

Types of activities, use of the ICT tools and timing

Technology in the classroom

Firstly it needs to be pointed out that for this blended learning classroom, the optimal situation would be for each student to bring their own computer to class. If this is not possible, then students could share computers in class for the small group work. There are computer classrooms available that could be booked in advance on occasion.

Timing and tools

Each unit will have 1 task based activity using the most appropriate ICT tool. These activities will be set up and explained in class. Students will be expected to work on these tasks outside of class and come to class ready to share and explain their

progress and posts in their small group. Class time will be spent with students working individually or more commonly, in small group, with activities that are related to the work done as homework. Class activities will include some traditional lecture style, but mostly to introduce new material or for general instruction. Normally class time will be spent with the teacher giving support for ongoing projects and tasks, to give individualized feedback and in some individual work such as writing.

The use of e-portfolios will have a double focus. Firstly they will be used as a place to collect and display information and resources related to a degree program. By following the precepts of Connectivism students will be asked to create a professional dossier, finding sites, blogs and other information that will further their knowledge of degree related topics, at the same time taking advantage of the vast amount of information that can be found on the internet in English. The second use of the e-portfolio will be as a place where there is a dialogue between students and the teacher, where the teacher can leave feedback and where students can work individually in the areas and skills that they need to improve in or are interested in, in regards to the English language.

The 15 weeks course will be broken down in the following manner. The first two weeks will be spent with an introduction to the course and the technology. The rest will be used with the book. There are 8 units in the book that is being used as a base for this course. Each unit will take approximately 1 to 2 weeks to cover, which will occupy the remaining 13 weeks. The final exam will take place during the exam period after classes have finished. Each unit will contain the following:

- ✓ One main task to be posted using an ICT tool.
- ✓ Student to student responses on that post.
- ✓ In class task or activity in small groups which will be accompanied by a short in class presentation.

Weeks will basically follow the same pattern with some adjustment made for differing tasks and activities. Students will be expected to present their work on a regular basis to their classmates. There will be no major group work or extended presentations, but continual small group task based work and mini-presentations. On occasion students will be asked to write a short text which will depend on the topics or activities being discussed,

Possible tasks and their corresponding ICT tool can be found in **Chart 12 in Appendix 8** These tasks would be the basis for further in class tasks and activities. All of these activities would require that students incorporate language from the book. Although the

original plan was to have the students work together in wikis in Moodle, there was some criticism of these wiki spaces during the piloting phase, and the use of Google Drive might be considered.

Methodology implicated in this project

As has been previously stated the Teaching Action plan consists in

- Project or task based language learning

The content of the course will be based on eight small projects with their accompanying presentations. Students will be responsible for doing the initial work for these projects outside of class time and will use class time to organize their project and prepare the presentation. In order for this to be successful students will need to become more autonomous and independent in regards to their learning. The reason for this change is to provide more time for students to use and practice English in a classroom setting where the input, monitoring and feedback from the teacher will be available. As has been proven and can be logically concluded, more active use of a language correlates with improved language levels.

- Social connectivism.

Students will use the theory of social connectivism in regards to their own learning and access to information. In accordance with the theory of Connectivism, they will be given the task of searching for and compiling information about a topic of their choice. The repository and place that this information will be displayed will be the e-portfolio. Once again, this facilitates more contact with the target language as well as giving students exposure to the wider world.

- Autonomous learner with the subsequent changes in the roles of students and teachers as has already been discussed in the planning section areas of this paper.

In summary the design of the interaction is:

Student - Content

Student has direct contact with the content of the course and can make in terms of task based projects can make decisions within the limitations of the topic. In the e-portfolio decisions about English learning can be made independently and / or with teacher

input. With the section using the theories of Connectivism, students need to work independently with teacher support if necessary.

Student-Student

Students need to be able to work together successfully in small groups and respond to each other out of class time with the ICT tools.

Student – teacher

The teacher will have less need to use the more traditional lecturing style and take a more active role in helping students on a more individual basis.

Basic uses of class time and teacher/ student roles

- ✓ Teacher introduces topic and tools, basic set up if necessary.
- ✓ Change in teacher / student roles with classes shifting from teacher centered to student centered.
- ✓ Students do all background work, necessary reading and investigating outside of class which is assigned by the teacher.
- ✓ Some active tasks such as speaking are practiced both inside and outside the classroom.
- ✓ Some passive tasks such as writing are done during class time.
- ✓ Students work on related tasks in class with teacher support.
- ✓ Reflection on group work, self and co-evaluation introduced as part of the evaluation process.
- ✓ Independent learning and student autonomy is fostered.

Teacher's Guide

Pertinent information from the current teacher's guide that will be most changed by this re-design are in the areas of learning activities and evaluation. (The complete teacher's guide is included as **Appendix 9**) It must be kept in mind that both the competencies and the teaching activities are from the 'Memoria' of the subject are not easily changed. While the definitions of the learning activities cannot be changed, the amount of class time spent on the different activities can be adjusted, and in fact, must be changed to fit this blended learning project. The original hours and definitions are found here. Directly below are the changes that have been made.

Teaching and learning activities –hours and definitions from the current Teacher's Guide, with the changes made.

Coaching (CO) 4 hours – Brief occasional meetings with students on an individual basis to comment on and work on individual problem areas with the English language. For example, commenting on pronunciation, vocabulary, use of language and writing skills.

Changed to: -10 hours- increased due to more individual feedback given in class

Seminars (SM) 14 hours – Working in small groups in the classroom with an emphasis on speaking skills through role-playing, small group debates and discussions.

Changed to - 18 hours – increased because of increase of in class small group work

Tallers (TA) 8 hours – Teacher-guided work in small groups expanding on core materials found in the book with an emphasis on writing and speaking skills and interaction.

Changed to 12 hours – increased because of increase of in class small group work

Workshops (WO) 4 hours - Presentations where students show their understanding and development of different themes and topics related to the material found in the book. Students also need to show their ability to express themselves in English as well as a correct use of language and pronunciation.

Changed to - 10 hours – increased because of increase of in class presentations

Clases Magistrales (CM) 30 hours – Introduction of themes and language through the use of the book ‘The Media’. Guided whole-class listening and grammar explanations and a focus on the more pertinent sections of the book so that it can be used in the most beneficial way for the students.

Changed to -10 hours.-decreased because of less teacher centered, lecture style classes

Evaluation and feedback

The criteria for evaluation will depend on what is being evaluated. For example e-portfolios will be evaluated on student activity and interest, while speaking and writing will be evaluated using a B1 level as a base but also on improvement and progress.

The charts below gives the general breakdown and description. Co and self-evaluation would be included in the evaluation of e-portfolios and small group work. Evaluation for ‘second sitting’ will be to be given extra attention, as with this use of continuous evaluation it will be impossible to make up the course with a single exam.

This chart shows the current break down of evaluation as found in the current Teacher’s Guide.

Chart 13

Due date	Activity	% final grade	Learning outcome
Throughout the semester – see course calendar	Autonomous online activities (30%) and class participation	40%	Learn to work autonomously and organize time effectively.

	(10%)		
1st progress test- Oct. 26th to Nov. 2nd- covers units 1 to 3 2nd progress test- Dec. 4th to Dec. 11th - covers units 4 to 6	Online progress tests (2) 5 % each	10%	Demonstrate knowledge of the English language
Dates to be set by the teacher	Group projects (2) 10% each	20 %	Learn to work in groups and organize time effectively.
Exam period	Final exam	30%	Demonstrate knowledge of the English language.

Chart 14 shows the changes that need to be made with the blended learning concept.

Chart 14

Activity	% final grade	Tool and evaluation criteria
e-portfolio	30%	e-portfolio Demonstrating use of English and awareness of skills and areas that need improvement and showing improvement throughout the semester. Creation of a career based collection of links, blogs and other related material.
8 Activities bases on units in the book	20%	SpeakApps, wikis, blogs and forum Demonstrating use of English and use of vocabulary and themes from the book 'English and the Media'
Responses to classmates' work	10 %	SpeakApps, wikis, blogs and forum –show interaction and understanding of your classmates work
Small group work and class participation	20%	.Participation in group work and presentations, writing activities and coming prepared to class and participating actively.
Final exam based on vocabulary and language from the book	20%	Demonstrate knowledge gained during the course

One of the concerns of teachers when the surveys were filled out in the analysis stage of this project was regarding the time that would be needed to give feedback on speaking, especially when there is speaking practiced virtually. There seemed to be an

implicit understanding that virtual speaking would need to be responded to virtually. By putting the majority of time spent on feedback in the classroom this concern has been responded to. However, there remains the problem of many tasks and activities that need to be evaluated. While of course it is part of a teachers' job to correct and evaluate, it is also helpful for the evaluation system to be as clear and as simple as possible. The use of continuous evaluation is in line with the current European wide university system of the European Union. In this system, commonly referred to as 'Plan Bologna' traditional lectures and final tests to evaluate the students are transformed into interactive lectures, combined with self-learning activities on the student's side and a continuous evaluation, where the final test is just a part of the global assessment.¹² To help create a clear evaluation system an excel sheet has been designed so that it will be easy for teachers to keep track of grades and to update them on a regular basis. **(Appendix 10)** While every teacher has their own method of organization and way of working, it would be recommendable that teachers devote a short amount of time on assessment and any necessary out of class feedback on a regular basis, which would preclude needing to spend long hours correcting massive amount of work at one time .**Chart 15** shows the breakdown of the assessed activities

Task or Activity	percentage	Skill or concept	rubrics
7 online independent activities related to the book 'The Media'	21% (7 x 3)	Speaking or writing depending on the task	Speaking or writing
7 presentations based on in class activities	21% (7 x3)	Speaking Presentation skills	Speaking and presentation
e-portfolios a) English improvement b) Dossier	20% (10 x2)	Creating e-portfolios and showing improvement	e-portfolio
Participation	10%	Active participation in class	Class participation
3 in class writing	10% (2 x 3 / 1 x4)	writing	writing
Co-evaluation	4%	Co-evaluation of group mates	Co-evaluation
Self- evaluation	4%	Self-evaluation	Self-evaluation
Final exam	20%	Grammar, Vocabulary, (from the book) reading skills and listening skills	Exam with multiple choice, fill in the blank type of exercises.

¹² Evaluation and assessment of student learning: experiences in continuous evaluation
<https://library.iated.org/view/>

4.A Rubrics

Seven rubrics or charts have been created for this course. They can all be found in the appendix section. **They are:**

1. Speaking - This rubric is based on speaking at a CEFR B1¹³ level as that is the recommended level of the course and the level that students are supposed to obtain by the time they leave secondary school. **(Appendix 11)**
2. Writing - This rubric is based on writing at a CEFR B1¹⁴ level as that is the recommended level of the course and the level that students are supposed to obtain by the time they leave secondary school. **(Appendix 12)**
3. Class Participation – This rubric is to be used at the end of term based on the semester long involvement of students in the classroom. **(Appendix 13)**
4. E-portfolio – This rubric is to be used for a final evaluation of the work on the e-portfolio, it is divided into two sections to reflect the two different pages that students needed to create. **(Appendix 14)**
5. Presentation skills – More of a chart than a written rubric, it is to be used when students give their short in class presentations. **(Appendix 15)**
6. Co-evaluation – For students to fill out at the end of the course. **(Appendix 16)**
7. Self-evaluation - For students to fill out at the end of the course. **(Appendix 17)**

Template for blended-learning course for ESP university courses.

As has been mentioned before, the ESP courses taught in different degree departments at the International University of Catalonia (UIC) have the same common goal of improving the level of English in the student body. Some of these courses use text books and others photocopied packs, some have greater use of Moodle and some less. However, most have been assigned the competencies of group work and autonomous learning as well as improvement in the English language. Created here is a template for what could be done and changes that could be made with the use of

¹³ Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

¹⁴ Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

blended-learning as well as a plan of what kind of activities could be done with which ICT tools in **Chart 16**

Use of ICT tools and for what purposes.

Chart 16

ICT Tool and location	Linguistic purpose	Type of task or activity	Feedback and evaluation
Wikis (in Moodle)	Reading and writing, student interaction, creating a final work or project	Collaborative and / or small group task	Student activity can be monitored, teachers can leave general feedback to the whole group
Forums (in Moodle)	Reading and writing, students can comment on each other's posts	Forums could be individual or group work.	Teachers could leave comments and feedback.
Blogs	Reading and writing, students can interact and react to each other's blogs and follow each other's posts	Blogs could be set up as group work or individual work with student interaction	Teachers could also follow the blogs and students' comments and writing.
e-portfolios	All skills could be used here.	E-portfolios could use a dual purpose. 1. As a place for individualized English learning 2. As a place for students to create an individual dossier based on their degree program following the theories of Connectivism.	All types of interaction is possible in the e-portfolio, Student to student / groups / teacher to student
SpeakApps	Speaking and listening	Extended out of class speaking practice and listening practice. Interaction with peers.	Teachers can give feedback and monitor student activity

An outline for teacher training

As teacher training is vital to the success of this proposal a teacher training program has been created. As was pointed out by teachers in the analysis stage most were comfortable with the concept of using Moodle and ICT tools but felt that they didn't have time to learn how to use these tools effectively. To mitigate this, time must be set aside for and importance given to training sessions. These sessions must be succinct and concise. Here are the main points that need to be stressed regarding the theories being used while keeping in mind teachers' concerns from the analysis stage.

- Understanding the theory behind the use of ICT / CALL tools, especially in relation to student autonomy and self-directed learning
- The concepts of 'scaffolding' and support of autonomous learning with the subsequent change in the roles of teachers and students.
- Explanation of the concept of blended-learning and the learning theories related to it, most importantly Connectivism.
- The changed use of classroom time and focus.
- The changed focus of evaluation from being based on an English level to being based on a combination of English level and student interest and implication in the learning process and the use of self and co-evaluation.
- The use and forms of feedback and how to ensure that feedback does not become too time consuming and that students make good use of this feedback.

The following Prezi presentation was created as day one in the teacher training process.

http://prezi.com/qqat_itujz8k/?utm_campaign=share&utm_medium=copy&rc=ex0share

Day two would include the **Chart 16** of the possible tools and their use and a virtual 'tour' of the mock Moodle classroom developed for this project as well as hand on practice with the key ICT tools.

Evaluation

With this project students should improve and progress in their English language levels, as well learn how to work independently. The project has fulfilled all of the objectives to date. In order to evaluate the project in terms of outcome the evaluation model referred to as a 'logic model' has been chosen. The Logic Model as example of an Conceptual Project Model and means of identifying key Evaluation Points. It follows the design of Inputs > Activities > Short-Term Outcomes > Long term Outcomes.¹⁵

Chart 17 shows the stages of this model and how it has been utilized to reflect on this project.

¹⁵ The steps in doing an evaluation NSF http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_3.pdf

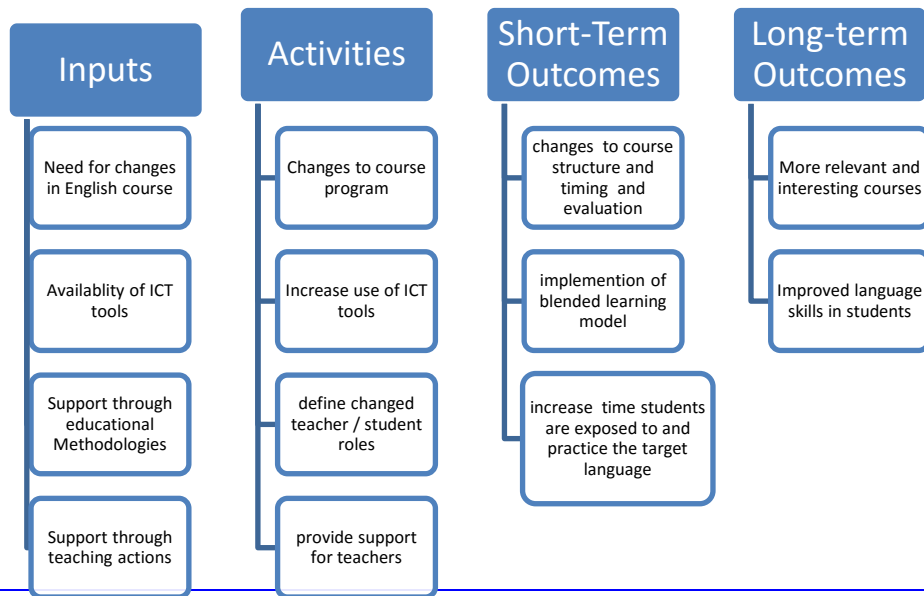


Chart 17 Logical Model for blended learning project.

Chart 18 Project Evaluation (Appendix 18) is to be used to evaluate the final product, the blended learning classroom, in order to ascertain if this project meets all of the key points for its successful implementation.

9. Development

The virtual classroom that will be used for this blended-learning classroom will be Moodle based. Moodle is part of the UIC, (The International University of Catalonia) intranet and has been chosen for this reason. The tools that will be used in conjunction with Moodle will be forums and wikis as they seem to best serve the functions needed, and are part of the Moodle platform. These tools are incorporated into the mock Moodle space that has been set up for the purpose of this project. Two other important tools, SpeakApps and the e-portfolio 'Mahara' are also being used but for the purposes of this study it has not been possible to actually incorporate them into the Moodle platform, although they are both Moodle compatible. The possibility of embedding outside tools, such as blogs, into Mahara is also contemplated. The virtual classroom has been set up as if SpeakApps and Mahara were incorporated. However, information about their use will be presented in a different form and not as part of the Moodle link that will lead to the virtual classroom. In this proposal the Moodle platform will also be used for administrative purposes, such as grades, providing course information and links to help students learn about the different methodology and ICT tools that will be used here.

Moodle virtual classroom

Upon entering the Moodle space it can be observed that the activities and tasks have been set up on the main page with a brief description of the purpose of these spaces for the students. In the first space there are links and documents that are to be used to introduce the course to students in the first weeks. They contain information about the methodology; timing, evaluation and an 'autonomous learning' check list, as well as links to related videos. By downloading the word documents there the students can access this information at any time. One of these documents, 'Course Overview' can be found at the end of this document as **Appendix 19**.

After that there is information on e-portfolios, how and why they are being used. Then there are 8 sections, each one related topically to a unit of the text book that is the basis for the course.

Instructions to students can be found in each section as well as the related online tool that is to be used both outside of class for the individual activity and for the small group activity.

Access to Moodle classroom has been provided separately

A description of ICT tools and their use.

Wikis ended up being one of the tools most used in the virtual classroom. It is used for group work when creating projects such as a virtual newspaper and magazine. The reason to use wikis is that they can be used and accessed by the group at the same time and provide a group working space. Also, if needed, the history of who did what on the wiki space can be confirmed. Forums were also used, but not as much in this development stage, although with the results of the piloting, this has been reconsidered.

Creating a web site and a blog are going to be used only once along with the unit on these same topics. They will be created and developed outside of the virtual classroom and linked in the e-portfolio and will be shared from there. They will be shared with the whole class.

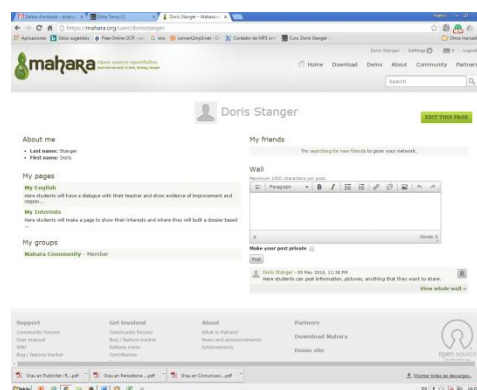
The tool SpeakApps will be added to Moodle as a plug in. The units where this tool will be used are noted in the classroom. SpeakApps are used fundamentally for provide a place for students to obtain more speaking and listening practice outside of the classroom. Two tools will be used; 'Langblog' where students can leave an audio and their classmates can listen and respond asynchronously and 'Videochat' which allows

both synchronous and asynchronous interaction and students can also record themselves. As there is face to face interaction in the actual classroom an asynchronous option is used more often, however the 'English only' rule which will apply to the use of these apps means that having students participate in spoken interaction outside of the classroom can be validated.

Here is a link to the Speakapps web page where both of the applications that will be used in this virtual classroom can be seen. <http://www.speakapps.eu/>

Mahara e-portfolio.

As has been mentioned before the e-portfolio will have two main purposes, a place for students to individually work on their English level and as a place where social connectionism will be practiced where students will create a dossier based on a personal interest. Ideally Mahara will be part of the Moodle classroom. For the purposes of this development stage access to Mahara was obtained and an example e-portfolio was set up reflecting what students would need to create. Essentially there are three pages, a personal page and two pages, one titled 'My English' and the other called 'My Interests' where students would post artifacts and evidence of their work and progress. The screen shot shows the first page.



Principal page with personal Information

The following changes took place after the implementation of the development phase.

- ✓ Units 7 and 8 of the book were combined into one presentation, as time was a factor.
- ✓ The addition of the web and blog in Unit 6 and having it uploaded in the e-portfolio and not a Moodle space as it seemed a more user friendly option and allowed the web page to be more accessible to the student body.
- ✓ The evaluation of students' responses to each other was removed from the evaluation criteria, as the evaluation system was already complicated enough and it would be a lot of work to trace and assess all of the posts.

10. Implementation and evaluation

A. Implementation

The Piloting Process

Timing for the piloting was not the most optimal. Classes at the UIC ended on May 13th. The day that piloting phase was to begin. Part of the piloting was organized and started before the 13th for this reason. This earlier piloting phase implicated the students who are the target group for this blended learning project. They were asked to experiment with the application 'SpeakApps' and the two tools that had been chosen in the design stage, 'Langblog' and 'VideoChat' The other tools were piloted by teachers or administrators who work at the UIC, this took place during the scheduled time of this project. The tools that were part of the piloting were the wiki and forum in the mock Moodle classroom and one of the spaces that had been set up in the mock e-portfolio space that were created in the development stage. A more thorough piloting of ICT tools and their pedagogical use by students was not possible and therefore, from the design phase, this possibility had not been contemplated.

ICT Tool and participants - The tools that have been piloted for this phase of the project and the groups that have participated are:

- In SpeakApps – First year students from the course 'Academic English', who had been in the course 'General English' in the first semester of this 2015/2016 school year, piloting the applications...
 - ✓ Langblog and VideoChat
- In Moodle – Teachers and administrators from the Institute of Multilingualism, piloting...
 - ✓ a wiki space and a forum
- In Mahara e-portfolio - Teachers and administrators from the Institute of Multilingualism, piloting...
 - ✓ One page called 'My Interests'

Information to access spaces used in piloting.

To access SpeakApps.

<http://moodle.speakapps.org/course/view.php?id=244>

user: dstanger@uic.es password: Abcd1234+

To access Moodle

To enter Moodle and see the activity there, use the access information from the development stage, go to the wiki page in the topic of 'Newspapers' be sure to enter under group 3. For the forum go to Activity 7, Advertising.

To access Mahara

For the e-portfolio go to the link <https://mahara.org/>

user name: dorisstanger password: susanaleix.

Once entered click on 'Doris Stanger' on the bottom left of the screen and then go to the 'My Interest' page. For more detailed instructions see **Appendix 21**.

4. Piloting Tools and Timing - Calendar of Timing – May 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Sat.	Sun.
2 SpeakApp Survey distributed to students	3	4	5	6	7	8
9	10	11	12	13 Moodle / Mahara Survey distributed	14	15
16	17	18	19	20 SpeakApp Survey collected	21	22
23 Final day to return Moodle/ Mahara Survey	24	25	26 Deadline for Phase 6	27	28	29

The piloting that took place used qualitative surveys with open ended questions. Participates were asked to experiment with the tools and give feedback by answering questions giving their opinions. The student piloting took place over the course of 3 weeks and students were given extra credit in exchange for their participation. Originally students were asked to participate by the 13th of May, the last day of class, but the date was extended to the 20th of May, which was the day of the final exam, due to low participation. The piloting of Moodle and Mahara took place over a week and was voluntary.

The two different groups were given access to the tools that they were asked to look at, students had access to SpeakApps. Teachers and Administrators were given access to

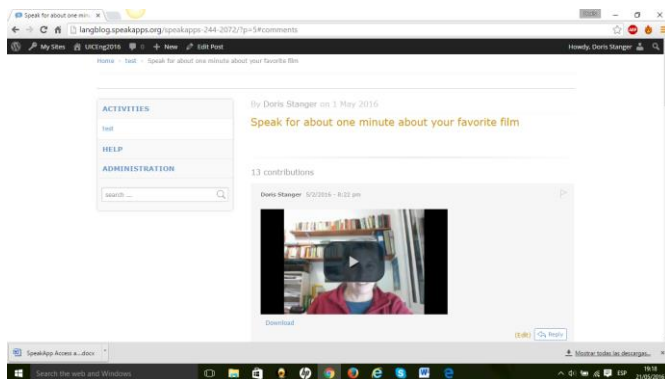
the Moodle classroom, in the role of students, and all assigned to group 3 to insure that they worked in the same space. This same group was also given access to the e-portfolio Mahara by using the user name and password of this writer and given instructions on where to go once inside the e-portfolio.

All of the surveys were returned in person or electronically by e-mail. The SpeakApp survey can be found as **Appendix 20**. The Moodle/ Mahara survey can be found as **Appendix 21**

The Surveys, Information, and Results

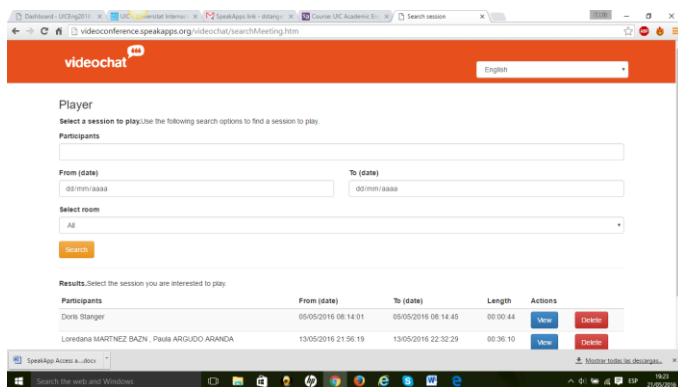
Survey 1 – SpeakApps (Appendix 20)

Information The surveys were distributed by both by hand in one class of Academic English and via e-mail to all of the same students. There were a total of nine students who participated, and all nine answered the questions on the survey. In Langblog there were 13 ‘contributions’, some students posted more than once.



Screenshot of Langblog page

In the VideoChat room only 4 students left recordings of their conversation. It is possible to talk on Videochat and not leave a recording. It is also possible to speak individually, it is not necessary to have a partner to speak and record, although the synchronous activity is an interesting option.



Screenshot of VideoChat page

The questions that the students were asked to answer are on the left in **Chart 19** their responses is on the right. While some student responses have been summarized because of length, their original English writing has on the whole, been maintained, with some exceptions made for the sake of clarity. One student obviously used an instant translator; in this case her opinions have been summarized as well as were possible. (An example of a change that was made, one student wrote 'is interesant' and this has been changed to 'interesting'.)

Chart 191. Did you find Langblog easy to use? Yes (9 responses)

2. How did you feel about talking on this app?	<ul style="list-style-type: none"> ✓ Strange at first ✓ Comfortable because I have a lot of confidence with my partner, but others may not feel comfortable knowing that anyone can access his/her activity ✓ I liked it ✓ I was not nervous because no one was in front of me ✓ interesting ✓ new and innovative ✓ A first I was a little embarrassed because I thought I had to do a video, but an audio is better and fun.
3. What would you think if this tool was part of your English class?	<ul style="list-style-type: none"> ✓ It would improve speaking ✓ I would like it, but I am ashamed to record me ✓ I think it would be a good idea, the teacher could evaluate us better ✓ Very useful for practicing pronunciation ✓ Good with speaking ✓ It can be a good platform for work on speaking skills ✓ Although I think it could help, it's a bit complicated, we have to do our homework and upload it, and personally I do not like to have to use it. ✓ Very interesting and effective because it's a way of seeing yourself
4. Did you find VideoChat easy to use?	<ul style="list-style-type: none"> ✓ Yes ✓ Kind of because it cost me more to know how to use it ✓ At first no, but then yes, I found it easy ✓ It is easy , but some complication ✓ Yes, but I have technical problems ✓ I had trouble finding the tool, but once using it, it was interesting and fun ✓ Really difficult and I didn't have time to do it in a group
5. How did you feel about talking on this app?	<ul style="list-style-type: none"> ✓ A new experience ✓ A little ashamed because my friends are watching ✓ I really enjoyed it ✓ I felt comfortable, but I consider the option that partners can access my activities ✓ Very comfortable because I spoke with confidence about myself ✓ Useful ✓ It was fun, but seems a little old if it can only be used on the computer and not on the mobile

	✓	It was fun
6. Were you able to interact with your classmates?	✓	No (2 people)
	✓	Yes, (7 people)
	✓	extra comment: It's been fun
7. What would you think if this tool was part of your English class?	✓	It's a new app, but could work well
	✓	I think it could be good because it's innovative
	✓	I would really like having this tool, it makes it easier to practice speaking, it would give us better results
	✓	I would have liked to have this tool this year
	✓	Very good
	✓	Nice
	✓	I would not want to use it because it seems more difficult than easy
	✓	Very interesting and effective because it's a way of seeing yourself
8. Any further comments?	✓	No, I think it works well
	✓	I think it would be a good work to practice pronunciation and also to remove the shame of the English
	✓	I like both tools, I think having these tools in our class would help us to improve our English; also they are easy and fun to use.
	✓	This option should be complimented with this course, to combine oral with written activities
	✓	It's very interesting
	✓	My microphone wasn't detected
	✓	I hope to have this tool next year because it's what the student most needs to improve and is a great initiative

Results

As can be seen the student response to the SpeakApp tools was overwhelmingly positive. There were some negative comments, some of which were related to difficulties with the technology, and one related to a perceived increased workload in terms of homework. Most of the students remarked on the usefulness of these two tools and the need to have more opportunities to practice speaking and pronunciation in particular. At the same time many found the tools 'fun' to use. It is interesting, while concern was noted that students might feel uncomfortable recording themselves and / or knowing that others could hear them, one student expressed the opposite reaction, not feeling nervous because she was not speaking in front of others.

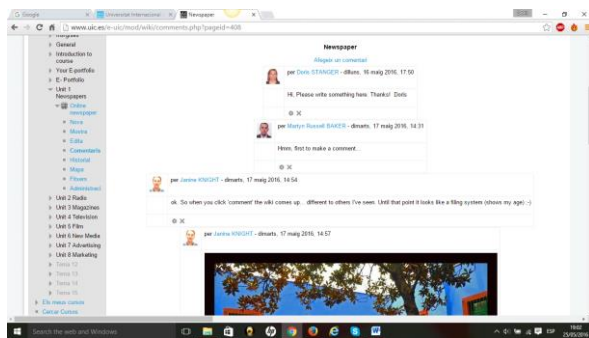
Survey 2 – Moodle / Mahara (Appendix 21)

In this survey there were far fewer participants. As mentioned previously, the timing of the piloting part of this project and the semester calendar of the UIC were not very compatible. Unfortunately the weeks dedicated to the piloting were also the weeks of final exams at the UIC with all of the related workload for teachers. An email was sent out to a total of 10 teachers and administrators of the Institute for Multilingualism on the 13th of May with an attachment with instructions, information and questions related to the piloting of three ICT tools, a wiki site and the forum that had been set up in the virtual Moodle classroom and a page of the e-portfolio 'Mahara', set up in the development phase of this project. Of those who received the email, 7 responded

positively, 5 teachers and 2 administrators. Of the 2 administrators, one could not gain any access to the Moodle classroom, and the other could only gain access through the password of the person who developed this project. The administrator who gained access was able to post and work a little in the forum, but felt that he did not manage to experiment enough to fill out a survey, of the five teachers who participated four filled out the questions on the survey.

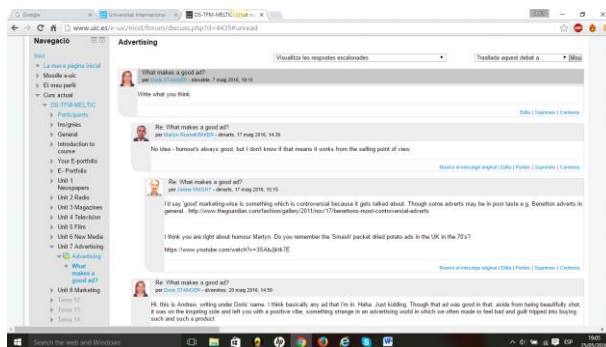
Information

There was quite a bit of activity in the wiki, most of the participants were able to access the space and many managed to post pictures and links.



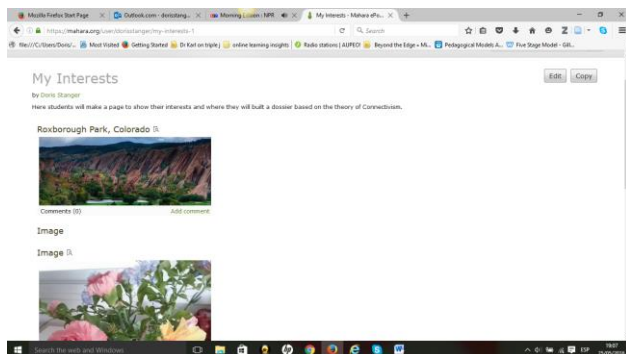
Screen shot as example of activity in the wiki under ‘group 3’ in the topic ‘Newspapers’

There was also quite a bit of activity in the forum.



Screenshots of the activity on the forum in the topic of ‘Advertising’

Not as many managed to be active in the e-portfolio page ‘Interests’ going in under the name and password of this writer.



Screenshot of the ‘My Interests’ page on Mahara e-portfolio demo page.

The feedback from this group of four teachers was very varied. In order to present it as clearly as possible the chart below was created. Some of the responses have been summarized.

The first questions were to glean knowledge about how much experience those who responded have had with these ICT tools. The results are in **Chart 20**

Question	YES	NO
Have you ever used a wiki space before?	3	1
Have you ever used or participated in an online forum?	3	1
Have you ever used an e-portfolio?	1	3

Chart 20

As can be seen, there is a mix of experience with these tools, with e-portfolios having the least number of knowledgeable users. In **Chart 21** the questions and responses to this survey can be found. **Chart 21 - Feedback from teachers’ survey in regards to ICT tools**

Questions	Q1. wiki 1. Can you see this space being used successfully as a place to work together?	Q2. Wiki 2. What do you think about this space? (easy to use, to navigate, do the different areas make sense etc.)	Q1. Forum 1. Can you see this space being used successfully as a place to exchange comments and opinions?	Q2. Forum 2. What do you think about this space? (easy to use, to navigate, etc.)	Q1. e-portfolio 1. Can you see this as a space where a student could collect information and present it in an attractive form?	Q2. e-portfolio 2. What do you think about this space? (easy to use, to navigate, do the different functions make sense etc.)
Participant 1	Yes, but initially the set up appears very individualistic, it doesn't start out being a communal space like wikispaces	It's easy to use but some features were phased out. I assume it automatically saves You can delete your own comments quickly Maybe a model of what a communal wiki would be like would help teachers/ students go for that goal	yes	Easy to use and navigate. It's a shame the links you share don't come up as hyperlinks	yes	With more time I could explore. The only thing that is strange to me is the word 'artefact' in this context, I think the word visual or textual 'information' is clearer.
Participant 2	Yes, it could be	It's difficult to upload an image and not so easy to find it afterwards	Yes, I use it already, what's map for, how do you post pictures?	Fairly easy to use and navigate, some pictures are not being posted correctly.	Yes, it's nice. It's easy to use and not any more difficult to use than Facebook	Easy to navigate, attractive, easier than Moodle!
Participant 3	Would there be different projects going on at the same time? How are they saved? Looks like it could all work, although anyone in the class could edit everything	Hard to tell as there was nothing uploaded. Some of the terminology, tags, orphaned pages, is unclear. Is it possible to upload links to webs?	Yes, although all of the terminology defeats me, but maybe that's not important.	Easy to use. If there are 20+ students and they're all making comments, could it become cumbersome?	Perhaps, but wouldn't it get unwieldy fairly quickly? Sorry, I could work out how to upload things.	Well, I couldn't work out how to upload things!

Participant 4	Yes, though students may need some pulling and pushing to use this space for interaction, rather than the final upload, especially if they already use other social media outlets (Whatsapp, Facebook, etc) for communicating with each other (even during class!). Would they have access only to their group's work or to others' as well? maybe completely open access would be a bit chaotic with someone like that around.	Yes	Yes. As mentioned above, maybe the "Intro" section for students questions and answers would be more functional if set up like this.	Unless contributors are actively creating/editing content, I prefer the forum format as it's easier to see what's going on with the comments/content all on one page. The different wiki tabs mean that unless their techy and/or actively engaged, most students won't even look at most of them.	Is it possible for them to "present" the contents of the portfolio as a full screen experience, like a PowerPoint or Prezi? If not, I don't really see how this would be an improvement (other than being completely public, unlike the UIC site) on having a dedicated Moodle page for each student, or on other photo/content sharing sites like flickr, tumblr, etc.	For a portfolio site, which should prioritize attractive presentation and style, Mahara is a fairly pedestrian looking site. One like Wordpress (though not expressly a portfolio site), for example, allows for much more customization of format and content.
---------------	---	-----	---	--	---	---

Results

As can be seen, there was no consensus and actually more questions and doubts expressed than responses to the questions. The technological language that accompanies these sites caused some problems. The Moodle wiki space caused some doubt and confusion, for both those who had never used a wiki and those who were accustomed to the more commonly used wiki spaces. Concern was expressed over groups being able to access each other's spaces and the problems of too many students in one space, causing confusion and unwanted changes. The forum received a much more positive response and the participants felt that it was easier to use. Again, the concern about too many users in one forum space was expressed. The e-portfolio received the most diverse opinions, with the most positive saying that it is '*easier to use than Facebook*' and the most negative saying that is '*a fairly pedestrian looking site*' and commenting that there are many other more attractive options available. **Chart 22** with the evaluation of the implementation of the piloting process which include observations and incidences can be found as **Appendix 22**.



B. Evaluation

Feedback about experience and changes made

The piloting of the SpeakApps application by students was a positive experience. Although it would have been better to have had more participation with a wider variety of opinions, the information that was collated was very helpful. The students' opinions strengthen the justification for the use of this application for the purpose of giving students more and improved time to practice a skill that many of them find difficult, and is, at the same time, the most important skill needed for communication.

The feedback from the second survey done by teachers called into question in one degree or another, all of the tools that were subject to piloting. Due to this, the use of wikis and forums in the Moodle space could be redistributed, so that the forum space, which received higher praise, is used more in the virtual classroom activities. The e-portfolio, whose very mixed response made it clear how unfamiliar the participants were with this tool, highlighted the need for clear and comprehensive teacher training before it could be implemented in the classroom.

Interpretation of data obtained and conclusions

As has been pointed out, little to no change needs to be made in the original plan for the use of SpeakApps. The use of Langblog and / or VideoChat would depend on the purpose of the speaking activity and if synchronous speaking is or isn't important for the activity in question. The data shows that students in general enjoyed this application as it had an overwhelmingly positive response, with few negative comments. Keeping these comments in consideration, the use of SpeakApps could provide an excellent space for students to practice and improve their speaking, as well as offer the teacher a good place to be able to hear students clearly and therefore provide better and more useful feedback. Students could be placed in small group within the app, so that only their group members would hear them, and not the whole class. This could help with those who might feel uncomfortable. It would also make finding the students posts in this virtual space easier. A long thread on Langblog for example, can make finding students' contributions difficult. Other uses of this application could be the recording of in class presentations and uploading them so that students can hear themselves using English.

With the Moodle classroom and Mahara e-portfolio survey there were so few participants and such a diversity of response it is very difficult to reach any real

conclusions. However, it seems that certain facts can be gleaned. The forum was preferred over the Moodle wiki space. There was no consensus on the e-portfolio. In retrospect, a more through explanation of the purpose for the use of these sites would have been helpful, but as stated before, with the concern that if the survey was too long or complex that no one would participate, a short and relatively simple option was designed. What is very clear is that teachers will need to be well trained and feel comfortable and confident with the ICT tools before they can be introduced in the classroom. If teachers are unsure of how the tools work and why they are being used, it would be very difficult for this blended learning model to be successful.

The conclusions of the experience of the piloting was that the piloting could have been more in depth and studied more profoundly with more of the tools involved if the timing of the UIC semester and the UOC semester had been better synchronized. More teacher input would have been useful. Interesting, if limited, conclusions were drawn.

Changes in original Plan and how they could affect the project based on conclusions from the piloting can be seen in Chart ?

Chart 23 Possible changes that could occur based on the conclusions of the piloting.

Change	Why	Implication	possibilities
SpeakApps	Cost of tool – the UIC not willing to underwrite the cost of this application	Losing the extra speaking practice and more personalized feedback, losing the concept of having all of the ICT tools accessible in one space	Use other tools that are available for free, such as Skype with a recording devise.
Mahara	UIC technical team does not give its integration into Moodle a priority	Loss of e-portfolio option and / or losing the concept of having all of the ICT tools accessible in one space. The need for another space to upload the web / blog that is developed in Activity 6.	Use Mahara in the cloud, or Google e-portfolio.
Moodle wiki	Not user friendly	Loss of the concept of having all of the ICT tools accessible in one space	Change to the more traditional 'wiki space' or allow students to choose the virtual space where they want to work together, for example in Google Drive

While it is not expected that all of these changes would occur, the possibilities need to be kept in mind. While there are a number of other tools and possibilities to allow the

course to continue as originally proposed, the loss of having all of the ICT tools in one place would make the proposed course less user friendly. An evaluation of pros and cons would need to be made once it is know what changes might need to be made.

One of the points that was clearly indicated from the piloting process was the need for careful teacher training and understanding of both the tools and the objective of their use. This brings up a point that has not been addressed so far in the project, which is the timing of the implementation of the blending leaning template. To implement all of the changes that are implicit in this project at once without the necessary training could very well lead to its failure. Implementation of this blended learning project would probably be more successful if it was introduced in two stages, and those stages were well understood by the teaching staff before being introduced to the student body. For example it would be less impactful if the e-portfolio was not implicated in the first semester that this blended learning classroom project is implemented, was as it seems that there is not much experience with this tool. A possible projection of how this could happen would be the following, keeping in mind that the course that is being referenced is a first semester course.

Chart 24 Timing in terms of introducing the blended learning course ‘General English’, a first semester course offered once an academic year.

September 2016	Implementation of the ICT tools in Moodle with project based learning, in class writing and SpeakApps, a temporary, but less technical, substitute found for some of the e-portfolio’s raison d’être.
September 2017	Introduction of e-portfolio, along with the concepts that are related, Connectivism and individual English feedback. The creation of a web / blog would also need to be postponed or attached to another platform.

In general the objectives of both this piloting phase and the project in general have been reached within the time frame set and goals in the beginning. Changes have been made which reflect the discoveries and the comprehension of the details that needed adjusting, which were revealed throughout this ADDIE process. By fulfilling the prerequisites of these stages and the implementation that they required many possible problems and pitfalls have been foreseen and taken into account. The final product has changed little from the original plan, although changes have been made, most importantly regarding the tools that would be best suited to this project and the most user friendly for both the students and teachers.

The concept of the project has been valued positively by those who have been involved in this last stage of piloting, even if the ICT tools were given a mixed response. The implementation of the project has been adjusted to reflect a change that seemed necessary given the results of the piloting. The impact for the UIC with the implementation of this project would be to have more dynamic English classes, with higher requirement for students' participation and improved results in terms of the English levels of the target student body.

Chart 24, reflecting the timing and actions involved in the entire project can be found as **Appendix 23** as well as the certification of piloting from the UIC as **Appendix 24**.

11. General Conclusions of project

This project was conceived thanks to observations, made over time, of a university course, one of many taught in English within degree programs at a private university in Catalonia, where there was an apparent need for change. The initial observations, at first made through anecdotal evidence and over a number of years, were confirmed by this study and a solution proposed. These observations were that there was a fundamental incongruence between the principal objective of this, and these types of courses, and the manner in which they were organized from an institutional level. This conflict was between the objective of teaching English as a foreign language using the principals of the most common and acceptable methodology, that of the Communicative Approach, in classes where student numbers and mixed English levels hindered the ability of student to improve in their acquisition of a foreign language.

The objective of the analysis stage of this project was to confirm this anecdotal evidence and also to address comments and concerns voiced by both the teaching staff at the Institute for Multilingualism and the student body. The conclusion of the analysis stage was that nearly all of the observations and concerns were validated, which allowed for the continuation of this project in its original form. The proposed solution was to create a blended learning classroom and solve the problems noted through the use of ICT tools; as well as several problems and concerns that exist on an institutional level.

The blended learning project proposed here makes use, in part, of existing technology, that of the Moodle platform, as well as adding some tools for the creation of a complete course that responds to the needs that were identified. As well, educational methodologies and theories were identified and found to be completely congruent with the proposed concept.

During the design stage many components were taken into account, especially the fundamentals of the course in question, such as the competencies, learning objective, the timing and evaluation. Concerns noted in the analysis stage were also taken into consideration. The aspects of the current course that could not be changed were incorporated into the plan. The biggest changes wrought were shift to a nearly exclusively project based learning formula and the creation of a space, through the e-portfolio, for individualized and personalized work and study. Another major change was the addition of SpeakApps to give students a place to practice speaking outside of the classroom. Evaluation of the subject, in regards to the concepts evaluated and in the weight of said evaluation, was adjusted to reflect these changes, as well as adding the concepts of self and co-evaluation.

At every stage of the project adjustments had to be made to reflect the analysis and evaluation of each phase. For example, in the development stage the timing needed to be changed, and in the implementation stage, some questions and doubts about certain tools arose from the results of the piloting. However, on the whole the end result is very close in content and objectives to the original proposal.

The project has three areas, developed to help assure its implementation and success. The first is a general template that could be used as a guide for classes of this description, teaching English as a foreign language in university degree programs. The second is teacher training in the ideas, methodologies and technology, as teacher understanding is paramount. Teachers are the ones who will be responsible for guiding and supporting the students down the path to independent and autonomous learning, another essential piece of this blended learning puzzle. The third and main focus of this paper has been the redesign of the 'General English' course in detail. This course has been the recipient of the analysis, the design, development and piloting. The improvements and changes made here, once implemented, will bring improvement to the most important and essential objective, improving the English competencies of the student body.

12. References

- Autonomous Learner checklist, Language Center / Centre for Independent Language Learning, Freie Universität, Berlin Accessed from: http://www.sprachenzentrum.fu-berlin.de/en/slz/lernberatung/autonomiemodell/planen/index.html#faq_4_5
- Bednar, A.K., Cunningham, D., Duffy, T.M., & Perry, J.D. (1991). *Theory into practice: How do we link?* Instructional technology: Past, present, and future.
- Blended Learning definition, The Glossary of Education Reform. Retrieved from <http://edglossary.org/blended-learning/>
- Brown, S.& Menasche, L. (2005) *Defining Authenticity* Retrieved from: <http://www.as.yasu.edu/~english/BrownMenasche.doc>
- Connectivism, Education 2020, Retrieved from: <http://education-2020.wikispaces.com/Connectivism>
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp
- Communicative approach, 'The British Council / BBC'. Retrieved from <https://www.teachingenglish.org.uk/article/communicative-approach>
- El Crédito Europea, UAB, Retrieved from: https://www.uab.cat/iDocument/document_ECTS.pdf
- EF English proficiency Index, (2015) retrieved from <http://www.ef.com/es/epi/>
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly Perf. Improvement Qrtly*, 26(2), 43-71. doi:10.1002/piq.21143
- Ferrari, L and Zhurauskaya, D. e-Portfolios for Language Learning and Assessment, International Conference, ICT for Language Learning 5th Edition. Retrieved from <http://conference.pixelonline.net/ICT4LL2012/acceptedabstracts.php>
- Filosofia y valores,(2016) Universitat Internacional de Catalunya, Retrieved from: <http://www.uic.es/es/filosofia-y-valores>
- GanttProject. (n.d.). Retrieved June 05, 2016, from <https://www.ganttproject.biz/>
- Home - Mahara ePortfolio System. (n.d.). Retrieved from <https://mahara.org/>
- Instructional Scaffolding to Improve Learning, Northern Illinois University, Faculty Development and Instructional Design Center. Accessed from: http://www.niu.edu/facdev/resources/guide/strategies/instructional_scaffolding_to_improve_learning.pdf
- Jonassen, D.H. (1991). Evaluating constructivistic learning. *Educational Technology*, 31(9), 28–33.

Kish, M. (2015). Empowering Students and Teachers with Blended Learning. P21Partnership for 21st Century Learning, 2(9), 9th ser. Retrieved April 02, 2016, from <http://www.p21.org/news-events/p21blog/1723-empowering-students-and-teachers-with-blended-learning>

Martin, M. (2012) Las nuevas tecnologías pueden curar la carencia de los españoles en idiomas. SINC, Humanidades: Lingüística. <http://www.agenciasinc.es/Reportajes/Las-nuevas-tecnologias-pueden-curar-lacarencia-de-los-espanoles-en-idiomas>

Oxford, R., Lavine, R and Cookall, D. (1989) *Language Learning Strategies*, The Communicative Approach and their Classroom Implications. *Foreign Language Annals*, 22 (1), 29.

Rath, D. (2014) 4 Common E-portfolio Mistakes to Avoid. *Campus Technology*. Retrieved April 03, 2016, from <https://campustechnology.com/Articles/2014/11/12/4-Common-E-Portfolio-Mistakes-to-Avoid.aspx>

Reinders, H., & Balcikanli, C. (2011). Learning to foster autonomy: The role of teacher education materials *Studies in Self-Access Learning Journal*, 2 (1), 15-25.

Requisitos para acreditar el nivel B2, (2016) Universitat Internacional de Catalunya,. Retrieved from <http://www.uic.es/es/idiomas/acredita-nivel-b2/requisitos-acreditacion>

Rüschhoff, B. (2009) *Output-oriented Language Learning With Digital Media*. *Handbook of Research on Web 2.0 and Second Language Learning*,

Sanchez-Adsuar, M.S., Evaluation and Assessment of Student Learning: Experiences in Continuous Evaluation. *iated Digital Library* Retrieved from: <http://library.iated.org/view/>

Schuylkill Haven Area School District, Class Participation Rubric Retrieved from: www.haven.k12.pa.us/

Siemens, G. (2005) Connectivism: A Learning Theory for the Digital Age *International Journal of Instructional Technology and Distance Learning*, 2 (1) , Retrieved from: http://www.itdl.org/journal/jan_05/article01.htm

The Steps in doing an Evaluation. National Science Foundation. Retrieved from: http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_3.pdf

Tschofen, C and Mackness, J. (2012) *Connectivism and Dimensions of Individual Experience* *The International review of research in open and distance learning*, 13,(1) Accessed April 20, 2016 <http://files.eric.ed.gov/fulltext/EJ979651.pdf>

University of Wisconsin - Stout — Schedule of Online Courses, Online Certificate Programs, and Graduate Degree Rubrics accessed from <https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

Web SpeakApps. (n.d.). Retrieved from <http://www.speakapps.eu/>

Yastibasa, A. & Cepik, S. (2015) Teachers' attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning. *Procedia - Social and Behavioral Sciences*, 176, 514 – 525. Retrieved from www.sciencedirect.com

Appendices

Appendix 1 - Needs analysis

Students' needs

- ✓ Improved language acquisition
- ✓ Improved opportunity to practice the target language
- ✓ More dynamic courses
- ✓ More contact with ICT tools for improved knowledge of technology

Teachers' needs

- ✓ Better methods to teach communication based language classes to large classes
- ✓ An improved way to give effective feedback
- ✓ A way to deal with mixed levels
- ✓ A better use of the Moodle platform

Institutional needs

- ✓ Students with a certified B2 English level by year 4
- ✓ Dynamic courses with high student approval ratings
- ✓ Personalized and individual attention for students
- ✓ Better use of the Moodle platform already installed in the UIC intranet

Needs of the project

- ✓ Implication of the teachers and administration of the Institute for Multilingualism
- ✓ Teachers open to the ideas and concepts of blended learning concept
- ✓ Implication of IT services for improved, updated and maintenance of the Moodle platform.
- ✓ Add-ons to the Moodle platform for the technological completion of the blended learning course

Costs

- ✓ Teacher training
- ✓ Organization of Moodle virtual classroom for the blended learning concept
- ✓ Cost of maintenance and support of ICT tools
- ✓ Cost and maintenance of computers and internet and accompanying technology
- ✓ Cost of maintenance of installations

Appendix 2 – Survey for Teachers

Here is a short survey that I am asking all of the teachers in our department to answer to help me with the Master's degree that I am working on. It shouldn't take very long and thanks very much in advance!

English Language Teaching

1. Do you feel that the academic subjects that you teach meet the overall course objectives? Yes _____ No _____
2. If not, can you explain why?
3. Do you feel that your students take full advantage of the English courses to improve their level? Yes _____ No _____
4. If yes, why?
5. If no, why not?
6. Except for the courses that have a focus on a specific skill (Such as the writing course) which skill areas, (speaking, writing, listening, reading comprehension, or use of language) are the easiest to incorporate into classes that you teach?
7. Except for the courses that have a focus on a specific skill (Such as the writing course) which skill areas are the most difficult to incorporate in the classes that you teach?
8. Are you satisfied with the amount of spoken English that is practiced and produced in class? Yes _____ No _____
9. If yes, why?
10. If no, why not?
11. How do you give feedback to students in regards to their spoken and written production?
12. Are there any aspects of your classes that you consider to be problematic in regards to English language teaching? (For example: Class size, mixed levels etc.)
13. What do you understand by the term 'blended learning'?
14. What do you understand by the term 'flipped classroom'?

Technology

1. Do you use Moodle in or with your classes? Yes _____ No _____

If yes, continue to section A , If no, go to section B.

Section A

2. What aspects of Moodle do you use?
3. Would you like to, or have you considered, using more of the options that Moodle provides? Yes _____ No _____
4. If yes, which ones?
5. Do you find Moodle easy to use? Yes _____ No _____
6. If not, what aspects do you find difficult?
7. If you use Moodle, what are the aspects of the courses that you teach that you think are improved with the use of Moodle?

Section B - ICT (information and Communication Technology)

8. Of the following options which ones, if any, have you used with you classes at one time or another?
 - a. Blogs Yes _____ No _____
 - b. Forums Yes _____ No _____
 - c. Wikis Yes _____ No _____
 - d. e-portfolios Yes _____ No _____
 - e. SpeakApps Yes _____ No _____
9. If you have used any of the options from question 8 do you think there could be more use of online ICT in your classes?
10. If no, why not?
11. If yes, how do you think the use of ICT improves your classes?
12. If yes, which of the skill areas, speaking, writing, listening, reading comprehension, or use of language, do you think benefit the most with the use of ICT?
13. Which benefit the least?

Any further comments?

Appendix 3 – Student’s survey (English version)

We’d like to know your opinion! In an effort to improve English language teaching and as part of a Master’s project we would appreciate it if you filled out this form. Thanks very much!

A1 . Background Information

1. How old are you? _____
Did you attend an English speaking or multilingual school where English was a principal language? _____
2. If you did not, how many years have you studied English in school as a foreign language?

3. Have you ever studied English after school, for example in a language academy? _____
4. If yes, how many school years? _____
5. Have you ever gone abroad to study English? _____
6. If yes, how many times and what was the length of your stay?

A2. Language Learning

7. How would you rate your overall English language level? **Circle one option**
Beginner (A1) Pre-Intermediate(A2) Intermediate (B1)
Upper intermediate(B2) Competent(C1) Proficient(C2)
8. Do you have regular contact to English outside of any official classes or studies? (For example, regularly watch a TV series; participate in a conversation exchange etc.) _____
9. If yes, please describe what this contact is and with what frequency.

10. In your opinion, what is the best method for improving a foreign language?

11. In your opinion what is your weakest skill? (for example, speaking, reading etc.)

12. In your opinion what is your strongest skill? (for example, speaking, reading etc.)

13. By the end of your University career, you need to have a B2 level certified. If you do not already have this certification how will you obtain it before you graduate?

B1. General English Course held in Semester 1, Sept 2015 to Jan. 2016

On a scale of 1 o 5 where 5 is very satisfied and 1 is not very satisfied indicate by writing

1 2 3 4 5

Your satisfaction...

1. overall with course _____
2. with course content _____
3. with course material (Book, photocopies, reference material etc.) _____
4. with assessment criteria and percentages _____
5. with overall improvement in your English level _____

6. What do you think are the strongest aspects of this course?

7. What do you think are the weakest aspects of this course?

8. Any further comments?

B2. English language improvement within the context of the General English course

Please give a numerical rating to the following questions using the numbers 1 to 5 based on your perceptions your improvement in English

1 – almost no improvement 2- some improvement 3- correct amount of improvement 4- a good level of improvement 5- a lot of improvement

1. Overall English level _____
2. Reading skills _____
3. Listening skills _____
4. Speaking skills _____
5. Writing skills _____
6. Grammar and vocabulary _____

B3. Time spent speaking in the General English classroom

1. **Approximately**, how much time did you spend interacting in English (e.g. speaking tasks in pairs in English, speaking to the teacher etc.) **in each class?**

2. Approximately, how much time did you spend producing in English (e.g. oral presentations to others) in the semester?

B4. Group Work – please answer with a few words

1. How do you feel about group work?

2. How do you feel about how group work is assessed?

3. Have you ever heard of self and co-evaluation? _____

4. If yes, have you ever been in a class where these marking methods were used as part of your assessment? _____

C. Technology

1. Have you ever studied ONLINE?

2. If yes, what and where?

3. If yes, how did you feel about this experience?

4. Have you ever used or participated in: (Please respond with a 'yes' or 'no')

- a. e-portfolios _____
- b. wikies _____
- c. forums _____
- d. blogs _____

THANKS FOR YOUR TIME!

Appendix 4 – Student’s survey (Spanish version)

¡Nos gustaría conocer tu opinión! En nuestro esfuerzo para mejorar la enseñanza del inglés, dentro de un proyecto de máster os agradeceríamos que rellenarais este formulario.

¡Muchísimas gracias!

A1 . Información de antecedentes escolares

14. ¿Cuántos años tienes? _____
15. Has estudiado en una escuela inglés o multilingüe en la que el inglés fuera el idioma principal?

16. Si no es el caso, ¿Durante cuántos años has estudiado en la escuela inglés como idioma extranjero? _____
17. ¿Has estudiado inglés después de tu horario escolar, por ejemplo en una academia de idiomas?

18. Si la respuesta es afirmativa, ¿durante cuántos años? _____
19. ¿Has ido al extranjero a estudiar inglés? _____
20. Si la respuesta es afirmativa, ¿cuántas veces y durante cuánto tiempo?

A2. Aprendizaje del Idioma

21. Cómo valorarías tu nivel de inglés en general? **Haz un círculo en la opción más adecuada**
Beginner (A1) Pre-Intermediate(A2) Intermediate (B1)
Upper intermediate(B2) Competent(C1) Proficient(C2)
22. ¿Tienes algún contacto regular con el idioma inglés fuera de las clases o los estudios de inglés?
(Por ejemplo, ver series de TV en inglés; participar en clases de intercambio de idiomas etc.)

23. Si la respuesta es afirmativa, explica este contacto y dinos su frecuencia.

24. ¿Cuál es, en tu opinión, el mejor método para progresar en un idioma extranjero? _____

25. ¿Cuál es, en tu opinión, tu punto más flojo? (por ejemplo, hablar, leer, etc.)

26. ¿Cuál es, en tu opinión, tu punto más fuerte? (por ejemplo, hablar, leer, etc.)

27. Al final de tu carrera necesitarás el certificado del nivel **B2** de inglés. Si no la tienes todavía, ¿cómo conseguirás este certificado antes de graduarte?

En una escala de 1 a 5, en la que 5 es "muy satisfecho" y 1 es "poco satisfecho" Indicar con un número después de cada apartado.

Tu grado de satisfacción...

- 8. Con el curso en general _____
- 9. Con el contenido del curso _____
- 10. Con el material del curso (libros, fotocopias, material de referencia, etc.) _____
- 11. Con los criterios de evaluación y los porcentajes _____
- 12. Con el progreso en general de tu nivel de inglés _____

13. Cuáles crees que son los aspectos más positivos de este curso?

14. ¿Cuales crees que son los puntos flojos de este curso?

8. ¿Deseas comentar algo más?

B2. Mejora en el conocimiento del inglés dentro del contexto general del curso.

Por favor danos una puntuación del 1 al 5 para las siguientes preguntas, basándote en tu percepción de la mejora experimentada.

1 – Casi sin mejora 2- alguna mejora 3- una mejora adecuada 4- un buen nivel de mejora 5- muchísima mejora

- 7. Nivel de inglés en general _____
- 8. Habilidades de lectura _____
- 9. Habilidades de escucha _____
- 10. Habilidades de habla _____
- 11. Habilidades de escritura _____
- 12. Gramática y vocabulario _____

B3. Tiempo empleado en práctica oral en la clase general de inglés.

3. **Aproximadamente**, ¿cuánto tiempo has empleado interactuando en inglés (p. ej. trabajos de conversación en pares, hablando con el profesor, etc.) **en cada clase**?

4. **Aproximadamente**, ¿cuánto tiempo has empleado produciendo en inglés (p. ej, presentaciones habladas para otros) en el semestre?
-

B4. Trabajo grupal – por favor contesta brevemente

5. ¿Te gusta el trabajo grupal?
-

6. ¿Te gusta cómo se evalúa el trabajo de tu grupo?
-

7. Te suena el concepto de la co-evaluación y el de la auto-evaluación?
-

8. Si la respuesta es sí, ¿has estado en alguna clase donde ese tipo de evaluación formara parte de tus notas?_____

C. Tecnología

5. ¿Has estudiado alguna vez ONLINE?
-

6. Si la respuesta es sí, ¿dónde y cuándo?
-
-

7. Si la respuesta es sí, ¿qué te pareció la experiencia?
-

8. Responde SÍ o NO, si has participado en, o usado alguna vez:

- e. e-portfolios _____
- f. wikies _____
- g. forums _____
- h. blogs_____

¡Gracias por tu colaboración!

Appendix 5

Chart 11A Student responses - English learning history

Level	Went to school in English or to a multilingual school where English was a principal language	Average number of years English was studied in school as a foreign language	Average number of years English was studied as an extracurricular activity	Number of students who had studied in or done courses in English speaking countries	Amount of time spent in those countries
Proficiency and Advanced	3	11	7	6	Weeks to years
Upper Intermediate	3	11	4	10	Weeks to years
Intermediate	3	12	5	7	Weeks to months
Pre-Intermediate and Beginner	1	11	3	3	Weeks to months

Appendix 6

Chart 18A: Group Work and co and self-evaluation

Response to the questions:	YES	NO
Do you like group work?*	44	14
Do you like the way group work is evaluated?*	58	0
Have you heard of the concept of co and self-evaluation?	41	17
Have you ever been in a class where this type of evaluation was a part of your grade?	34	17

*occasional comment: 'depends on the group'

*occasional comment: 'in English class' - because group grades have an individual element based on speaking ability.

Appendix 7

Charts of students' responses – Weakest Skills

Chart 13A.1 Student responses

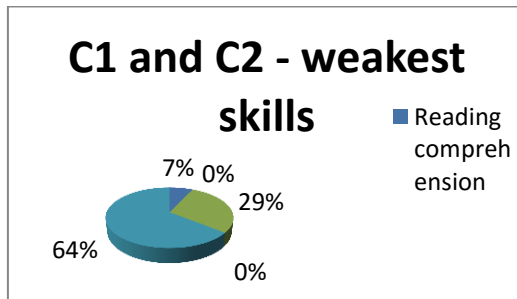


Chart 13A.2 Student responses

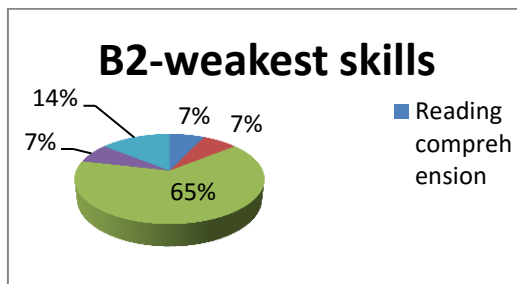


Chart 13A31 Student responses

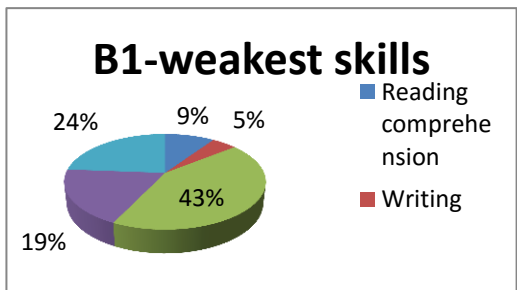
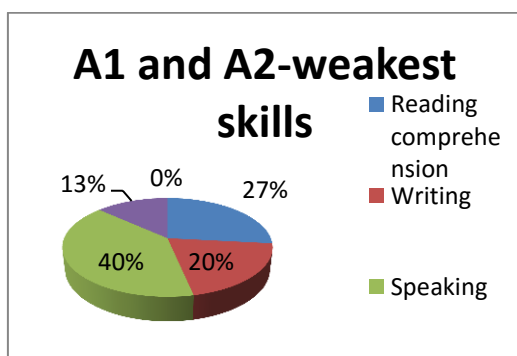


Chart 13A.4 Student responses



Student Responses Strongest Skills

Chart 14A.1 student responses

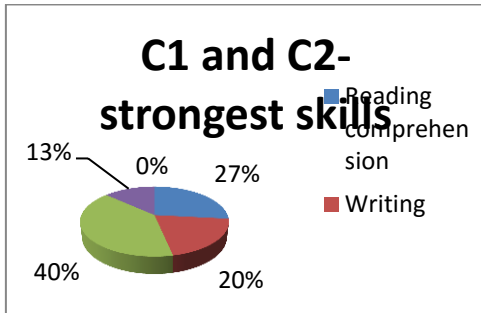


Chart 14A.2 student responses

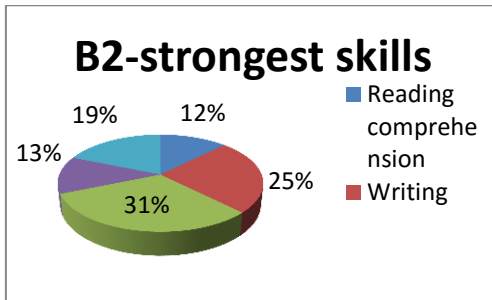


Chart 14A.3 student responses

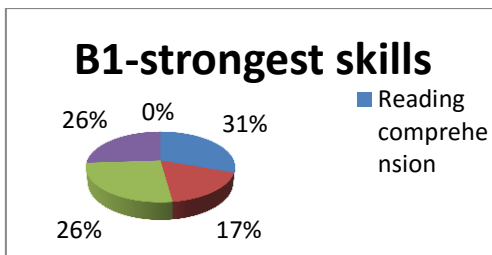
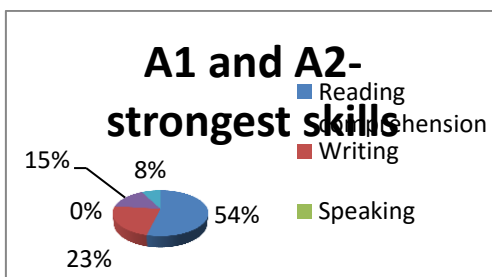


Chart 14A.4 student responses



Appendix 8

Chart 13

Unit in book	Task or activity	Student to	Related	tool	Primary
'Cambridge English for the Media'		student response	classroom activity		skills practiced
1 Newspapers	Post a video on who you would like to interview and why	Listen to posts and respond	Create an online newspaper	SpeakApps and wiki	Speaking and writing
2 Radio	Post a video introducing a radio program	Listen to posts and suggest ideas for this program	Create a radio program	SpeakApps	Speaking skills
3 Magazines	Design a cover for an invented magazine	Give ideas for articles	Create an online magazine	Wiki	Writing skills
4 Television	Create programming for a television station	Give ideas for specific programming and time slots	Create a television channel	Wikis and SpeakApps	Writing and speaking
5 Film	Choose a favorite scene from a movie and describe it without saying the name of the movie	Guess your classmates' movie	Create a film, choose a genre, main characters, story line, setting and write a short script	SpeakApps and wiki	Speaking and writing
6 New Media	Create a blog related to your degree program	Comment on your classmates' blogs	Develop a web page, include blogs, record podcasts etc.	Blog, Wiki, recording devices	Writing, speaking
7 Advertising	Choose an advertisement and describe it and say why you like it	Listen to posts and respond	Chose a product and build an advertising campaign	SpeakApps and wiki	Speaking and writin

8 Marketing	Choose two competing brands and explain the difference between them	Listen to posts and respond	Create a marketing company and promote a product	Forum and wiki	writing
--------------------	---	-----------------------------	--	----------------	---------

Appendix 9 – Teacher’s Guide

General English (08013) (2015-2016) Última modificación: 01/09/2015 13:31:24

- Introduction

The aim of this programme is primarily to provide students with the skills and knowledge to practice and perform the linguistic tasks related to themes and tasks related to the degree programme in English. Emphasis is given to the communicative skills of speaking, listening and writing whilst short texts are also used to deepen their knowledge and understanding of language structures and use of new vocabulary.

The programme contains 3 elements that include class-based lessons, group work and self study. The teacher-led lessons focus on speaking, listening, writing and reading while working on tasks based on activities related to different aspects of the degree program being studied. Group work will focus on student development and interpersonal skills and will include two evaluated projects. The final part being the self study element which allows for further consolidation of the material covered in class as well as consolidating grammar and increasing the autonomy of the learner with respect to learning a foreign language.

All three elements have been specifically designed to provide students with the skills, knowledge and resources that will increase their confidence in order to communicate effectively in English.

- Pre-course requirements

Recommended minimum global level is that of a B1 before the start of the course.

- Objectives

Classroom:

To prepare and equip students with the necessary lexical and grammatical knowledge and understanding in order to become effective communicators in English in everyday personal, academic and work related contexts.

To reinforce the receptive skills of reading and listening through practice, using a variety of stimuli and to facilitate the improvement of the productive skills of speaking and writing.

Group Projects:

To develop students’ interpersonal skills and ability to work with others in both native and an additional language.

Self Study:

To further develop abilities of both the receptive and productive skills as well as consolidate grammar usage and train students’ in how to learn a language independently using ICT and internet based resources.

- Competencies

- 01 - The ability to adapt to varying circumstances
- 02 - The ability to understand, accept criticism and correct errors
- 03 - The ability to administer and manage human and technical resources
- 04 - The ability to work in a team and autonomously

- 05 - The ability to organise time and workspace
- 06 - The ability to develop academic rigour, responsibility, ethics and professionalism
- 07 - The ability to apply the deontology and respect for the audiovisual sector
- 08 - The ability of critical analysis, synthesis, concretion and abstraction
- 09 - The ability to objectify, quantify and interpret (data, statistics, empirical evidence...)
- 10 - The ability to confront difficulties and resolve problems
- 11 - The ability to generate debate and reflection
- 12 - The ability to meet deadlines, develop the ability to be punctual and respect for human, technical and material resources
- 13 - The ability to create spoken and written communication
- 19 - The ability of informative documentation
- 21 - Knowledge and mastery of the digital culture
- 24 - The ability to plan and organize both short term and long term projects
- 25 - The ability to maximize creative development
- 26 - The ability to develop a sense of taste and perfection in the aesthetics and finalization of projects
- 50 - The ability to adapt, understand and apply the expressive possibilities of new technologies and future changes
- 53 - Linguistic ability in Catalan, Spanish and English
- 54 - The ability to skillfully manage the literature, terminology and linguistic structures of the English language related to the field of communication.

- Learning outcomes

The competences mentioned above must be achieved at a B1 level.

Students are expected:

1. To read and understand the bibliography and literature from the field of Communication at a B1.1 level or above.
2. To know and use the terminology and linguistic structures of the English language related to the field of Communication at a B1.1 level or above.
3. To understand the main ideas in conferences and lectures given in English at a B1.1 level or above.
4. To carry out oral and/or written presentations in English at a B1.1 level or above.
5. To analyse and synthesise information both orally and written at a B1.1 level or above.
6. To demonstrate the ability to work in a team.
7. To demonstrate the capacity for autonomous language learning.
8. To demonstrate the ability to plan and organise work.
9. To demonstrate interpersonal skills.

- Syllabus

The course book 'Cambridge English for the Media' is used as the basis for this course. This book consists of 8 units, with each unit taking approximately 2 weeks. There is an emphasis placed on real life situations, language and contexts that students could encounter in their field of study or future careers. All units contain exercises and practice with grammar and vocabulary, as well as listening and reading comprehension.

The unit topics are:

Unit 1 Newspapers - question formation, general vocabulary about newspapers, headlines, interviewing.

Unit 2 Radio - vocabulary related to radio and radio organization, presentation and process, phrasal verbs, direct and indirect questions.

Unit 3 Magazines - general verb tenses and reporting verbs, vocabulary and language related to magazine organization, planning and writing.

Unit 4 Television - vocabulary related to television and documentary production, filming, editing, modal verbs

Unit 5 Film - vocabulary related to filming, production and distribution, also, the language of film reviews.

Unit 6 New Media - vocabulary related to websites, blogs and podcasts.

Unit 7 Advertising - vocabulary related to the advertising industry, the language of slogans and adverts, use of infinitive and/or gerund.

Unit 8 Marketing - vocabulary related to marketing. market trends and launching a product. Verb tenses: present perfect and past simple.

- Teaching and learning activities

Coaching (CO) 4 hours – Brief occasional meetings with students on an individual basis to comment on and work on individual problem areas with the English language. For example, commenting on pronunciation, vocabulary, use of language and writing skills.

Seminars (SM) 14 hours – Working in small groups in the classroom with an emphasis on speaking skills through role-playing, small group debates and discussions.

Tallers (TA) 8 hours – Teacher-guided work in small groups expanding on core materials found in the book with an emphasis on writing and speaking skills and interaction.

Workshops (WO) 4 hours - Presentations where students show their understanding and development of different themes and topics related to the material found in the book. Students also need to show their ability to express themselves in English as well as a correct use of language and pronunciation.

Clases Magistrales (CM) 30 hours – Introduction of themes and language through the use of the book 'The Media'. Guided whole-class listening and grammar explanations and a focus on the more pertinent sections of the book so that it can be used in the most beneficial way for the students .

- Bibliography and resources

-Class-based materials:

Ceramella, Nick, Elisabeth Lee and Jeremy Day. *Cambridge English for the Media*.

Cambridge University Press

Additional support material will be given by the teacher to meet the learning objectives of the programme.

-Intranet and internet based materials for self study.

- Evaluation systems and criteria

Evaluation of the Subject

2 on-line quizzes – 10%

Competences 4,5,6,12,53,54

Consists of 2 short on-line quizzes that test vocabulary and grammar from Units 1 to 3 and 4 to 6 respectively and are practice for the final exam.

Final exam – 30%

Competences 6,10,53,54

Consists of a whole book exam that tests grammar and vocabulary from the book and includes reading and listening comprehension on themes related to those found in the book.

2 small group projects - 20 %

Competences 2,4,5,6,10,12,13,24,53

Consists of two small group presentations. The topics of the presentations are based on the units of the book, the first being related to Units 2, 3 or 4 and the second, Units 5, 6, or 7. Groups must work independently and then give a short 10 to 15 minute presentation to the class. Speaking, organization and group work are assessed.

8 on-line writing activities 30% -

Competences 2,5,6,12,13,24,53

Consists of 8 short writing exercises thematically related to the book. Students must upload the essays to the Moodle platform within the dates set.

Class participation – 10%

Competences 10,12,53

Consists of actively participating in and collaborating with classroom activities and discussions.

Students who have not attended 80% of the subject in the first sitting do not have the right to take the final exam in that same sitting.

Students with a final mark between 4 and 5 in the first sitting only have the right in the second sitting to make up the material that was failed or not handed in.

Students with a mark that is less than a 4 in the first sitting will have to make up 100% of the subject in the second sitting by doing the following.

1. Autonomous learning (30%). The 8 activities in Moodle.

2. Projects (30%). Any 2 of the following (1,000 words each along with a 5-minute presentation):

Project 1: Based on material from Units 1-3.

Project 2: Based on material from Units 4 and 5.

Project 3: Based on material from Units 6-8.

3. Final exam (40%).

Appendix 10 – Excel Chart for Evaluation

Activity or task	online tasks							e-portfolio		presentations								writing			In class participation	co-evaluation	self evaluation	Final Exam	Final Mark		
individual description	task 1	task 2	task 3	task 4	task 5	task 6	task 7 & 8	English Improvement	Connectivism	Unit 1	unit 2	unit 3	unit 4	unit 5	unit 6	unit 7 & 8	text 1	text 2	text 3	participation	co-evaluation	self evaluation	Final Exam	Final Mark			
concept evaluated	speaking	speaking	speaking	writing	writing	speaking	speaking	all skills and participation	participation and creation	Criteria set for presentations - organization / Use of Language								writing skills			participation	co-evaluation	self evaluation	Final Exam	Final Mark		
percentage	21%							20%		21%								10%			10%	4%	4%	20%			
percentage breakdown	3%	3%	3%	3%	3%	3%	3%	10%	10%	3%	3%	3%	3%	3%	3%	3%	3%	3%	4%	10%	10%	4%	4%	20%			
Student 1																											
Student 2																											
Student 3																											
Student 4																											
Student 5																											
Student 6																											
Student 7																											
Student 8																											
Student 9																											
Student 10																											

Appendix 11 - Speaking Rubric

CEFR levels	0	Not satisfactory 1	2	Satisfactory 3	4	Very satisfactory 5
Fluency and coherence interaction and turn taking	no assessable language was produced	<p>Can make him/herself understood in short exchanges on familiar topics.</p> <p>Pauses, false starts and noticeable hesitation are very evident.</p> <p>Uses the most frequently occurring connectors to link simple sentences.</p> <p>Sometimes can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Has trouble repeating back part of what someone has said to confirm mutual understanding.</p>		<p>Can keep going and remain comprehensible.</p> <p>Pauses for grammatical and lexical repair are evident</p> <p>Links a series of shorter, discrete simple elements into a connected, linear sequence of points.</p> <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</p>		<p>Can keep going with relative ease and remain very comprehensible.</p> <p>Some pauses for grammatical and lexical repair, especially in longer stretches.</p> <p>Uses a few cohesive devices to link a series of discrete elements into a connected sequence of points.</p> <p>Can always initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can confirm mutual understanding with ease.</p>
Vocabulary range and control	no assessable language was produced	<p>Limited vocabulary used basically to communicate needs and everyday transactions. Uses memorised phrases and formulaic expressions. Frequent misunderstanding in non-predictable situations.</p> <p>Control of a narrow repertoire of vocabulary only on concrete everyday needs.</p>		<p>Sufficient range of vocabulary on most topics pertinent to everyday life. Repetition is evident.</p> <p>Good control of elementary vocabulary. However, major errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations.</p> <p>Lexical limitations and range are apparent. May <i>foreignise</i> an L1</p>		<p>Sufficient range of vocabulary on most topics pertinent to everyday life and some abstract topics like cinema or music, and some unpredictable situations. Minor repetition is evident.</p> <p>Lexical accuracy relatively high though errors occur when dealing with complex thought which may lead to some misunderstanding.</p>

Appendix 12 - Writing Rubric

	0	Not satisfactory 1	2	Satisfactory 3	4	Very satisfactory 5
Overall Impression, register and task achievement	Not enough language to assess or below criteria	Can write a series of simple phrases and sentences Can perform and respond to basic language functions and uses the simplest common expressions for basic routines Task completed partially in an adequate manner but includes some irrelevant information or it is handled simplistically.		Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence Can express him/herself in a neutral register. Task completed in a nearly adequate manner with some omissions. Information is mostly relevant with some redundancy and repetition.		Can write and clear connected texts with some detail and some disconnected sentences Can express him/herself well in neutral register, beginning to have some command of register and style. Task is covered adequately with some minor omissions. Information is mostly relevant with some redundancy and repetition.
Cohesion, fluency and organization	Not enough language to assess or below criteria	Uses the most frequently occurring connectors to link simple sentences. Can make him/herself understood in very short utterances. Little attention to layout, paragraphing and punctuation conventions.		Links a series of shorter, discrete simple elements into a connected, linear sequence of points. Produces continuous writing which is generally intelligible throughout. Layout, paragraphing and punctuation conventions are accurate enough most of the time		Uses a very limited number of cohesive devices to link text into a mostly clear coherent discourse. Produces continuous intelligible writing throughout most of the time. Layout, paragraphing and punctuation conventions are reasonably accurate most of the time.
Vocabulary range and control	Not enough language to assess or below criteria	Sufficient vocabulary for basic communication needs and everyday transactions. Uses memorized phrases and formulaic expressions. Frequent misunderstanding in non-predictable situations. Control of a narrow repertoire of vocabulary only for concrete everyday needs. Can write with reasonable accuracy but not fully standard spelling.		Sufficient range of vocabulary on most topics pertinent to everyday life. Repetition and use of circumlocutions due to lexical limitations are apparent. Good control of elementary vocabulary. However, major errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations. Spelling is accurate enough to be followed most of the time but may show signs of L1 influence.		Sufficient range of vocabulary on some general topics and nearly all topics pertinent to everyday life. Some confusion, repetition and use of circumlocutions due to lexical limitations. Good control of elementary vocabulary. However, minor errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations Spelling is reasonably accurate and can be followed. Nearly no signs of L1 influence.

Appendix 13 - Class Participation Rubric

Category	1-2	3-4	5-6	7-8	9-10
Attitude	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.	Sometimes is critical of the work of others. Sometimes behaves in a respectful manner.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.
Focus on Class Work	Rarely focuses on class work and what needs to be done.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Focuses on the task and what needs to be done most of the time. Sometimes must be reminded by the teacher about what needs to get done.	Focuses on in-class work and what needs to be done most of the time.	Consistently stays focused on in-class work and what needs to be done. Very self-directed.
Contributions	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.	Occasionally provides useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Sometimes provides useful ideas when participating in classroom discussion. A very satisfactory student who does what is required.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.
Working with Others	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.	Occasionally listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Often listens to, shares with, and supports the efforts of others, but occasionally is not actively listening or responding.	Usually listens to, shares with, and supports the efforts of others. Almost always actively listening and usually supports the efforts of others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.
Preparedness	Never brings materials and is never ready to work.	Seldom brings materials and/or is rarely ready to get to work.	Often brings materials but sometimes needs to borrow.	Almost always brings needed material to class and is ready to work.	Brings needed materials to class and is always ready to work.
Time-Management	Rarely gets work done by deadlines, always asks for extensions or does not submit work despite time in school.	Tends to procrastinate, does not use school time or schedule provided to get work completed.	Usually uses time well, occasionally misses deadlines.	Usually uses time well, rarely misses deadlines.	Routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.
Quality of Work	Provides illegible work that reflects very little effort or does not turn in any work.	Work occasionally needs to be redone or does not reflect any time or effort.	Provides quality work that reflects an effort from the student.	Provides high quality work that reflects a strong effort from the student.	Provides work of the highest quality that reflects the student's best efforts.

Adapted from: Schuylkill Haven Area School District, Class Participation Rubric www.haven.k12.pa.us/

Appendix 14

E-Portfolio Rubric - English

Category	1-2	3-4	5-6	7-8	9-10
Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio	. Most artifacts and work samples are related to the purpose of the eportfolio	Nearly all of artifacts and work samples are related to the purpose of the eportfolio	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item	Nearly all artifacts are accompanied by a caption that clearly explains the importance of the item	All artifacts are accompanied by a caption that clearly explains the importance of the item
Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	Nearly all reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).
Usability and Accessibility	The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, artifacts are badly organized and confusing	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, artifacts are not well organized and confusing	The eportfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text, organization of artifacts is correct	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text, organization of artifacts well done	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Organization of artifacts is excellent.
Language improvement	Nearly no language improvement demonstrated and nearly no response to teacher feedback	Limited language improvement demonstrated and some response to teacher feedback	Correct amount of language improvement demonstrated and a good response to teacher feedback	Very good language improvement demonstrated and a very good response to teacher feedback.	Excellent language improvement demonstrated and an excellent response to teacher feedback

E-portfolio Rubric – Interests

Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio	. Most artifacts and work samples are related to the purpose of the eportfolio	Nearly all of artifacts and work samples are related to the purpose of the eportfolio	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item	Nearly all artifacts are accompanied by a caption that clearly explains the importance of the item	All artifacts are accompanied by a caption that clearly explains the importance of the item
Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	Nearly all reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).
Usability and Accessibility	The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, artifacts are badly organized and confusing	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, artifacts are not well organized and confusing	The eportfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text, organization of artifacts is correct	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text, organization of artifacts well done	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Organization of artifacts is excellent.
Fulfillment of objectives of e-portfolio	No interest shown in the development of this part of the e-portfolio	Some interest shown in the development of this part of the e-portfolio, some artifacts posted	Interest shown in the development of this part of the e-portfolio. An acceptable number of artifacts posted	A lot of interest shown in the development of this part of the e-portfolio. A good number and variety of artifacts posted.	A great deal of interest shown in the development of this part of the e-portfolio. A large and very varied number and of artifacts posted.

Partially Adapted from: University of Wisconsin - Stout — [Schedule of Online Courses, Online Certificate Programs, and Graduate Degree](https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html) <https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

Appendix 15

Scoring Rubric for Oral Presentations:

PRESENCE	1	2	3	4	5
-body language & eye contact					
-contact with the public					
LANGUAGE SKILLS	1	2	3	4	5
-correct usage					
-appropriate vocabulary and grammar					
-understandable (rhythm, intonation, accent)					
-spoken loud enough to hear easily					
ORGANIZATION	1	2	3	4	5
-clear objectives					
-logical structure					
MASTERY OF THE SUBJECT	1	2	3	4	5
-knows subject matter					
-spoken, not read					
-able to answer questions					
VISUAL AIDS	1	2	3	4	5
-power point or other					
-audio, video, etc.					
OVERALL IMPRESSION	1	2	3	4	5
-very interesting / very boring					
-pleasant / unpleasant to listen to					
-very good / poor communication					

TOTAL SCORE _____ / 30

Appendix 16

Co- Evaluation for Group Work – To be filled out at the end of the course.

Name _____

Evaluate your group. To respond to this you need to think about your group and how you worked together. Circle the number (0= never; 1=hardly ever 2=sometimes 3= normally 4= almost always 5=always) that best defines your group work experience and then briefly respond to the questions.

Contributions		
Everyone participated equally, although perhaps in different ways.		0 1 2 3 4 5
When discussing content and organization everyone contributed.		0 1 2 3 4 5
There was clear and frequent communication.		0 1 2 3 4 5
The group did not have a clear leader and we took turns being in charge.		0 1 2 3 4 5
Please comment briefly on the contributions of your group members, what were they good at? If group members changed you can include all of the names of the classmates that you worked with.		
Name	Comments	

Briefly answer the questions below

1. Do you prefer to work in groups or individually? Why?

2. What have you learned by working in groups?

3. Do you consider that group work to have been a positive or negative experience and why?

4. What advice would you give to a student who has never worked in a group about how to make group work successful?

5. In your opinion what qualities are needed to be able to work successfully with your classmates?

- 6- Any further comments?

Appendix 17

Self-evaluation

Name _____

Evaluate your performance in group work.

Circle a number that corresponds to the quantity and quality of your participation. (0= never; 1=hardly ever 2=sometimes 3= normally 4= almost always 5=always) and then briefly respond to the questions.

Contribution	
I participated by helping to coordinate the projects	0 1 2 3 4 5
I contributed good, useful ideas when discussing content	0 1 2 3 4 5
I carried out my share of the work and completed the tasks that were my responsibility	0 1 2 3 4 5
I communicated effectively with group members	0 1 2 3 4 5
I carried out my fair share of the work in planning / development of the oral presentation	0 1 2 3 4 5
My greatest strengths as a team member are:	
My greatest contribution to this project has been:	
Further comments?	

Respond to the questions in response to evaluating your performance during the semester.

1. In regards to the English language I feel that I learned...

2. A strategy that really helped me learn was...

3. If I could do something differently I would...

4. Two important things that I will remember from this class,,,

5. Two other things that I will remember about this class...

6. In the future I would like to learn...

Any other comments or reflections?

Appendix 18 - Chart 18 Project Evaluation Check List

Areas / Values	1	2	3	4	5
Institution					
Support of organizational objectives					
Technological tools and support					
Human resources provided					
Learning methodology					
Methodology is clearly followed					
Learning objectives are reached					
Tasks and activities are well defined					
Development of course					
Course development has led to successfully implementing plan					
The material and ICT tools are correctly implemented					
Strategies for student motivation are clear					
Support for Teachers					
Training is place for teachers on methodology					
Training is in place for teachers for technology					
Teachers are aware of their changed roles					
Support for Students					
Students are trained in methodology					
Students have technological support					
Students are aware of their changed roles					
Evaluation of course is clear for students					
Evaluation					
The information compiled from the analysis stage has been taken into account					
The information taken from the pilot stage has been taken into account					
Changes have been made that reflect results of the piloting					

Appendix 19 – Student information for Blended Learning course

Welcome to 'General English'

Here is an over view of this course.

Remember that this is a blended-learning course. This means that you will need to work on tasks outside of class and come prepared to class to participate and work in small groups.

The tasks that you will need to do online and outside of class time are set up here in this Moodle classroom. We will look at the tools that you will need to use, and the technology that you need to be comfortable with to successfully complete this course, the first week of class.

CREDITS: This is a 6 credit course. That means that we will have 60 hours of class, 4 hours a week for 15 weeks. As well, each credit implies 25 to 30 hours of work both inside and outside of the class. This means that you should expect to do up to **120 hours** of work for this course **outside of class time**.

BOOK: You will need to buy a book for this course. The book is called '**Cambridge English for the Media**' by Nick Ceramella and Elizabeth Lee.

MOODLE: You must have Moodle access through the UIC intranet for this course. If you do not have your UIC email and password it is necessary that you get this information from Student Services immediately.

TECHNOLOGY: You must have access to a computer to participate in this course. If this is a problem for you please talk to your teacher. It is highly recommended that you bring a laptop, tablet or smart phone to class. If this is not possible it is possible to work in the classroom with 2 or more people per device.

E-PORTFOLIO: In Moodle you will find access to an e-portfolio. There is more information about this in Moodle. The e-portfolio will be used for two purposes:

1. To work on improving your English level.
- 2: to create a dossier based on an interest that you have related to what you are studying.

EVALUATION: We will use continuous evaluation for this course. That means that you will be evaluated for every task and activity that you do, online and in the classroom. A detailed breakdown of the evaluation can be found in a separate document and in your Moodle space. This means that it will be impossible to pass this by only doing a final exam and that class participation and your involvement in the course is essential for you to be able to pass.

CALENDAR. Here is a breakdown of the course by week.

WEEK	TOPIC	ONLINE ACTIVITY	IN CLASS ACTIVITY
Week 1	Introduction to course, presentation skills, introduction to e-portfolios	Task 1	Work with online tools, e-portfolio and presentation skills
Week 2	Start Unit 1 – newspapers – form small groups	Post on e-portfolio	Work on Project 1
Week 3	Unit 1/ Unit 2 Radio	Task 2	Work on Project 1
Week 4	Unit 2	Post on e-portfolio	Present Project 1 Newspaper Work Project 2
Week 5	Unit 2 / Unit 3- Magazine	Task 3	Work Project 2
Week 6	Unit 3	Post on e-portfolio	Present Project 2 Radio Work Project 3
Week 7	Unit 3 / unit 4- television	Task 4	Work on project 3 <i>In class writing</i>
Week 8	Unit 4	Post on e-portfolio	Present Project 3 Magazines Work Project 4
Week 9	Unit 4 / unit 5- Film	Task 5	Work on project 4
Week 10	Unit 5	Post on e-portfolio	Present Project 4 Television Work Project 5
Week 11	Unit 5/ unit 6-New Media	Task 6	Work on Project 5 <i>In class writing</i>
Week 12	Unit 6	Post on e-portfolio	Present Project 5 Film Work on project 6 F
Week 13	Unit 6/ unit 7-Advertising	Task 7	Present project 6 – New Media Work on Unit 7 project
Week 14	Unit 7 / Unit 8- Marketing	Task 8	Work on Unit 8 project
Week 15	Unit 8	Post on e-portfolio	Present combined Project 7 & 8- Advertising and Marketing <i>In class writing</i>

Appendix 20

Survey - SpeakApps

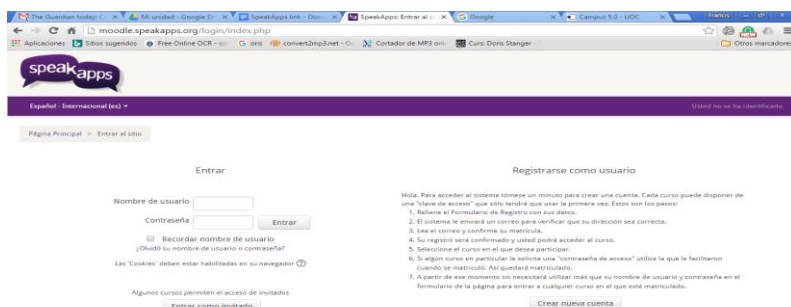
We are going to be testing an online application for possible use in future classes.

I have asked for access for this class so that you can test these tools and let me know what you think about how they work. Your participation in this test will count towards your participation grade.

HOW DOES THIS WORK?

You should have received a link for this app in your UIC inbox. Check your junk mail folder if you don't see it.

Use your UIC email address and the password **Abcd1234+** to enter.

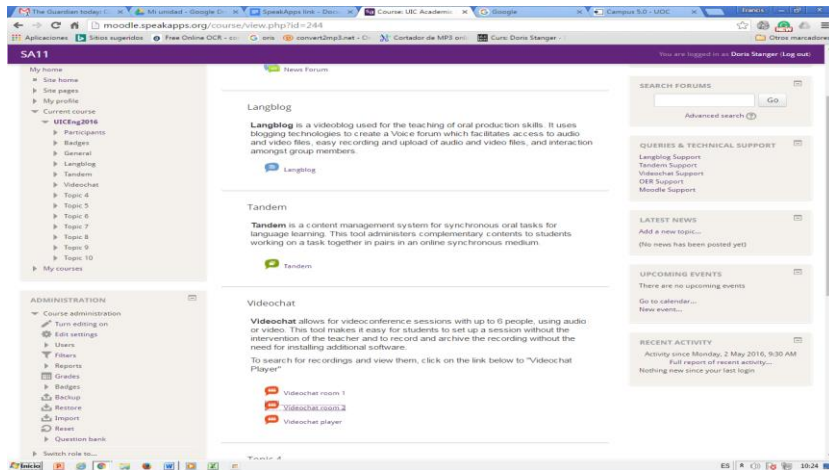


First got to **LANGblog** and click on **'Speak for about one minute about your favorite film'** and then click on **'contibution'**. You can do a video or audio recording. A video is better if you can.

Once there are posts from a few classmates, go back and listen to them and leave a comment on at least one of them.

Second go to **'VideoChat'** go to either session and record your ideas and comments for your panel discussion. Listen to your classmates posts. Can you interact with them?

To get credit for your participation you **MUST**



1. Leave a main recording on Langblog
2. Leave a response to your classmates on Langblog
3. Participate in the 'Videochat'. It seems that there is only space for 12 students to record. If this is the case leave a message.
4. Fill out this questionnaire and bring it to class on May 13th at the latest.

Your Name _____

1. Did you find Langblog easy to use?	
2. How did you feel about talking on this app?	
3. What would you think if this tool was part of your English class?	
4. Did you find VideoChat easy to use?	
5. How did you feel about talking on this app?	
6. Were you able to interact with your classmates?	
7. What would you think if this tool was part of your English class?	
8. Any further comments?	

Thanks for you participation. Your participation in this is equal to a top mark in participation in 3 classes.

Appendix 21

Survey – Piloting ICT Tools in Moodle and Mahara e-Portfolio

Firstly, thanks very much for your participation and feedback, they are greatly appreciated!

I would like to know your opinions about two ICT tools that can be found in the virtual classroom and if you have the time, of the e-portfolio that can be found as a separate link.

You have been given access to the mock virtual classroom called 'DS-TFM-MELTIC'. Here you will see the re-designed 'General English' course, which has been the focus of my Master's. Everyone who has volunteered has been assigned to 'Group 3'. I am interested in two basic questions.

1. Are the tools user-friendly?
2. As you were using them were you able to understand their purpose?

I don't want you to try to 'pretend to be students' but simply play around with the technology and let me know what you think.

Here is a brief description of each tool and what its purpose will be in the classroom.

1. Wiki – the wiki will be used as a collaborative space where students can work together to create projects, here they will be able to see each other's work and work on the same document at the same time. Its function is very similar to that of Google Drive.
2. Forum – here students will be able to express their ideas. Other students can then read their classmates' posts and comment on them. The idea is to exchange ideas and opinions.

OUTSIDE of the virtual classroom.

Mahara – e-portfolio.

Here students need to create dossiers by uploading links, documents, photos etc. These 'dossiers' are called 'pages' and the items uploaded are called 'artifacts.' In the 'My Interest' page students need to choose a topic they are interested in and upload information and material related to that topic.

On the next page are the detailed instructions and the questions for you to answer.

Step 1.

Personal Information.

1. Have you ever used a wiki space before? _____ (This does not mean Wikipedia or similar wiki sites where you would go for information)
2. Have you ever used or participated in an online forum? _____
3. Have you ever used an e-portfolio? _____

Step 2

Go to the UIC Moodle and the virtual classroom DS-TFM-MELTIC

You have been entered there as a student in group 3.

Go to Topic 1 – Newspapers. Click on the wiki icon.

Click around! Write something in the comments section. (It doesn't matter what you write.) If you are one of the first to enter this space you will be starting the document. If not you will be continuing what is already there, also check out the other sections. (history, map, etc.)

1. Can you see this space being used successfully as a place to work together?

2. What do you think about this space? (easy to use, to navigate, do the different areas make sense etc.)

Step 3

Go to Topic 7 – Advertising Click on the forum icon.

Click around! Write something in the comments section. (It doesn't matter what you write.) If you are one of the first to enter this space you can write your opinion about something. If not you can also respond to what is already written.

1. Can you see this space being used successfully as a place to exchange comments and opinions?

2. What do you think about this space? (easy to use, to navigate, etc.)

Are you still ok for time? Would you like to explore the e-portfolio?

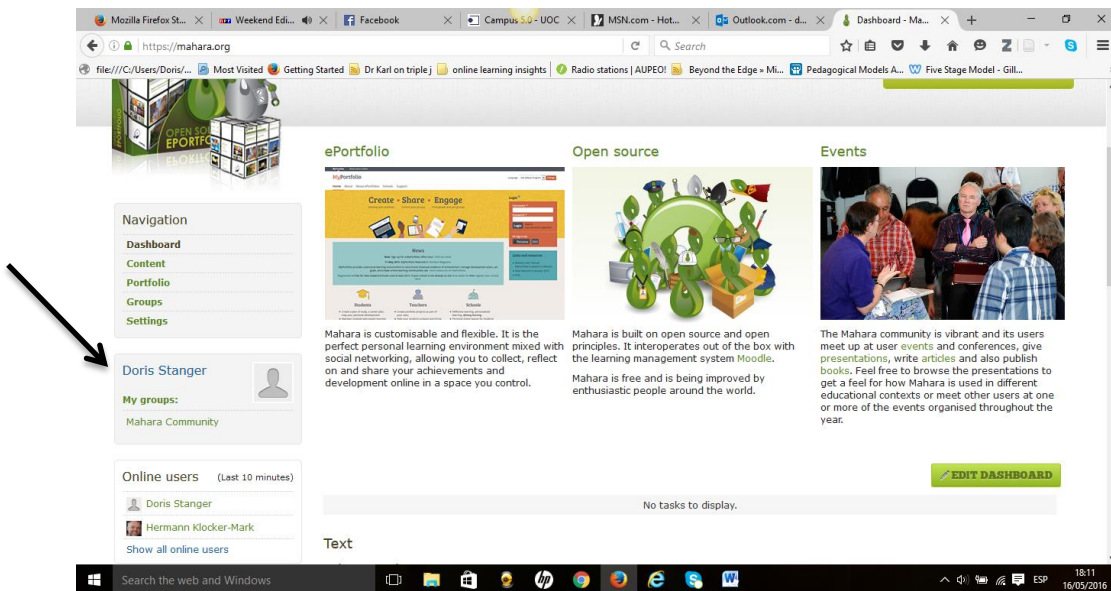
Step 4

Go to this link. <https://mahara.org/>

Use my name and password to enter. (They might already be there and you'll just need to click on LOGIN.)

If not, user name: dorisstanger password: susanaleix

Once you have entered click on my name in the lower left hand corner.



Go to the page that says 'My Interests.' Click on 'edit' at the top right. Upload something, a link, a picture etc. Organize the space.

1. Can you see this as a space where a student could collect information and present it in an attractive form?

2. What do you think about this space? (easy to use, to navigate, do the different functions make sense etc.)

THANKS VERY MUCH FOR YOUR TIME AND INPUT!

The evaluation of Implementation of the Pilot which includes Observations and Incidents

Chart 22 – Appendix 22

Survey 1		Comments
Original plan for piloting was respected	no	The original plan was for students to pilot the SpeakApp tools at the same time in a computer classroom, However, the representative for Speak App, Mr. Troy Dagg, remarked that this was not a good idea as the application was designed to be used at home and often did not work well when everyone was using it at once in the same space because there was too much feedback (Users would record themselves and hear other users recording at the same time) and because the app slows down considerably when too many people were using it at exactly the same time. Therefore, there was a change in plans and students were asked to test the app at home and fill out a brief survey. They were offered extra credit for doing so. Because of this it was clear from the beginning that there would be less participation that originally hoped for.
The survey was held during the planned time period	no	The original date to hand in the surveys was the 13 th of May, but this date was extended to the 20 th due to low participation. Although the 13 th was the last day of class, the 20 th was the day of the final exam and students were able to hand in the responses in person on this day.
Correct number of participants	yes	It was clear that it would be difficult to get the entire class for 20 students to participate, given that the piloting had to be done outside of class time. It was predicted that 4 to 5 students might participate, in the end 9 did.
Responses were relevant	Nearly all of them	Yes, in all but 1 of the surveys, the responses were relevant to the questions. In one of the responses the use of English was not clear, as it seemed that instant translation was used. These comments were used when they could be adequately interpreted and seemed directly related to the questions.
Responses were collated and / or summarized	yes	The responses appear in Chart 1 of this paper
The results of the responses were presented in clear manner	yes	There is a paragraph in which the results are presented
There were conclusions draw from the surveys	yes	There is a paragraph in which the conclusions are presented in the conclusion section of this paper.
The conclusions are taken into consideration when	yes	The conclusions of this pilot are in line with the original idea of the use of SpeakApps. There were no major adjustments made to the project, as the planned use of this application was validated by this piloting.

make changes to the project.		Minor adjustments were made, such as the idea to form small groups of users inside the application or to upload in class presentations and the possibility to introduce more synchronous speaking opportunities outside of classtime.
Survey 2		
The original plan for piloting was respected	Yes	Originally it was known that time would be a factor in responses and the survey designed was relatively brief with some description of tools and only 6 questions
The survey was held during the planned time period	Yes / no	The survey was distributed during the time that had been scheduled, however, some responses were returned after the date that was established originally.
Correct number of participants	no	More participants would have given a wider insight to how and tools would be received by teachers and students alike.
Responses were relevant	Yes / no	While some responses were relevant in giving insight to how tools might be used or what possible problems could occur, there were nearly as many questions from the participants about the tools as there were comments.
Responses were collated and / or summarized		Some of the responses were shortened or summarized and put in chart format, Chart 3 of this paper.
The results of the responses were presented in clear manner	yes	The responses were organized in a way that all of the answers to the same questions could be seen together. This makes it easier to see the variety of responses to the same questions.
There were conclusions draw from the surveys	yes	There were some conclusions drawn from the responses, and they can be found in the conclusion section of this paper.
The conclusions are taken into consideration when make changes to the project.	yes	The conclusions from this part of the piloting will affect the use of wikis and forums and the implementation of the project as a whole.

Appendix 23

Overall Timing of project with comments Chart 24

Phase	Completed	Comments
Phase 1	yes	Completed before the change of classroom and not done in English
Phase 2	yes	First phase done in English, gave a clear base for the next phase as needs and a general plan was defined.
Phase 3 - Analysis	March 15 th to April 7 th , finished on April 10 th	Because of the Easter holidays this phase was completed after the due date. Both student and teacher surveys were successfully completed and gave important information for the formation of the design stage. PAC was revised.
Phase 4 - design	8 th of April to April 27 th Finished on time	After receiving feedback, some changes could be made to improve this PAC.
Phase 5 - development	28 th of April to May 12 th	This stage has been completed on time and piloting proposals set forth for the next stage.
Phase 6 . implementation	13 th of May to May 26 th	The Implementation stage with the related piloting has taken place within the dates established and the project is on time.
Phase 7 Thesis	May 27 th to June 6 th / 7 th	Completed on time



**Certificat de desenvolupament de pràctiques curriculars
al Màster en Educació i TIC (e-learning)**

En/Na.....ANNA MARIBEL CANET....., amb
DNI.....456713367W i càrrecGESTORA..... al
centre/empresa/institució.....INSTITUTE FOR MULTILINGUALISM - U16 BARCELONA.....
amb domicili aCIBERLAB, 22, 08019 BARCELONA..... i
CIF...6-61731469....., havent desenvolupat la funció de tutor/a de pràctiques
al mencionat centre.

CERTIFICA

Que en/naDoris Stanger....., amb
DNI.....X.11.7.5.11.2.Y..... ha desenvolupat l'assignatura de *Pràctiques externes* del
Màster en Educació i TIC de la Universitat Oberta de Catalunya, en el marc del
centre amunt citat i durant el període demaig 2016.....

I per a que així consti als efectes oportuns, signo aBarcelona....., el
25 demaig..... de 2016.

(Signatura i segel)

Universitat Internacional
de Catalunya

