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TÍTULO COMPLETO DEL TRABAJO: EFL ORAL SKILLS BEHAVIOR WHEN IMPLEMENTING BLENDED LEARNING IN A CONTENT-SUBJECT TEACHERS' PROFESSIONAL DEVELOPMENT COURSE

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2. Desarrollo profesional	2. Professional development
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5. Docentes de áreas de contenido	4. Content-subject teachers

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

El mundo de hoy requiere el uso del idioma ingles en diversas áreas del conocimiento. Además, el uso creciente de la tecnología en escenarios educativos (Zandi, Thang, & Krish, 2014) anima a los maestros a replantear su desarrollo profesional (Chen, Chen, & Tsai, 2009). De acuerdo con las ideas previas, este proyecto cualitativo de investigación-acción buscaba describir el comportamiento de las habilidades orales en inglés con lengua extranjera mientras se implementaba el enfoque de aprendizaje híbrido en un curso de desarrollo profesional docente. Los participantes fueron siete docentes de áreas de contenido de una institución educativa privada en el departamento del Huila, Colombia. Los datos fueron recolectados durante la implementación de un curso de inglés enfocado en aprendizaje híbrido, en el cual doce lecciones fueron divididas en seis sesiones presenciales y seis sesiones en línea. A través de entrevistas a profundidad, observaciones de clase, análisis de video grabaciones, reflexiones del profesor, productos de los estudiantes y una encuesta, los datos fueron recolectados. Los hallazgos sugieren que el comportamiento de las habilidades orales en ingles está conectado con uso de vocabulario, uso de lenguaje corporal, patrones de pronunciación e entonación, producción de segmentos de lenguaje, monitoreo de la producción oral,

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motivación y compromiso. También, el aprendizaje híbrido influyó positivamente en la producción oral de los participantes.

ABSTRACT: (Máximo 250 palabras)

Today's world demands the use of the English language in different areas of knowledge. Besides, the increasing use of technology in educational settings (Zandi, Thang, & Krish, 2014) encourages teachers to restate their professional development (Chen, Chen, & Tsai, 2009). This qualitative action research project seeks to identify the EFL oral skills that are promoted when a blended learning approach is implemented in a professional development course. The participants were seven content- subject teachers from a private school in Huila, Colombia. Data were gathered during the implementation of an English blended course in which twelve lessons were divided into six face-to-face session and six online meetings. Via in-depth interviews, class observations, video recording analysis, teacher's reflection, students' artifacts and a survey the data were collected. The findings suggest that the EFL oral skills behavior is connected with use of vocabulary, use of body language, pronunciation and intonation patterns, production of chunks of language, monitoring oral production and motivation and engagement. Also blended learning influenced positively participants' oral production.

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Running head: ELF ORAL BEHAVIOR IN A PROFESSIONAL DEVELOPMENT COURSE

Efl oral skills behavior when implementing blended learning in a content-subject teachers' professional development course.

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Master thesis submitted as a partial requirement to obtain the Master's degree in

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Abstract

Today's world demands the use of the English language in different areas of knowledge. Besides, the increasing use of technology in educational settings (Zandi, Thang, & Krish, 2014) encourages teachers to restate their professional development (Chen, Chen, & Tsai, 2009). This qualitative action research project seeks to identify the EFL oral skills that are promoted when a blended learning approach is implemented in a professional development course. The participants were seven content- subject teachers from a private school in Huila, Colombia. Data were gathered during the implementation of an English blended course in which twelve lessons were divided into six face-to-face session and six online meetings. Via in-depth interviews, class observations, video recording analysis, teacher's reflection, students' artifacts and a survey the data were collected. The findings suggest that the EFL oral skills behavior is connected with use of vocabulary, use of body language, pronunciation and intonation patterns, production of chunks of language, monitoring oral production and motivation and engagement. Also blended learning influenced positively participants' oral production.

Keywords: blended learning, content-subject teachers, EFL oral skills, professional development.

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Dedication

This study is dedicated to all those in-service content-subject teachers who tirelessly pursue the goal of becoming proficient in a second language. Their efforts are undoubtedly worth being remarked.

Natalia & Sergio

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Introduction

Since contexts in which teachers' develop their practices are continuously changing, it is of paramount importance to strengthen professional development. In this sense, professional development should be an ongoing process, so that educators are up to date (Zandi, Thang, & Krish, 2014). In order to reach the objectives of a world that constantly changes and becomes a challenge for teachers' job. These challenges are connected with educational policies, globalization and communication mediated by technological artefacts which enhance information exchange faster and more effective than decades ago. Having the previous idea in consideration, English language has the function of serving as a strategy to improve teachers' role. In spite of the fact that Colombian policies in terms of education consider English language learning as a mandatory subject, there exist limited opportunities to promote the development of oral skills in content-subject teachers as the occasions to practice and interacting in EFL with a peer are rather poor (Taillefer & Munoz-Luna, 2013). Nevertheless, even education and technology are working hand in hand in new teaching tendencies, there is a lack of knowledge regarding use of technological resources (Zandi, Thang, & Krish, 2014). During a needs analysis conducted, a Likert scale was applied to the participants. Based on the information gathered from a survey, it can be claimed that the teachers from Columbus American School had a low level of English proficiency and accuracy. According to Taillefer and Muñoz-Luna (2013) the responsibility to develop EFL oral skills needs to be reinforced as this does not only relies on the language teacher, but the learner's role is essential to develop oral skills. Likewise, the educational goal of Columbus American School aims to become bilingual in the following ten years. This is evidenced in the educational project of the school "PEI" (Proyecto Educativo Institucional, 2012) which evidences that the school will eventually begin a process of

internationalization. For instance, Columbus American School will sign agreements with foreign educational institutions to enhance pedagogical processes and strengthen bilingualism. However, the PEI of the school does not offer specific information on how teachers will be educated in regards to be competent in EFL.

Moreover, Columbus American School provides teachers with technological resources that can be used as tools to promote EFL oral skills. This project took into consideration the previous panorama to start building a solid proposal for a teacher development course in which a blended learning approach allowed the combination of technological and face to face classes to observe and give an account of EFL oral skills behavior in a group of teachers of the school.

Additionally, six content subject teachers participated in the study. They had been working for Columbus American School for about four years. Teachers' areas of specialization were Spanish, social studies, math, chemistry arts and music. Teachers participated in twelve sessions divided into six face to face sessions, and six online meetings through Skype®. The pedagogical intervention took into consideration communicative language teaching to design and implement lessons. During the face to face sessions, participants were presented with vocabulary and grammatical structures needed to speak EFL. At the end of each face to face meeting, participants were asked to record or film themselves by interacting with a classmate in EFL. These students' artefacts were uploaded to a virtual portfolio in Edmodo. Besides, in terms of the online meetings, participants were invited to be part of video conferences via Skype®. Being part of the conference allowed participants to practice EFL interaction. Consequently, this practice was intended to motivate students to reinforce the vocabulary and structures learnt in face to face classes. In both cases, during face to face and online interactions, one of the researchers accompanied the process and helped participants clarify doubts when necessary.

Consequently, the question considered as the most suitable to encapsulate the problem statement is “What occurs to EFL oral skills when implementing blended learning in a content-subject teachers’ professional development course?” Furthermore, a sub question was also considered in the study. This is “What is the influence of blended learning on content subject teachers’ EFL oral production in a professional development course?” To support the research idea, one general and a specific objectives were designed. The first one aims to describe what occurs to EFL oral skills when implementing blended learning in a content-subject teachers’ professional development course. The specific objective seeks to determine the influence of blended learning on content subject teachers’ EFL oral production in a professional development course.

This document will continue by discussing the main theoretical tenets that work as a basis for the development of the project. Also, the methodological aspects such the description of the participants, the main features of action research and the main contents of the pedagogical intervention will be briefly explained. The instruments that worked as tools for collecting information in terms of needs assessment and pedagogical design will be deeply analyzed. Finally findings and conclusions will give a general panorama of how the implementation of this project influenced EFL oral skills in content subject teachers.

Chapter I. Research Problem

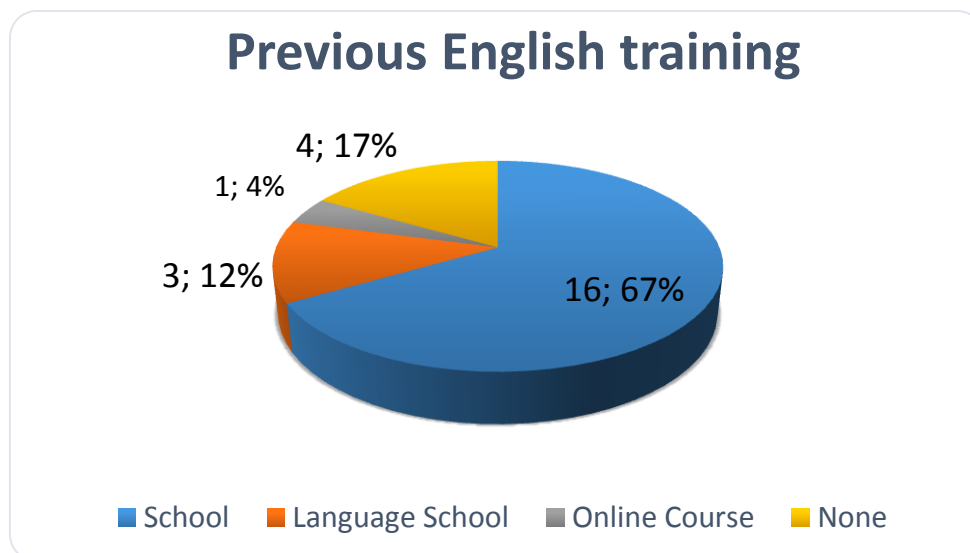
Statement of the problem

The Colombian Ministry of Education presented in 2005 the national bilingualism program which had the objective of helping Colombian citizenship become bilingual by 2019. This purpose would be achievable following the guidelines provided by the Common European Framework of Reference (CEFR) among other strategies proposed by the Ministry of Education (Ministerio de Educación Nacional, 2005). Opposite to the argument held by the national policies, and bearing in mind that there exist certain difficulties to achieve goals in terms of bilingualism in Colombia, Cárdenas and Miranda (2014) claim that Latin American regions appeared to face limitations within the frame of implementing EFL as a mandatory subject in schools. From the authors' perspective such limitations are closely related to large classes, limited resources, insufficient time exposure to the target language in class, low level of EFL proficiency held by primary and secondary English teachers, adoption of foreign educational models, poor infrastructure, and exclusion of indigenous native languages.

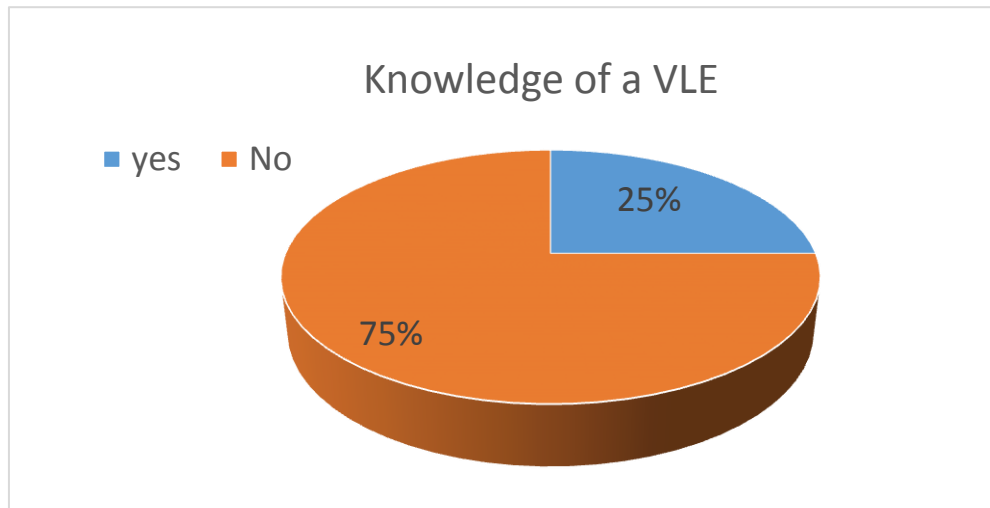
Having the previous argument in mind. It seemed prudent to carry out an action research project which intends to describe EFL oral skills, teachers' professional development and use of technology. In this sense, this investigation responds not only to the demands established by national policies, but these difficulties were confirmed through a needs analysis conducted with the target population included in this qualitative study. From the information gathered in a community visit that took place in Columbus American School, it could be concluded that the institution required a teacher development program. This is evidenced in the PEI (Columbus American School, 2012) which asserts that the school curriculum is prone to become bilingual in the following years. Additionally, the school panorama suggested the paramount importance for

teachers from all the school to develop proficiency in English language. Besides, the school counted on a wide range of technological resources which might facilitate the implementation of a Virtual Learning Environment (VLE) to enrich EFL instruction in teachers from different subjects at the school.

Additionally, from the data collected in the first survey applied (See appendix A), it could be concluded that most of the teachers only had previous instructions in English language from high school (graph 1). Consequently, teachers agreed on the fact that their language ability in terms of EFL was rather poor. In fact, they claimed it was of importance to learn EFL so they would be able to speak English. Also, teachers consider writing and speaking as the most relevant skills to develop. In this sense, they could be able to communicate with their students and improve their pedagogical practices in the future. Moreover, teachers asserted they only knew SENA and Open-English as examples of platforms they could use to learn English (graph 2). Finally, a hundred percent of the population surveyed, agreed on receiving instruction to develop EFL oral skills in English using a VLE.



Graph 1. Participants' previous exposure to EFL



Graph 2 Participants' knowledge of a VLE.

To start with, it is important to clarify that little or no research has been conducted in terms of exploring EFL oral skills behavior in content-subject teachers in the local, national, and international context. However, authors such Taillefer and Muñoz (2013), Chen, Chen, Tsai (2009), Mendieta (2012) and Boitshwarelo (2009) highlight the importance of blended learning and technological tools in teacher development programs and also as useful strategies to improve EFL skills.

In that sense, Taillefer and Muñoz (2013) assert that there are few opportunities to practice oral skills, and interaction with peers from foreign countries is also very limited. The participants enrolled in the previous research study were pre-service teachers. Therefore, the outcomes product of the pedagogical intervention followed by the researchers helped to understand how the implementation of technological tools can promote the development of different EFL skills. Consequently, the researchers decided to implement socio-constructivist activities using Skype® to develop oral skills. The situation above mentioned, relates to our research proposal, due to the fact that an internet based tool was used to enhance EFL oral skills. According to the results

obtained in Taillefer & Munoz-Luna's (2013) research study, Skype® worked as a bridge to connect the participants and to enrich their teaching practices by using English as the means to share ideas.

According to Chen, Chen, Tsai (2009) since the context for teachers is changing all the time, it is necessary better and ongoing professional development to keep them up to date. Therefore, following the authors' ideas, there are different technologies to strengthen teacher development programs. The author's objective for this study was to explore the frequency of online synchronous discussion in an Online Teacher Professional Development (OTPD) program in terms of social cues. In that sense, this study resembles our research idea owing to the fact that an online professional development program would help teachers to improve their technological and EFL oral skills.

On the other hand, Boitshwarelo (2009) in his study explores the influence of blended learning on a teacher development program on science teachers in Botswana. The recommendations obtained from this research study suggest that, 1) Schools should support on-going teacher learning in the workplace and should manage ICT resources for use by both teachers and students; 2) Government should support participatory and localized learning and institutionalize ICT access and use; and 3) Training providers should use blended methods and should model good ICT practices (Boitshwarelo, 2009). Some of those recommendations resemble the panorama of this project in the sense of promoting teacher development programs and the use of ICT tools to enroll teachers in those courses.

The previous studies provided a general panorama from an international perspective and were used to support the problem statement of our investigation. Also, the above mentioned research offers a clear view at the level of implementing ICT tools in teacher development

programs and how Skype provides opportunities for practicing EFL skills. In the Colombian context, there no exist projects that involve content-subject teachers and the development of EFL oral skills. However, Mendieta (2012) presents a literature review of the influence of blended learning over language teachers. In her study, Mendieta (2012) came to the conclusion that there is not enough information in regards to language teachers' perceptions and roles in the inclusion of ICT tools and blended learning strategies.

Having in mind the former settings and related studies, it is relevant to define the setting in which this research studied was carried out. Also, the rationale that drives this project and its development will be clearly stated.

Setting and rationale

This research study was conducted in Colombus American School, which is a private institution located in Rivera, a small town near the capital city of Huila, Colombia. The curriculum followed by the school emphasizes on the English language and for that reason, students take an average of eleven hours per week. Moreover, this school has the main objective of becoming bilingual in the following ten years (PEI, 2012). There is a total of 36 teachers at school but only 11 teachers have received education in English language teaching at a university level which makes reaching the school objective of becoming bilingual in the next ten years a difficult, if not impossible task.

The school provides teachers with different resources to guarantee the educators' professional development. As can be seen in picture 1, there is a teacher's lounge equipped with technological devices such as, computers, scanners, slide projectors, cd players, printers and an excellent internet connection. Similarly, to start with the process of bilingualism, Columbus American School is implementing different strategies to involve the educational community into foreign language use. As evidenced in picture 2, posters, sings, and educational activities for students have been designed to foster the use of EFL within the school.



Picture 1. Participants using technological resources at the school.



Picture 2. Bilingual environment within the school.

This research study is important for our personal growth as researchers. This enhances our research skills, awakens a spirit of curiosity and encourages us to explore alternative ways to boost the development of EFL literacies in non- EFL language teachers. Bearing in mind this initial point, this project can be conceived as the first step that local schools can adopt in a macro-intervention in which content-subject teachers can be provided with a professional development program about EFL learning that involves the development of the four communicative skills: reading, listening, speaking, and writing using technology as a tool to strengthen their daily teaching practice. In that sense the plan of Colombia becoming bilingual in future years can be reached more easily.

In terms of contribution to the local, national and international ELT community, this research could become a solid basis for further research in the field of technology and EFL teacher education. Until this moment little or no research has been carried out with population that includes teachers who were educated in specific subjects but do not speak English, those teachers that feel the necessity to learn EFL to improve their teaching skills, enhance their professional development, and be competent in today's demanding globalized world.

Research question(s)

In light of the panorama described above, this research seeks to delve into the issue of describing the behavior of EFL oral skills when implementing blended learning in a professional development course for content-subject teachers. The study aimed at answering the question considered as the most suitable to encapsulate the problem statement: "What occurs to EFL oral skills when implementing blended learning in a content-subject teachers' professional development course?" furthermore, a sub question was also considered in the study. This is

“What is the influence of blended learning on content subject teachers’ EFL oral production in a professional development course?”

Research Objectives

General objective:

- To describe EFL oral skills behavior when implementing blended learning in a content-subject teachers’ professional development course.

Specific objective:

- To determine the influence of blended learning on content subject teachers’ EFL oral production in a professional development course.

Chapter II. Theoretical Framework

In light of theoretically supporting this research study, different concepts need to be reviewed. To begin with, the linguistic patterns of EFL oral skills will be discussed from the communicative competence perspective (Bachman and Palmer, 1990). Additionally, an analysis of Computer Mediated Communication (CMC), blended learning and how technology influences language learning will be offered. Besides, it is necessary to elaborate on the concept of professional development and teacher education that leads to present the concept of Content subject teachers. This concept is worth being addressed owing to the fact that content- subject teachers were selected as target population of this investigation.

EFL Oral Skills

The first part of the literature review is intended to present the characteristics of English as a Foreign Language and the form in which oral skills are shaped following this perspective.

The current status of English has turned a significant percentage of the world's population into part-time users or learners of English (Richards, 1985). In other words, English works as a tool for people to communicate with others and establish social relationships. English as a Foreign Language (EFL) refers to the use of English by non-native English speakers in different context in which this language is not commonly used. Richards (1985) describes EFL taking into consideration the significant role that English plays in countries where it is not an official language. Besides, Richards' argument establishes that aside from being needed for people who work in tourism and business, English is also an important subject at school and in the university level no matter that the country had not established it as an official language. Currently, majoring in any area of knowledge requires the candidates to hold a level of EFL proficiency determined

by each university. The fluency and accuracy of a language seems to be determined by the proficiency that the speakers hold in terms of oral skills.

The next session of the literature review will present communicative language competence from Bachman and Palmer (1996).

Communicative language competence

The following portion will examine the view on communicative competence established by Bachman (1990), and Bachman and Palmer (1996). This concept is worth being mentioned owing to the fact that this view on communicative competence is one of the constructs that support the present study.

One of the most striking topics in relation to EFL oral skills is the development of the communicative competence on the language learner. In the light of this study, Bachman's (1990) model of communicative language ability (CLA) attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs. The CLA is framed under three components: language competence, strategic competence and tropical knowledge (Bachman & Palmer, 1996). On one hand, in terms of language knowledge, Bachman (1990) presents two subcategories: organizational competence and pragmatic competence. Based on the categories presented, the following figure explains in detail the main components of this characteristic.

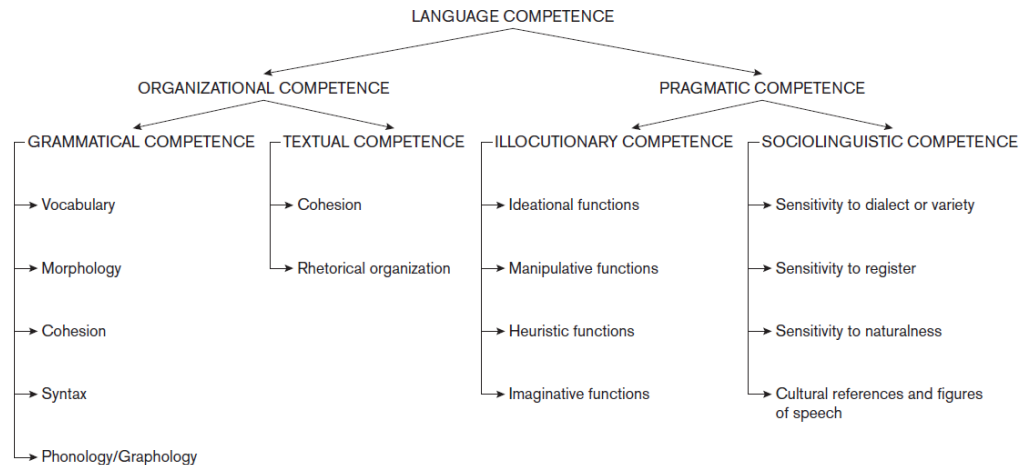


Figure A3.4 Components of language competence (Bachman, 1990: 87)

Picture 3. Components of language competence (Bachman and Palmer, 1990 p. 87)

On the other hand, Bachman and Palmer (1996) correlate the tropical knowledge with the memories or experiences that determine the role of a person in a specific task and the level of linguistic flexibility this person may offer during the task. Hence, the affective factor is immersed in the communicative competence of learners and its influence can be reflected on the language proficiency. The latter category, strategic competence focus the attention over the metacognitive strategies that facilitate the interaction among the knowledge and situations where language is used (Bachman and Palmer, 1996).

Oral skills

Accordingly, as stated by Lazaraton (2001 p.103) for most people the ability to speak a language means knowing the target language since speech is the most basic means of human communication. In this sense, communication involves enabling someone else to understand what we want to tell them what is often referred to as our message. Not only facts are communicated, but opinions and emotions can be also transmitted in everyday situations. (Lynch, 1996). Following the Lynch's perspective, aside from communicating ideas, feelings,

and emotions to others through the spoken language, humans negotiate ideas and transfer views on life to the rest of the world through the spoken language. Thanks to their ability to interact with others by means of oral communication, people are able to create a speech with different purposes and be heard and understood by others.

Moreover, Brown (2007) establishes two types of spoken language: interpersonal or interactional, and transactional. The former is carried out more for the purpose of maintaining social relationships than for the transition of facts and information. The second one has the purpose of conveying or exchange specific information. In this sense is very common to find the use of interpersonal language in everyday life situations. As this is used commonly to interact with other as a way to maintain relationships of kindness with others. However, the transactional language is closely related to a more complex use of the language. This accomplishes the task of negotiating ideas with others. In other words, transactional language is use to convince others based on specific arguments stated in a person's mind.

Besides, guiding people how to develop speaking skills can cover a wide range of oral activities from genuine interaction (i.e. actually talking to someone about something) to repetition drills. Also, in the classroom there are two kinds of interaction: teacher-learner, or learner-learner interaction. Besides, the teacher is supposed to arrange specific activities in the classroom to let the leaners negotiate meaning through speaking tasks which could be performed individually or in small groups. These dynamics enhance not only the learners' opportunities to speak, but also help reduce the psychological border of public performance (Lynch, 1996).

There are three main reasons to encourage EFL students to speak in the classroom. Firstly, students are provided with rehearsal opportunities. Secondly, oral practice offers feedback to teachers and learners. Thirdly, speaking practice help learners become automatic users of various

elements of language (Harmer, 2007). The previous author suggests on how through guided practice and continuous feedback, learner's automaticity to respond to oral tasks in real-life communicative situations can be reached. Likewise, the teacher needs to search for activities that provide learners with opportunities to develop their oral skills.

Brown (2007) points out eight factors that determine the difficultness of speaking. 1) Clustering, where speech is phrasal, not word by word. 2) Redundancy; over-use of words to make meaning clear. 3) Reduced forms; use of contractions, elisions and reduced vowels. 4) Performance variables, are related to hesitations, pauses, backtracking and corrections. 5) Colloquial language, where learners relate words with idioms and phrases. 6) Rate of delivery, it helps learners to achieve an acceptable speed along with other attributes of fluency. 7) Stress, rhythm, and intonation, are the most important characteristics of pronunciation used to convey meaning. 8) Interaction, the creativity of conversational negotiation. Having the previous factors in mind, a teacher can start planning lessons carefully staged based on the difficultness of the task.

In addition, there exist principles for teaching speaking. These are carefully explained by Brown (2007). Such principles can be listed as follows: To focus on fluency and accuracy, to provide intrinsically motivating techniques, to encourage the use of authentic language in meaningful context, to provide appropriate feedback and correction, to link speaking and listening, to give opportunities for oral communication, and to encourage the development of speaking strategies (Brown, 2007). Likewise, from the author's perspective, the speaking strategies that learners may use to success in a speaking task have to do with asking for clarification, asking someone to repeat something, using fillers in order to get time to process, using conversation maintenance cues, getting someone's attention, using paraphrases, appealing

for assistance from the interlocutor, using formulaic expressions, using mind and nonverbal expressions to convey meaning.

Now, it is important to highlight the advantages of assess speaking skills. One of the advantages of assessing speaking in the classroom is that speaking can be observable, recordable and measurable. However, there are three features that need to be taken into account. The first one has to do with clarifying the category of speaking performance. In second place, the description of the micro and macro skill is required. And finally, it is necessary to specify the genre of spoken language that is being assessed (Brown, 2007). For this reason, clear guidelines need to be provided. This means that the learners have to know specifically the objectives of the speaking task that they are asked to perform. Also, learners should have been presented the vocabulary and common expressions they could use to address the task they are supposed to perform.

Moreover, Brown (2007) presents five types of tasks for assessing speaking. Those tasks are related to the type of oral performance presented in the classroom (Imitative, intensive, responsive, interactive and extensive) (see table 1.). The tasks stated by Brown were of paramount importance at the time of designing the pedagogical intervention applied in this research study.

Task	Types of activities
Imitative speaking tasks	<ul style="list-style-type: none"> - <i>Minimal pair repetition</i> - <i>Word/phrase repetition</i> - <i>- Sentence repetition</i>
Intensive speaking tasks	<ul style="list-style-type: none"> - <i>Directed response</i>

	<ul style="list-style-type: none"> - <i>Read aloud</i> - <i>Oral sentence completion</i> - <i>Directed response (questions)</i> - <i>Picture-cued elicitation of a grammatical item</i> - <i>Translation of a word, phrase or sentence.</i>
Responsive speaking tasks	<ul style="list-style-type: none"> - <i>Picture-cued elicitation of response or description</i> - <i>Map cued elicitation of directions</i> - <i>Question and answer open-ended</i> - <i>Question/elicitation</i> - <i>Elicitation of instructions</i> - <i>Paraphrasing</i>
Interactive speaking tasks	<ul style="list-style-type: none"> - <i>Oral interviews</i> - <i>Role plays</i> - <i>Discussions and conversations</i> - <i>Games</i>
Extensive speaking tasks	<ul style="list-style-type: none"> - <i>Oral presentations</i> - <i>Pictures cued story telling</i> - <i>Re-telling a story or news event</i> - <i>Translation into L2 of an extended text</i>

Table 1. Tasks for assessing speaking. Adapted from Brown (2007)

Apart from understanding the different aspects immersed on communicative competence, it is relevant to identify how this competence can be developed in different types of communication. The next paragraphs will express a description of Computer Mediated Communication that is nowadays used as a useful tool in education.

Computer Mediated Communication (CMC) and Blended Learning

Computer mediated communication (CMC) and Blended Learning are two constructs that complement each other in this investigation. For this reason the concepts will not be addressed separately. First of all, a discussion of CMC will be offered taking into consideration the branches of asynchronous mediated communication (ACMC) and synchronous computer mediated communication (SCMC). Then, it will be argued the reasons why CMC is perceived as a series of tools that enable network based language teaching and learning. From the previous view, it will be elaborated on the concept of blended learning and its influence on language learning.

Initially, Blake (2008) offers a review of Computer Mediated Communication (CMC) following two perspectives. The first branch relates to Synchronous Mediated Communication (SCMC) and the second has to do with Asynchronous Mediated Communication (ACMC). Examples of tools within the former branch are, blogs and wikis. For instance, Blogs are online journals that others can read and react to. Besides, Wikis are part of an individual's initiative in which people communicate ideas and people obtain factual information of diverse topics; these can be edited, reorganized or parts of them deleted. Moreover, tools such MSN Messenger, Yahoo! Messenger, Instant Messenger (IM) are examples of the latter category (SCMC) and enable instant communication among users subscribed to the IM tool.

Among the benefits of written SCMC, Payne (2004) pointed out some benefits. First, SCMC reduces the pace of discussion. Second, textual exchanges are posted and are present on the screen for students to consult and continue processing. Thirdly, Students have more time for linguistic processing to prepare their own contributions. Finally, students' affective filters are lower in SCMC because no one is looking over their shoulder as is the case in face-to-face exchanges (cited in Blake, 2008).

Moreover, from Kern's and Warschauer's (2000) point of view, the implementation of ACMC and SCMC in service of language learning are part of Network-Based Language Teaching (NBLT) (cited in Blake, 2008). In this, sense it can be argued that language teachers and language learners are able to select from a variety of resources that will surely contribute to succeed when studying a foreign language. In this vein, teacher education in CALL (Computer Assisted Language Learning) should not only be about learning about teaching or even teaching about teaching but should also be about fostering the trainee's personal development to become a confident and competent online teacher by paying careful attention to their emotions, feelings, and reactions (Wang, Chen, & Levy, 2010, p. 290. Cited in Viáfara, 2011, p. 212).

Having the previous statement in mind, it is necessary to mention Sharma and Barret's (2007) presentation of blended learning. From their perspective, blended learning is a strategy to overcome difficulties when interacting with technology (p 15). This concept as defined by the authors, refers to a course which combines a face-to-face classroom component with an appropriate use of technology. By implementing blended learning in a language course for a pedagogical reason, value to the teaching is added. Even, the concept of blended learning is not rather new, this has been applied in different areas of teaching. The methodology that blended teaching follows is divided into face-to-face tasks and virtual activities. As stated by Bersin

(2004) blended learning is the combination of different training "media"(technology activities and types of events) to create an optimum training program for specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats (p. 56). In fact, the traditional teaching activities carried out in the classroom can be supported through the use of virtual resources that enhance the development of EFL skills in the participants immersed in blended Learning.

In terms of a higher education institution, blended learning is a model which is increasingly being used in response to some of the social, economic and pedagogical challenges that the schools are currently facing (Mendieta, 2012 p.165). In this sense, it is certain to claim that technology is immersed in different educational settings, this is the reason why the implementation of blended learning has increased nowadays. All this due to the benefits associated with time and place that this approach offers (Lim, Morris, & Kupritz, 2007). This also helps the learner to be more engaged due to the fact that learning can take place without a physical setting and certainly the online class can be effective as virtual place to disseminate, collect and exchange knowledge and ideas (Bender, 2003).

In order to overcome the difficulties of the teaching process the blended learning offers a great variety of technological tools. Also, this seeks to enhance the learner's satisfaction while achieving learning outcomes. To conclude, these are three of the most common definitions:

- (a) a learning method with more than one delivery mode is being used to optimize learning outcomes and reduced cost associated with program delivery, (b) any mix of instructor-led training methods with technology-based learning, and (c) the mix of traditional and interactive-rich forms of classroom training with any of the innovative technologies such as multimedia, CD-ROM, video streaming,

virtual classroom, email/conference calls, and online animation/video streaming technology (Lim, Morris, & Kupritz, 2007). (Page 28)

Within the previous investigation, Blended learning was implemented as a tool that supported the pedagogical intervention. In this sense, Skype was the means used to carry out the online sessions. This online application helped users to utilize voice call services and video calls, allowing members to maintain in touch with people in different places in real time. Another technological tool used during the development of the project was EDMODO, this educational technological tool offer teachers the opportunity to share content, and tasks for different classes. Besides online strategies, traditional language lessons were offered and eventually the same amount of online meetings was carried out. This was meant to provide learners with more tools to enhance their EFL oral skills development. Therefore, after having provided characteristics of the blended learning approach it is vital to define and highlight features of professional development and its role in the development of this research.

The subsequent paragraphs aim to elaborate on professional development and teacher education.

Second/Foreign language Professional development

Owing to the fact that our research lies in the field of professional development and teacher education, the following part of the literature review will point out theorists' ideas on the topics mentioned.

As pointed out by Richards and Farrell (2005) development generally refers to general growth not focused on a specific job. And in the case of educators, professional development serves as a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching

and of themselves as professionals. It often involves examining different dimensions of a teacher's practice as a basis for improvement of practices and can hence be seen as a continuous process. Similarly, following the author's ideas, the most practical response to this situation is for the school to provide the means by which teachers can acquire the knowledge and skills they need. Here, teacher development is primarily conceived in terms of the needs of the institution. Because it refers to developmental activities within a school or institution, it is usually referred to as *staff development* and often takes the form of *in-service training*. It is intended to directly or indirectly enhance the performance of the institution as a whole, as well as to contribute incidentally to the teacher's individual development.

Moreover, one of the main reasons to pursue professional development is to empower educators, in other words, is the process through which teachers are capable of engaging in, sharing control of, and influencing events and institutions that affect their lives (Murray, 2010). Bearing this in mind, it seems clear that the target population of this research project expressed the need to be part of a professional development program due to the fact that the school is immersed in new strategies to improve teaching practices. Those strategies are related to use of technology and the implementation of English as a foreign language. Thus, they would be given a specific space for them to reflect upon the current situations they face in their context. Besides, the need for implementing professional development emerges from the school curriculum that suggested the idea of becoming bilingual in the following years. Also, content- subject teachers claimed the necessity of taking part in a professional development course that provided certain tools to enhance their oral skills this was found after applying a survey among teachers. In fact, as indicated by Murray (2010) being an effective teacher requires a combination of professional knowledge and specialized skills as well as teachers' own personal experiences and qualities.

The combinations of these factors seem to be determining features that should be considered by teachers and teacher-trainers at the time of planning and developing professional development courses in a specific population.

It is highly significant to remark that professional development is essential especially in today's world of constantly changing technology (Murray, 2010). In fact, the idea of educating teachers with the purpose of responding to the requirements that the current world demands, is an idea that should be considered by any teacher and school director across the world.

Correspondingly, it is prudent to mention that the effectiveness of teaching practices are likely to be framed by the knowledge teachers have regarding issues and trends in the classroom.

Furthermore, it seems clear that teachers should put all their efforts in identifying and search for innovative ideas regarding teaching and how to incorporate these outstanding practices into the classroom.

Additionally, the role of teacher educators has to recognize that teacher-learners are not empty vessels waiting to be filled with theoretical and pedagogical skills. According to Freeman and Johnson (1998) teacher-learners are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms. Taking into account the previous premise, this teacher development course is focused on a knowledge-based framework for teacher education. In this sense, Freeman and Johnson (1998) claimed that this framework aims to answer the questions: Who teaches? What? To whom? Where? In other words, the basis of the teacher education program is connected with three main domains: teacher-learner, social context and pedagogical process (Freeman & Johnson, 1998). By integrating the three domains, teacher educators

determine the main purpose the teacher development course is to have a broader panorama of the teacher-learners background knowledge.

To conclude, it can be assured that added to the domains of the knowledge based framework, Shulman (1987) identified seven categories of the knowledge base: content knowledge, general pedagogical knowledge, curriculum knowledge, and pedagogical content knowledge, knowledge of learners, knowledge of the educational context and knowledge of educational ends. Therefore, this teacher development course is focused on the first category related to content knowledge. In this sense as Shulman (1987) pointed out, this view implies that the teacher should understand of the particular subject taught, its structures, principles, and its influence over the learners in the classroom. however as stated by Johnson and Freeman (1998) categories need to be interconnected, in that sense, aspects from other categories will complement the purpose of the professional development program.

To conclude, the last part of the theoretical framework has the purpose of presenting the concept of content-subject teachers.

Content-subject teachers

These lines have the purpose of offering a definition of content-subject teachers. The researchers decided to include this as another construct owing to the fact that the research was conducted with the aid of a context where content-subject teachers were selected as participants. Additionally, it can be claimed that the concept of content-subject teachers make this investigation different from other conducted in the field.

After reviewing the literature in depth, it might be claimed that does not exist a clear definition of content-subject teacher. However, for the purpose of this study content-subject teachers will be defined as content teachers in charge of teaching a specific subject at school.

The math teacher, the science teacher, and the geography teacher are examples of content-subject teachers who have been educated in terms of pedagogy and didactics to teach content regarding a specific area of knowledge. However, their source of knowledge is strictly content-based and pedagogical in a specific field. They have not been exposed to formal EFL instruction.

Chapter III. Methodological Design

Type of study

This study is framed into the principles of qualitative research that can be described as type of research that encompasses a wide range of aims and methods. Creswell (2013) presents a series of characteristics that captures the perspectives of this approach. Firstly, qualitative research data is collected in a setting where participants experience the problem. Also, researchers are a key instrument for data collection and there exist a great variety qualitative driven data. Qualitative research is also interpretive, allowing the researcher to see the problem from the perspective of different theoretical lens (Creswell, 2013). This makes choosing the best method for a specific project a difficult and risky decision (Gläser, Jochen, & Laudel, 2013).

According to Richards and Farrell (2005) action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. In this sense, teachers can follow a series of steps in order to solve the problematic issue presented. The steps mentioned have to do with planning, action, observation and reflection. Kemmis and McTaggard (1998) presents a more concrete definition of action research by stating that “is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out”. This qualitative action research study aimed to identify which EFL oral skills are promoted through the implementation of a blended learning approach by following the spiral self-reflective cycle proposed by Kemmis and McTaggard (1998) that involves planning a change, acting and, observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting and observing again, reflecting again, and so on.

Participants

The participants enrolled in this investigation were six content-subject teachers from a private school in Huila. Taking into account the definition given for content-subject teachers, all of six participants were instructed in a specific subject. The teachers enrolled in this study were in charge of teaching content subjects such as math, science, ICT, arts, Spanish language and social studies; in their mother tongue, Spanish. Due to the fact that the school organizes teachers into subject groups, one specific teacher was selected to be the leader of each subject-related group, this leader was chosen to be the participant because of the opportunities they had to become disseminators of the knowledge they had built during the teacher development experience among the rest of the teachers of the staff.

In terms of demographical distribution, 2 teachers were working in the school for five years and the other 4 participants were in the school for no more than a year. At the moment of the investigation four teachers were in charge of teaching their subject in both primary and secondary levels and 2 of them were only enrolled in secondary level. The amount of hours teachers devoted in their classes was no more than 15 hours per week.

Bearing in mind ethical considerations, before starting the project participants were asked to sign a consent letter in which they were informed about the characteristics of the project, their role in the investigation and the privacy of their identity during the process. See consent letter on the annexes. For this reason, codes were assigned to each one of them, **P1, P2, P3, P4, P5, and P6**. In the diagnostic stage a Likert scale was applied to the population selected. The analysis of the survey suggested that teachers' perceptions regarding their L2 proficiency and accuracy was rather poor. All this because none of them claimed to had taken formal EFL instruction.

Instruments and Data Collection Procedure

The data collection process was divided into three main stages. Firstly, in order to determine initial participants' perceptions regarding the project, in-depth interviews were applied to each one of the participants. In-depth interviewing aimed at exploring the contextual boundaries of that experience or perception, to uncover what is usually hidden from ordinary view or reflection or to penetrate to more reflective understandings about the nature of that experience (Johnson, 2007). After analyzing the ideas participants hold in regards to the project and having a clear perspective of teachers' background knowledge in terms of language and technology proficiency, the second stage was developed. In the next step, following the principles of action research, planning, observation and reflection (Richards and Farrell, 2005) the main objective was to identify participants' attitudes and use of EFL oral skills during the twelve interventions.

On the one hand, the roles of the instructor and the observer were established. According to Brown and Rodgers (2002) researchers tend to collect data in the field at the site where participants experienced the issue or problem under study. The objective of one researcher was to work as the instructor and while doing the session field notes worked as a source of data. Following Brown and Rodgers' (2002) ideas, field notes is a way of reporting observations, reflections and reactions to classroom problems. Additionally, observation operated as a powerful tool to identify information related to the categories immersed in the description of the behavior of EFL oral skills. As stated by Kumar (1999) "observation is a purposeful systematic and selective way of watching and listening to an interaction or phenomenon as it takes place". Accordingly, observations, followed a structured way (Brown & Rodgers, 2002) in which some prior categories related to EFL oral skills were established as a guide for the observation process.

The observation process started since the very beginning of the pedagogical interventions. Additionally both, face to face and online sessions were observed carefully and all participants were the focus of those observations.

On the other hand a second interview was carried out almost finishing the twelve interventions. As explained by Colhen, Manion and Morrison (2007) interview is a flexible tool for data collection in which multisensory channels are used: verbal, non-verbal and spoken. Also, through interviews, a topic can be controlled or can give a space for spontaneity. This second interview followed the principles of a qualitative interview presented by Carol and Warren (2002) in which interviews are more constructionist and positivist and interviewers are meaning makers and not passive. One purpose of qualitative interviewing is to derive interpretations, not facts and laws. In other words, as stated by Creswell (2013), these interviews involve unstructured and often open-ended questions that intend to elicit views and opinions participants express in regards to the impact of the implementation of blended learning in the professional development course. All participants were interviewed at the beginning and at the end of the research process. The role of one of the researchers was to meet the participants individually at scheduled hours and using a voice recorder, participants answered the questions asked by the investigators.

The third stage was developed during the interventions, the instruments used in this section were video-tape recordings and the transcripts obtained from each session. In regards to the previously mentioned instrument, Hopkins (2014) clarifies that this strategy allows teacher to observe many facets of the learning process and provides heuristic and accurate information for diagnosis. Nevertheless, one of the advantages of video-tape recordings is that enables all situations to be constantly reviewed (Hopkins, 2014). Additionally, transcriptions understood

form Colhen's et al (2007) perspective as the translation from one set of rule systems (oral, interpersonal) to another very remote system (written language). The main purpose of transcriptions was to identify specific situations in which EFL oral skills were promoted among participants. In that sense, twelve sessions were videotaped and transcribed, six face to face and six online classes. Finally time devoted in each session was from one hour and a half to two hours and there were two sessions weekly.

Instructional Design

This section is concerned with the issue of describing the pedagogical intervention applied as a strategy to answer the research question presented to guide this study. Having in mind that this action research study aimed to identify the behavior EFL oral skills showed during the implementation of a blended learning approach in a teacher development course, a complete set of twelve sessions was designed.

In addition, a blended approach was selected to plan on it the pedagogical intervention. Twelve lessons were carefully planned following the principles of blended learning. For that reason six face to face sessions were accomplished along with other six online meetings. The purpose of the six online meetings had to do with reinforcing through oral practice the vocabulary, grammatical structures and contents provided in the face to face sessions. Besides the blended approach, the face to face sessions followed the principles of the communicative approach owing the fact that the main purpose of the implementation was to identify EFL oral skills behavior.

Furthermore, the design process of this teacher development course tried to follow the eight steps proposed by Nuñez, Tellez, Castellanos and Ramos (2009) in order to create and

develop a course. First of all the above mentioned authors suggest that it is required as a preliminary stage a needs assessment or analysis. Taking into account that the participants enrolled in this study are in charge of teaching content subjects such as math, science, ICT, arts, Spanish language and social studies; in their mother tongue, Spanish, in the diagnostic stage a Likert scale was applied to the population selected. The analysis of this instrument suggested that teachers' perceptions regarding their L2 proficiency and accuracy was rather poor. Also none of them claimed to have taken formal EFL instruction. Hence an action plan was designed intended to promote EFL oral skills in content-subject teacher.

Secondly, according to Nuñez et. al, (2009) it is of paramount importance to identify the approach or method and design. In light of this study, two approaches have been selected. The approach that entails the whole syllabus designed for the course is the communicative learning approach. However blended learning approach gives the main characteristic this course hold and it is the implementation of face to face and online instruction (Sharma and Barret, 2007).

As third stage, Nuñez et al (2009) highlight the importance of determining the general goals and objectives of the course. As it was mentioned before, the main purpose of this course is to provide participants with opportunities for promoting EFL oral skills

Following Tudor's (2001) visions of the nature of language, for the purpose of this study, and taking into account the context and the participant's needs expectations and background knowledge, the most suitable theory of language is the Functional. According to Tudor (2001) this vision of language is focused on the role of the language to do things. In other words, in a language learning programme based on the functional approach to language teaching course content and activities are selected to enable students to operate effectively in the relevant communicative situation of use (Nuñez et al., 2009). From this perspective, this study also

relates to the communicative approach that allow the participants to have a general knowledge not just of the structures of the language but also have a wider perspective of the functionality of the language in a certain context.

Bearing in mind the functional vision of language, it is relevant to define the theory of language learning that enlightens this research study. As stated by Tudor (2001) there are four visions of language learning that entails the course design process and activities. Those are, experiential learning, analytical learning, habit formation, developing automaticity and the role of affect. The most suitable theory of language learning for this study is the experiential learning which highlights direct experience of the target language for communicative purposes. It also addresses two main factors of language learning: (a) permanent exposure to significant quantity of input in the target language and (b) constant use of the language for communicative purposes. This experiential approach to learning advocates two issues, learning by doing where language use promotes learning and it need to be structured in a consistent pedagogically manner (Tudor, 2001 as cited by Nuñez et al 2009)

Another important aspect that Nuñez et, al. (2009) highlight that designing a course is the selection of a method or approach for teaching. In light of this study, the communicative approach provided the path to follow during the implementation of the course. According to Littlewood (1981):

A communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. In other words, we begin to look not only at language forma but also at what people do with these forms when they want to communicate with each other” (p. 10)

From that perspective, communicative approach allowed the researchers to have a broader panorama of language learning, providing the participants with opportunities to use the target language in communicative situations, bearing in mind the functionality of the language. Also Brown (2001 as cited in Nuñez et al. 2009) presents general characteristics of the communicative approach. For example, Brown stated that this approach promotes cooperative, collaborative and interactive learning. From the author's perspective, communicative approach allows a more learner-centered instruction, through the implementation of tasks and interactive communicative situations.

Due to the fact that the main purpose of the pedagogical intervention is to provide opportunities for the participants to promote EFL oral skills, there are grounds for believing that there exist a solid relation with the research inquiry of this study. All this because the focus of this study is to identify what is the behavior of EFL oral skills among participants. In this sense, during the pedagogical intervention as it was mentioned before, there exist a great variety of activities that allow the participants to use the target language.

On account of the fact that this pedagogical intervention follows the principles of blended learning approach, twelve sessions were carefully designed. The fourth step presented by Nuñez et, al. (2009) is linked with the process of designing the syllabus. In order to focus the topics on the theory of language learning, a notional functional syllabus was co-constructed among researchers and participants. Bearing in mind that the starting point for a notional-functional syllabus is the communicative purpose and conceptual meaning of language (Rabbini, 2002), six language functions were part of the pedagogical design: asking and providing personal information, expressing likes and dislikes about food, talking about school routines, expressing abilities, describing people and, asking for /giving directions. (See table 2)

Session	Date	Objective	Description	Vocabulary	Resources
6.1 face-to-face instruction	October 13 th , 2015	- To ask and provide instructions on how to arrive at a place.	Using the poster of a city, the instructor will give the participants the new vocabulary and useful expression to give directions. Throughout the activity called "Scavenger hunt" the participants are taking out of the room with written instructions on a paper. They are asked to wander around the school looking for clues to arrive at a specific place within the school. The first participant to accomplish the goal will get a prize. To reinforce the vocabulary and expressions given, the participant will be asked to simulate a conversation between a foreigner and a citizen, the foreigner wants to get to a specific place in the city. The citizen will provide details about locations and the steps the foreigner has to follow to arrive at the target. They will record themselves while speaking and the file will be uploaded to Edmodo.	Places in town: hospital, bank, cafeteria, mall, airport, shops, library, theater, park, bakery. Giving directions: turn left/right, go straight/back, and go up/down. Prepositions of place: in front of, opposite, behind, between.	Laptop and internet connection, posters, photocopies with clues.

Table 2. Pedagogical intervention sample

Before starting the sessions, an interview was applied to the participants. The main objective of this instrument was to identify the expectations of the teachers in regards to the implementation of the course. Based on the comments obtained, six lesson plans were constructed trying to suit participants' needs.

Afterwards, a 0.0 session was carried out in order to familiarize the participants with the routines of the course and also to provide general instruction on how to use the Edmodo platform selected as a virtual portfolio for the class. Due to the fact that most of the participants did not have a Skype® account, in this 0.0 session instructors helped the teachers to create an account and give tips to use this platform properly.

After recognizing the virtual environment, and having decided on the dates for the sessions, Tuesdays were assigned for the face to face (F2F) class and Wednesdays were selected for the Skype® sessions. All this because participants agreed on the fact that for them it was easy to remember the topics from the F2F if the virtual class was not far from the previous session. The interventions were carried out during six weeks.

One researcher worked as the instructor while the other was observing the classes and reporting findings on an observation format. At the end of each session, the instructor filled an instrument in order to report what was done in the class. Also in order to collect more data for identifying the oral skills promoted by the participants, all the interventions were videotaped. A deep analysis was done after the development of the interventions using the transcripts from those videos.

The fifth stage followed has to do with the topic and material selection (Nuñez et, al., 2009). As it was mentioned before, this syllabus followed the principles of a notional functional approach. In this sense, each one of the interventions was linked to a specific function of language. Owing to the fact that there were two sessions per week, one function was selected to be developed either in the F2F and the online session. Firstly, as the introductory session, asking and providing personal information was the function selected. The objectives of that session were to get familiar with vocabulary regarding giving and asking for personal information and to identify the different forms to provide and ask for personal information when interacting with a person. Activities such dialogues, a worksheet and a real life communicative situation with a foreigner were developed.

After each session the reflection process was carried out. In this, teacher and observer analyzed the videotape recordings through transcripts and also complete the observation formats designed for that purpose. After doing this, both researchers established different strategies to carry out during the sessions. Also tasks and activities were deeply analyze to find out the most suitable for the promotion of EFL oral skills among the participants. By reflecting upon the different roles in the classroom an also bearing in mind participants comments and suggestions, a

new lesson plan was designed for the following session. This process was conducted weekly at the end of F2F and online sessions.

The second session (2.1 – 2.2) was focused on expressing likes and dislikes about food related to the function of ordering and offering food in a restaurant. The main purposes of those interventions were to identify vocabulary and basic expressions to interact at the restaurant, to order food in a restaurant and to ask and answer questions about food. During the F2F session, participants had the opportunity to use senses to identify vocabulary and also to create a restaurant situation through a role play. The intervention number 3.1 (F2F) and 3.2 (Skype®) was linked with the notion of talking about school routines. Those classes aimed to recognize vocabulary related to school routines and objects, to express ideas about school routines through a role play and in the same line to detect pronunciation pattern of the participants' speech.

In the fourth intervention (4.1 – 4.2) participants were provided with vocabulary and expressions to express abilities. The main objectives of those classes were to attain vocabulary and expressions about sports and hobbies, to practice vocabulary about sports in the context of a physical education class and to reinforce vocabulary about sports and hobbies through a chat session. In order to match the activities with the topic, some TPR (Total Physical Response) exercises were accomplished. Also a communicative situation was presented during the Skype® session in order to help the participants to reinforce their oral skills.

In 5.1 and 5.2 sessions, participants were intended to reinforce the function of describing people and the objectives were to describe people using an internet platform and using the vocabulary suggested in class. The last session was one of the most challenging for the participants due to the fact that in the F2F class was focused on asking for and giving directions to arrive at a place. In there, participants were enrolled in activities such as scavenger hunt and

role plays. In the Skype® session, participants were asked to join to the platform and individually answer questions based on a specific situation of a job interview. The main objective of this activity was to recall all the information acquired during the course in order to apply for a job. A sample from a lesson plan is showed in picture No. 4 and in the annexes section.

Teacher : Sergio Chávarro	Date: September 1st, 2015	
Assistant: Natalia Sanchez		
School: Columbus American School	Professional development program	
Lesson Subject: English	Teaching time: 2 hours	
Lesson concept: Personal information	Skills: listening, writing, speaking, Reading	Vocabulary: Greetings and farewells Questions about personal information: -what's your name? -how are you? -how old are you? -where are you from? -where do you live? - What is your job? -are you married or single?
Objetives: Students will be able... 1- To get familiar with vocabulary regarding giving and asking for personal information. 2- To identify the different forms to provide and ask for personal information when interacting with a person.		Assesments: Students are able to 1. Use vocabulary related to greetings and farewells 2. Spell their names, to clarify information 3. Follow a sequence of a dialogue 4. Provide personal information to a classmate 5. Ask and answer personal information questions
Materials: Computer, slides projector. Video camera, slide presentation about personal information, worksheet, internet connection.		
Activating prior Knowledge: Through a video and a short role play, the teacher, presents the vocabulary about personal information		
Procedure 1. Teacher, ask the students to visit the Edmodo platform, in order to have further practice of the vocabulary and common expressions to give personal information. 2. In there, students will find exercises in which they have to spell their names, follow the sequence of a dialogue, practice the correct pronunciation of some words and numbers and write their personal information in a chart. 3. Also, a leaflet with the information about the vocabulary and expressions will be given in order to practice out of the virtual environment. 4. as a final task, students should design a short dialogue in pairs in which they will ask and answer for personal information		
Closure: In the same pairs, participants will video tape the dialogue and uploaded it on the Edmodo platform. This activity will help them to identify their pronunciation and their use of the English language.		
Homework: On Wednesday September 2 nd in the online session, participant will interact in a real life situation with a native English speaker		

Picture 4. Lesson plan sample.

Chapter IV. Data Analysis and Findings

As mentioned in the research design, this is a qualitative study framed within action research. Moreover, this investigation sought to describe the behavior of EFL oral skills in content-subject teachers through the implementation of a blended Learning approach. Having the previous panorama in mind, sessions, students' artifact, and interviews were videotaped and transcribed. Similarly, teacher's and observer's reflections were analyzed and coded. Elements from the Grounded Theory (Glaser and Strauss, 1967) were taken into consideration to analyze data. This does not mean that new theory arose, on the contrary coding was used as a technique to group common patterns and organize them into emerging categories.

Data analysis

Thus, all sources of data were coded and grouped in categories intended to provide answer to the research questions that enlightened this research study. In this sense, Kelle (1997) claims that coding is a very old technique that has been widely used for a long time to structure text. Additionally, Glaser and Strauss (1967) point out that coding became popular as basic technique of the grounded theory methodology. In fact, coding is here understood as a method of qualitative data analysis that also can be used outside independently from the grounded theory approach in whose context it was developed (Gläser, Jochen, & Laudel, 2013).

ATLAS.ti was used as instrument in the process of analyzing data. ATLAS.ti belongs to the genre of QDA (Qualitative Data Analysis) software which actually do not analyze data; but this is simply a tool to support qualitative data analysis (Friese, 2014). By using ATLAS.ti it becomes much easier to systematically analyze data and to ask questions that through manual

task would result time consuming (p.15-24). Primary documents (see picture No. 5) were uploaded to the software and codes emerged (see picture No. 6) from the data analysis.

Id	Name	Media	Quot...	Author	Created	Modified	Usa...	Origin	Location	Families
P 1	CLASSOBSERVATION-1.1-F2F-01.09.15.rtf	Rich ...	29	Super	21/10/2...	22/10/2...	***	<HUPATH>\CLA...	***	
P 2	TEACHER-REFLECTION-1.1-01.09.15.rtf	Rich ...	27	Super	21/10/2...	22/10/2...	***	<HUPATH>\TEA...	***	
P 3	TRANSCRIPT-1.1-F2F-01.09.15.rtf	Rich ...	212	Super	21/10/2...	21/04/2...	***	<HUPATH>\TRA...	***	
P 4	TRANSCRIPT-1.2-SKYPE-02.09.15.rtf	Rich ...	103	Super	21/10/2...	21/04/2...	***	<HUPATH>\TRA...	***	
P 5	INTERVIEW-001-MARTA-03.09.15.rtf	Rich ...	26	Super	21/10/2...	29/10/2...	***	<HUPATH>\INTE...	***	
P 6	ARTIFACT 3.rtf	Rich ...	14	Super	07/04/2...	07/04/2...	***	<HUPATH>\ARTI...	***	
P 7	ARTIFACT1.rtf	Rich ...	4	Super	07/04/2...	07/04/2...	***	<HUPATH>\ARTI...	***	
P 8	ARTIFACT2.rtf	Rich ...	8	Super	07/04/2...	07/04/2...	***	<HUPATH>\ARTI...	***	
P13	FINALINTERVIEW-1-6.1.rtf	Rich ...	17	Super	07/04/2...	07/04/2...	***	<HUPATH>\FINA...	***	
P14	FINALINTERVIEW-2-6.2.rtf	Rich ...	20	Super	07/04/2...	07/04/2...	***	<HUPATH>\FINA...	***	
P15	FINALINTERVIEW-3-6.2.rtf	Rich ...	17	Super	07/04/2...	08/04/2...	***	<HUPATH>\FINA...	***	
P16	FINALINTERVIEW-4-6.4.rtf	Rich ...	20	Super	07/04/2...	08/04/2...	***	<HUPATH>\FINA...	***	
P23	TRANSCRIPT- 4.2-SKYPE.rtf	Rich ...	34	Super	07/04/2...	08/04/2...	***	<HUPATH>\TRA...	***	
P26	TRANSCRIPT-2.1-F2F-08.09.15.rtf	Rich ...	27	Super	07/04/2...	08/04/2...	***	<HUPATH>\TRA...	***	
P27	TRANSCRIPT-4.1-F2F-.rtf	Rich ...	81	Super	07/04/2...	08/04/2...	***	<HUPATH>\TRA...	***	
P28	TRANSCRIPT-5.1-F2F-29.09.15.rtf	Rich ...	55	Super	07/04/2...	09/04/2...	***	<HUPATH>\TRA...	***	
P29	CLASSOBSERVATION-2.1-F2F-08.09.15.rtf	Rich ...	40	Super	07/04/2...	09/04/2...	***	<HUPATH>\CLA...	***	
P30	CLASSOBSERVATION-3.1-F2F-15.09.15.rtf	Rich ...	21	Super	07/04/2...	09/04/2...	***	<HUPATH>\CLA...	***	
P31	CLASSOBSERVATION-5.1-F2F-29.09.15.rtf	Rich ...	32	Super	07/04/2...	09/04/2...	***	<HUPATH>\CLA...	***	
P32	CLASSOBSERVATION-6.1-F2F-06.10.15.rtf	Rich ...	20	Super	07/04/2...	09/04/2...	***	<HUPATH>\CLA...	***	
P33	TEACHERREFLECTION-2.1-F2F-08.09.15.rtf	Rich ...	27	Super	07/04/2...	09/04/2...	***	<HUPATH>\TEA...	***	
P34	TEACHERREFLECTION-3.1-F2F-15.09.15.rtf	Rich ...	21	Super	07/04/2...	09/04/2...	***	<HUPATH>\TEA...	***	
P35	TEACHERREFLECTION-5.1-F2F-29.09.15.rtf	Rich ...	20	Super	07/04/2...	09/04/2...	***	<HUPATH>\TEA...	***	
P36	TEACHERREFLECTION-6.1-F2F-06.10.15.rtf	Rich ...	22	Super	07/04/2...	09/04/2...	***	<HUPATH>\TEA...	***	
P37	TRANSCRIPT-6.1-F2F-06.10.15.rtf	Rich ...	33	Super	08/04/2...	20/04/2...	***	<HUPATH>\TRA...	***	

Picture 5. Primary documents uploaded to ATLAS. ti.

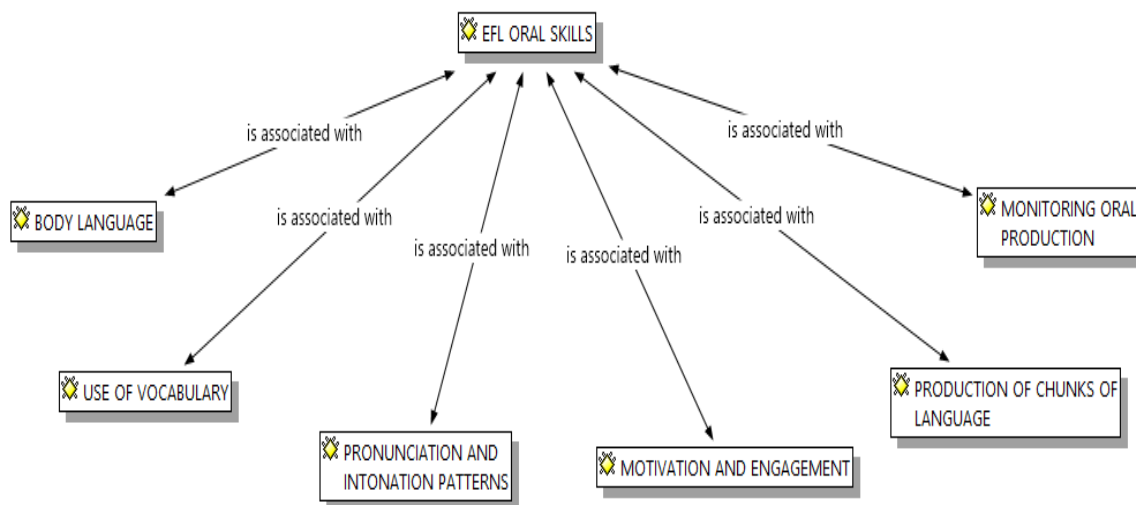
Name	Grounded	Density	Author	Created	Modified	Families
Accepting students' answer	13	0	Super	21/10/2...	20/04/2...	
Agreeing on teacher's feedback	1	1	Super	21/10/2...	02/11/2...	
Asking for clarification	55	1	Super	21/10/2...	09/04/2...	
Asking for comprehension	6	0	Super	21/10/2...	29/10/2...	
Asking for information	74	1	Super	21/10/2...	21/04/2...	
Asking for new vocabulary	17	1	Super	21/10/2...	09/04/2...	
Asking for pronunciation	5	1	Super	21/10/2...	21/04/2...	
Asking for word construction	13	1	Super	21/10/2...	09/04/2...	
Backtracking	14	1	Super	07/04/2...	09/04/2...	
Being committed to the class	3	1	Super	22/10/2...	02/11/2...	
BODY LANGUAGE	0	2	Super	02/11/2...	02/11/2...	
Breakdown in online communication	18	1	Super	22/10/2...	09/04/2...	
Checking understanding	5	0	Super	21/10/2...	24/04/2...	
Clarifying a question	27	0	Super	21/10/2...	24/04/2...	
Clarifying pronunciation patterns	13	1	Super	21/10/2...	24/04/2...	
Correcting pronunciation	6	1	Super	21/10/2...	21/04/2...	
Describing the lesson	13	0	Super	21/10/2...	29/10/2...	
Eagerness to participate	33	1	Super	22/10/2...	21/04/2...	
EFL ORAL SKILLS	0	6	Super	02/11/2...	02/11/2...	
Following pronunciation patterns of L1	5	1	Super	07/04/2...	21/04/2...	
Internalizing grammatical structures	23	0	Super	09/04/2...	09/04/2...	
Internalizing vocabulary	39	1	Super	29/10/2...	09/04/2...	
Introducing new vocabulary	8	1	Super	21/10/2...	09/04/2...	
Lack of technological skills	3	1	Super	09/04/2...	21/04/2...	
Making fun through L2	5	0	Super	08/04/2...	21/04/2...	
Mispronunciation	40	1	Super	21/10/2...	24/04/2...	
Misunderstanding	17	0	Super	21/10/2...	24/04/2...	

Picture 6. List of open codes.

Findings

The data analysis will be presented based on the emerging categories that support the research questions of this investigation. Firstly, a description of the behavior of oral skills during the implementation of blended learning will be shown. Then, an analysis of the influence of blended learning in teachers' oral production will be offered

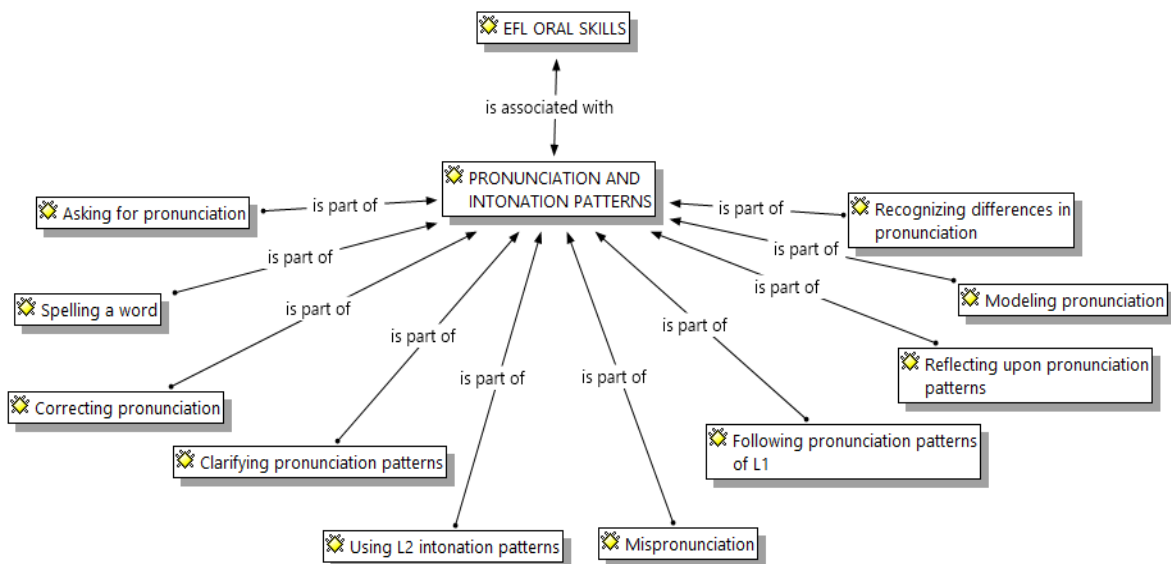
Oral Skills behavior.



Graph 3. Emerging categories.

After doing a systematic analysis of five sources of information, five categories emerged (See graph 1. *Emerging categories*). As shown in graph 1, the categories found were: body language, use of vocabulary, pronunciation and intonation patterns, motivation and engagement, productions of chunks of language and monitoring oral production. Accordingly, these categories are related to the micro-skills for speaking proposed by Brown (2001).

Pronunciation.



Graph No. 4. Pronunciation and intonation patterns: open codes.

In regards to the category of pronunciation and intonation patterns, seven open codes emerged (see graph No. 2). The open codes that support the category are, spelling a word, recognizing differences in pronunciation, modeling pronunciation, mispronunciation, correcting pronunciation, clarifying pronunciation patterns and, asking for pronunciation.

Spelling a word to model pronunciation.

The first data ascribed to the open code of pronunciation and intonation patterns was spelling. This showed how participants used word spelling as a strategy to correct or to improve pronunciation patterns. This can be perceived in the following example.

Inst: how do you spell it? (referring to the word HAMILTON) So she starts spelling her last name in this case Hamilton. So can we start spelling her name?
It is possible to do it?

P4: h-a-m-i-l-t-o-n

Instructor: excellent h-a-m-i-l-t-o-n.

(Participants repeat the letters)

(Transcript 1.1-01-09-2015-F2F)

This transcript was extracted from a face to face lesson. A person's introduction was offered using a video. Then, specific questions according to the video were asked to the participants. In this example, the instructor wants to check for understanding. So, he asks if it is possible to spell the word Hamilton. Immediately, the participant coded as **P4** provides the spelling of the word. The previous fact helped the learner to convey meaning with pronunciation and also to recall previous knowledge about the pronunciation of the alphabet. The exercise of repetition at the end was useful for learners as this contributed to reinforce the sounds and the organization of the letters in a word. Moreover, **P4** is a model of pronunciation for her classmates. Consequently, **P4** gets involved in the activity and she empowers herself in a manner that she is able to take the instructors' monitor role to present a pronunciation model that the rest of the class follows. This resembles Saville-Troike's argument, as she claims that "speaker pronunciation is also a factor that influences listener comprehension. Many learners report that they find it easier to understand L2 utterances produced by speakers of their own L1 than by native speakers of the L2, presumably because the speakers' accent is closer to their own phonological perceptual system". (Saville-Troike, 2006, p. 161)

Mispronunciation, asking for pronunciation and clarifying pronunciation patterns.

This is an example of how learners asked for pronunciation and the form in which they were supported by their peers in class. Classmates with certain aptitudes towards EFL learning showed a tendency to supports others' learning.

P4: my name is Rose

Inst: what is your surname or your last name?

P4: Williams

Inst: exactly.

P4: How do you pronounce this word: /su:rnam/?

P2: /sɜːneɪm/

(Transcript 1.1-01-09-2015-F2F)

This extract was taken from a face to face lesson. The class was focused on personal information. In this sense, **P4** provides information about her name and surname. However, the word “surname” is *mispronounced* by **P4** who follows patterns of L1 to pronounce the word in English. Immediately, she asks for the meaning of the word using L2. In reply, **P2** who showed eagerness to participate in class provided the correct pronunciation of the word surname. **P2** focuses on *clarifying pronunciation patterns* emphasizing on the accent of the word. From this example, it can be claimed that the behavior evidenced is a clear example of collaboration in class to support others’ learning. In this sense, Brown (2007) asserts that among the speaking strategies that learners may use to success in a speaking task are asking for clarification and asking someone to repeat something (...).

The following excerpt exemplifies on of the moments in which the participants tried to respond to direct questions asked regardless the correct pronunciation of the target word or sentences replied. This is an example taken from one of the online sessions through Skype®.

P5: /uai mu:vl ju: uan si:/. Qué película te volverías a ver? Esta bien o no?

Inst: yes, like, what movie would you watch again?

Native Speaker: oh yes, I have one that in Spanish is “las ventajas de ser invisible”

Inst: Cande, did you understand the answer?

P5: no, no much.

(Transcript-1.2-02-09-2015-Online Session)

In the example shown, the participant is involved in an online meeting with a native English speaker. The participant **P5** mispronounces a sentence and the message she tries to transfer is affected. However, after the instructor's feedback, the participant is able to make herself understood. It is found that mispronunciation leads the participant to take risks at speaking and she starts to overcome difficulties associated with feeling afraid of using the target language. Lynch's perspective resembles the previous example. Speaking can cover a wide range of oral activities from genuine interaction (i.e. actually talking to someone about something) to repetition drills. Also, in the classroom there are two kinds of interaction: teacher-learner, or learner-learner interaction. Besides, the teacher is supposed to arrange specific spaces in the classroom to let the learners negotiate meaning through speaking tasks. These tasks could be performed individually or in small groups. These dynamics enhance not only the learners' opportunities to speak, but these also help reduce the psychological barrier of public performance (Lynch, 1996).

Recognizing differences in pronunciation.

The following open code emerging in this category regards to *recognizing differences in pronunciation*.

Inst: ok in this exercise you learnt how to identify different directions. What was the first clue?

P1: to go to the psychologist.

Inst: well. To go to the office. And the second?

P4: ir a la oficina principal. (Go to the principal's office)

P1: no era oficina principal. Era la oficina del principal. Osea la del rector. Y decía además lo que se hacía allá osea lavarse los dientes, las manos y que era next to the principal's office.

(*Transcript-6.1-F2F-06-10-15*)

As it can be evidenced in this selection, participants were engaged in a face to face activity called scavenger's hunt. Then, they were given a piece of paper with clear instructions to follow and find certain objects hidden around a place. Bearing in mind that the topic for this session was locating places of the school, the clues provided where specific directions. It can be noticed that the instructor asks for information about the clues provided. Immediately, **P4** resorts to L1 to report comprehension and answer the question made. However, **P4** associates principal's office with the main office or an important office at the school. After hearing this interpretation, **P1** disagrees and claims that the principal's office is the place where the school principal is. Following the previous ideas, it can be assured that the participants engaged in the conversations recognized the differences in terms of pronunciation of a word in English with an equivalent word in Spanish in terms of spelling. Despite the spelling was alike, the pronunciation and the meaning of the word "principal" changed from one language to the other. This may be evidenced in Brown (2007) when affirming that there exist factors that determine the difficultness of speaking. From the author's perspective, stress, rhythm, and intonation, are the most important characteristics of pronunciation used to convey meaning.

Correcting pronunciation.

The following open code found out is *correcting pronunciation*. A clear example will illustrate the phenomenon discovered. A face to face lesson took place, participants got enrolled in an activity which purpose was to name places of the city following pictures.

P3: Library /li:brari/ (pronounce the words was it was written)

P1: no, es /laibrari/ (emphasizing on the correct pronunciation)

(Transcript-6.1-F2F-06.10.15)

In this case, **P3** pronounces the word *library* following L1 pronunciation patterns. This means that the learner reads the word as this is written without noticing that L2 requires a different pronunciation from. As P1 was attentive to the interaction that took place, he decided to provide feedback. Eagerly, P1 corrects his classmate pronouncing the correct pronunciation. Brown (2007) suggests principles for teaching speaking. Among these principles are to focus on fluency and accuracy, and to provide appropriate feedback and correction. Similarly, it can be taken into account Saville-Troike's claim "Cross-linguistic influence occurs in all levels of IL: vocabulary, pronunciation, grammar, and all other aspects of language structure and use.

Body language.

Using body language is the open code that belonging to this emerging category. Bearing in mind that the code named "body language" showed big groundedness in the data collected, this code became an emerging category that supports this research study. The excerpts below explain the phenomenon stated.

Inst: yes with a word you can guess a sentence. So continue in next page and in there we will learn how to give directions.

So the first one, turn left...

P4, P5: (showing the direction with their hands)

Inst: next to...

P3: al lado? (Showing with the hand)

(Transcript-6.1-F2F-06.10.15)

The previous example was taken from the video transcript of a face to face lesson. Participants report comprehension by resorting to L1 when agreeing on the instructions provided by the teacher. Similarly, it can be seen how P4 and P5 report comprehension by moving their

hands in a form that they point to left side. Moreover, P3 also reports comprehension by resorting to L1 and reinforces her answer by moving her hand to show that she understands what “next to” means.

The following extract is part of an interview conducted with the purpose of determining participants’ perceptions regarding the implementation of a blended learner approach to promote EFL oral skills in a professional development course.

Inst: ¿Haces uso de lenguaje corporal para reforzar el mensaje que buscas transmitir? ¿Ha funcionado esta estrategia?

P3: bueno, esa es la intención. Cuando transmitimos un mensaje se busca que no solamente la pronunciación, le entonación, sino la parte corporal que van a hacer preguntas.

Inst: ¿tú crees que ha funcionado esa estrategia?

P3: sí, claro.

(Interview-001-P3-06.10.15)

The instructor asks **P3** if she uses body language with the purpose of reinforcing messages she wants to communicate. **P3** claims that using body language help the speaker reinforce intentions in the messages exchanged. Besides, P3 asserts that with the objective of communicating a message not only pronunciation and intonation are important, but body language plays a significant role to ask questions. In fact, **P3** claims this strategy has been significant. Similarly, Brown (2007) states that using nonverbal expressions to convey meaning is only one strategy learners implement when facing L2 conversations.

The next excerpt is part of a class observation. First, it can be seen the use of facial features and body language while communicating in L2 in a face to face session. The second belongs to the online part of the session.

Use of facial features and body language to convey meaning.

Face to face: The participants used their body in order to make themselves understood. Teacher also used this strategy to clarify concepts. When they did not understand a word they showed in their face doubt. Most of them did not know how to ask for clarification for that reason used body language such hands and face movements.

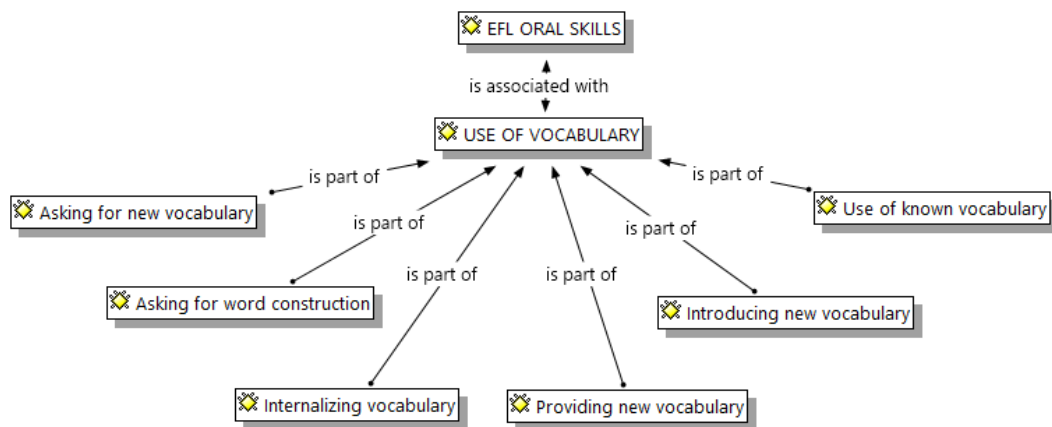
SKYPE®: In this session, it was a little bit difficult to identify the body gestures of the participants. However during the dialogue with the guest, most of them used their hands to show shapes and numbers and also some of them answered questions by moving their heads to say yes or no.

(Class Observation-1.1-F2F-01.09.15)

The data collected suggests that participants' use of facial features and body language was significant during face to face sessions. Participants were able to express doubt with facial gestures. This fact encouraged peers to paraphrase or repeat chunks of language with the purpose of making the message be understood. When a word was not transferred, participants used body movements and gestures to mimic and communicate the target message. In this sense, communication involves enabling someone else to understand what we want to tell them what is often referred to as our message. Not only facts are communicated, but opinions and emotions can be also transmitted in everyday situations. (Lynch, 1996).

Use of vocabulary.

Use of vocabulary was another emerging category found after analyzing data. For instance, the open codes that conform this category are asking for new vocabulary, asking for word construction, internalizing vocabulary, providing new vocabulary, introducing new vocabulary and use of new vocabulary. Graph No. 5 offers a clear view of the open codes that fit in this category.



Graph 5. Use of vocabulary: open codes.

Asking and providing new vocabulary.

The following excerpt was taken from a face to face lesson. The lesson has to do with sports and hobbies. Students are presented visual aids with the purpose of introducing vocabulary and foster learners' practice of new words.

P3: ¿Cómo se dice montar en bicicleta?

P2: ride the bike

P3: ride?

P2: Si, r-i-d-e (spelling)

(Transcript-5.1-F2F-29-09-15)

In this case, **P3** resorts to L1 with the purpose of asking for unknown vocabulary. In effect, **P2** who carefully listens to the inquiry, reports comprehension using L2 providing the target vocabulary. Having the requested vocabulary, **P3** is able to report comprehension and participate in class using L2. Similarly, this is an example of collaboration among learners to interact in L2. Following Brown's (2007) view, among the factors that determine difficulty in speaking,

interaction can be recognized and highlighted in terms of the creativity of speakers to carry out conversational negotiation.

Asking for word construction and use of known vocabulary.

The following excerpt is part of a face to face lesson where participants were presented vocabulary and structures related to physical description of people. The instructor is showing visual aids to introduce new vocabulary by asking questions with the purpose of checking background knowledge.

P4: /sti:m/ (unknown word) es Delgado? S-t-i-m (spelling the word)

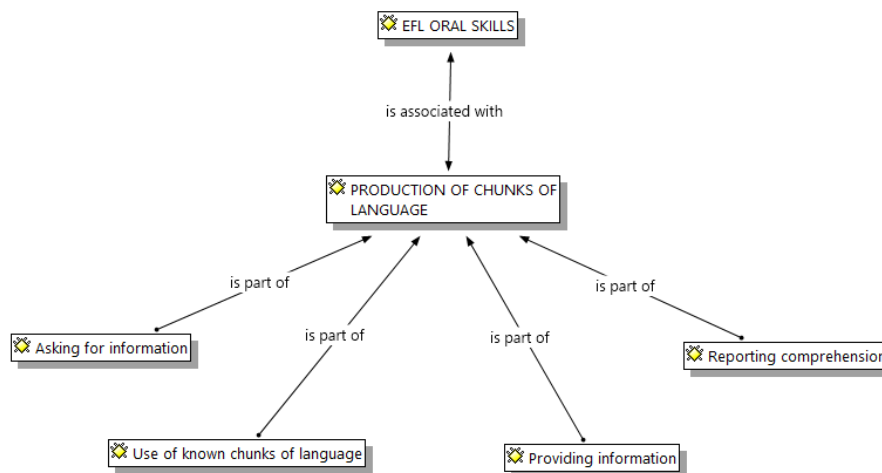
P2: no, slim s-l-i-m (spelling the word)

(Transcript-5.1-F2F-29-09-15)

The transcript gives an account of interaction between learners **P4** and **P2**. **P4** bears certain doubts about the meaning of a specific word “slim”. Then, **P4** asks for correction mentioning that /sti:m/ means “thin”. **P2** who is rather curious and attentive to help peers provides feedback and claims that “stim” is not correct, instead the person should use the word “thin” that better addresses the meaning described by the visual aid shown. **P2**'s reply is a clear example of using known vocabulary with communicative purposes. Covering a good range of topics in a course ensures that a wide range of vocabulary is used. Having this in mind, Nation and Newton's (2009) ideas can be addressed in order to assure that certain topics included in class may facilitate learners' use of background knowledge.

Production of Chunks of Language.

The next part of the data analysis focuses on production of chunks of language. From Brown's (2007) perspective, production of chunks of language involves the use of short and simple sentences or phrases commonly used in EFL that enhances communication in L2. The open codes that support this category are: "use of Known Chunks of Language to Ask for Information", "Provide Information and Report Comprehension", "reflecting upon grammatical issues". Graph No. 4 shows a perspective on the open coding that enables this category.



Graph 6. Production of chunks of language: open codes.

Use of Known Chunks of Language to Ask for Information, Provide Information and Report Comprehension.

The open codes that will be firstly presented are use of known chunks of language to ask for information, provide information and report comprehension. These appears in the following examples taken from face to face interactions and from on-line activities.

Inst: here you have information about address

P2: my address is, ah juemadre no se

P4: how do you say Carrera?

P5: esa Carrera es Street?

Inst: is Street and avenue.

P3: venga Nata ayúdeme a traducir esto

P2: My address is Street....

P4: esa es la misma avenida? Calle Street, avenida, avenue.

(Transcript 1.1-F2F-01-09-2015)

This extract was taken from a face to face interaction in class. The lesson aims to provide students with vocabulary and structures to give and ask for directions. In this case, **P2** begins using a chunk of language in L2 to provide information about her address. As she does not clearly remember how to say numbers in English, she resorts to L1 to show surprise using the words ¡Ah juemadre, I don't know! Similarly, **P4** makes use of a chunk of language in L2 to ask for specific information about a word in L1 needed to construct and communicate meaning. In response, **P5** reports comprehension while resorting to L1 and tries to provide feedback to her classmate. **P5** hesitates while claiming that "carrera" is street and asks the instructor for information to clarify. After the instructor has clarified, **P2** takes risks and starts to construct a sentence to provide information about her house's location. Participants kept repeating the initial sentences and little by little they add more words to the sentences. However, **P2** gets stuck and stops speaking. Finally, **P4** ends up by making associations between L1 and L2. This resembles Lynch's assumptions as she claims that speaking can cover a wide range of oral activities from genuine interaction (i.e. actually talking to someone about something) to repetition drills.

P3: ah bueno, como ya sabemos el nombre entonces; Garvin, what is your last name?

Foreigner: hi, my last name is parsons, you don't understand eh P-a-r-s-o-n-s

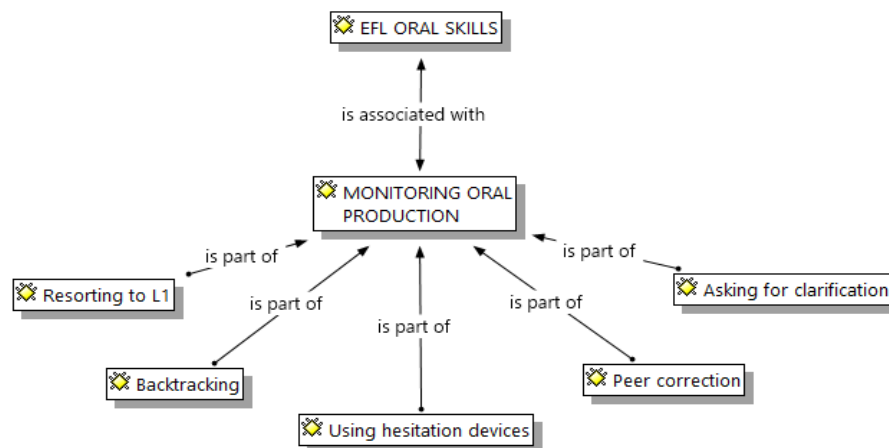
P3: ok, do you have a nickname?

Foreigner: I do, some friends call me Garvs. So my name is Garvin, they call me Garvs. Another friend calls me pumpkin. How do you say pumpkin in Spanish Sergio, I don't remember.

(Transcript-1.2-02-09-2015-Online Session)

This extract was taken from an online interaction. Participants were invited to join a Skype® meeting where they were encouraged to ask for and answer questions about personal information in EFL. A foreigner EFL speaker was invited as guest to be part of the conversation. The researchers intended to offer a space to negotiate meaning and to face a real life communicative situation. **P3** listens carefully to the information provided by the guest so she resorts to L1 to report comprehension. Also, **P3** assures that she has understood what the name of the foreigner is. Consequently, she uses L2 to ask the foreigner’s last name. As soon as the foreigner replies, **P3** demonstrates comprehension using the word “ok”. After that, **P3** eagerly insists on gathering more information using a chunk of language in L2 “Do you have a nickname?” Fluency is achieved in production both through use of automatized rule-based systems and through memory-based chunks which serve as exemplars or templates and are “retrieved and used as wholes” (Skehan 1998:60). Cited in (Saville-Troike, 2006, p. 75)

Monitoring oral production.



Graph 7. Monitoring oral production: open codes.

Participants constantly resorted to L1 to ask the instructor or classmates for clarification. This facilitated comprehension and enhanced communication in L2. Besides, long periods of silence were perceived while participants were interacting using L2. Additionally, the use of hesitation devices such as, “eh”, “ahm”, “ehm”, “mmm” among others were tools that learners usually implemented to process input or prepare a suitable chunk of language to communicate a message. The following excerpt better illustrates the category of monitoring oral production.

... 163 turns omitted.

Inst: yes, and also you will write a short description about you.

P1: cuando voy a describir y a usar adjetivos, ¿hay un orden para yo decir, long, brown, wavy...?

Inst: si, tiene un orden pero en este momento vamos a hacerlo largo, forma y color. Ok vamos a trabajar.

(long period of silence, instructor check the exercise.)

P1: para hablar de altura puedo decir tall or short?

P2: o médium height.

P3: como se dice montar en bicicleta?

P2: ride the bike

P3: ride?

P1: si, r-i-d-e (spelling the word.)

(Transcript-5.1-F2F-29-09-15)

In the example, all participants resort to L1 to ask a question related to a grammatical issues coming from a class activity in which they are supposed to describe people. The teacher also made use of L1 to clarify learners' questions. At the end, it is evident how participants provide feedback to questions about vocabulary. In the example, there exist a

close relationship between L1 and L2 in which participants make use of this both, English and Spanish to enhance communication and convey meaning.

Motivation and engagement.

Teachers' perceptions about motivation are related to engagement with activities and eagerness to participate. Having this in mind, the following extract will illustrate the teachers' behavior that support their perceptions. This was taken from a face to face lesson. Participants got enrolled in a communicative activity where they were asked to request and provide directions.

P5: me! go straight ahead, in the first corner turn left and the museum is next to the library.

Inst: excellent! now the last one to the Italian restaurant.

P3: yo! Yo sé- go straight ahead, past green street, turn left eh... Como es esquina?

P1: corner

P3: ah! turn left in the corner, and the restaurant is...

P2: next to...

P3: thanks, next to the cinema.

...15 turns omitted

P3: P2: ah! Ganamos...(we won!)

P1: the winners.

P2: no, genial pero corrí mucho. (It was great, but I ran too much)

... 11 turns omitted

All participants: thank you teacher.

P3: muy Bueno todo. (Everything was very good!)

P1: deberían hacer estas clases todo el año, así practicamos más el idioma y no se nos olvida.

(Transcript-6.1-F2F-06-10-15)

P5 is motivated to participate in class, so she volunteers to provide instructions about how to arrive at the library. The sentence produced by **P5** was correct and was easy for the other classmates to understand. Consequently, after the instructor praises her job **P3** also eagerly volunteers to provide instructions about how to find the Italian restaurant. Besides, **P3** resorts to L1 to ask for unknown vocabulary. Therefore, **P1** reports comprehension and provides the vocabulary needed in L2. This helps **P3** to complete her speech and successfully accomplish the task. Moreover, **P3** and **P2** eagerly say *we won!* This means they enjoyed the activity and for them the task can be compared to a competition to learn English. Finally, **P1** claims that those kinds of EFL activities should be carried out every day, so that they can practice EFL and they would not forget anything. According to Lynch (1996) interactional activities can be performed individually or in groups to enhance not only speaking but self-confidence in EFL learning.

Influence of Blended Learning in EFL oral production

Blended learning played a significant role in this investigation. In fact, media was combined with traditional EFL activities with the purpose of creating an optimum professional development program for the content-subject teachers enrolled in this study (Bersin, 2004). Having the previous idea in mind, it might be claimed that blended learning influenced EFL oral production of participants in a positive form. Firstly, participants highlighted that the fact of combining face to face and virtual sessions created opportunities to reinforce acquired EFL. Moreover, teachers assured that Skype® used as a tool to enhance online EFL interaction was very beneficial at the time of communicating in L2. This is analyzed in depth in the following lines.

The following extract is taken from an interview in which one of the participants expressed her insights about the reinforcement opportunities offered during the face to face and online sessions.

... 10 lines omitted

Int: ¿Cómo ha sido tu experiencia en la interacción vía Skype con tu profesor, tus compañeros y el hablante nativo?

P5: ha sido muy enriquecedora a nivel personal. Todo ha sido muy chévere, o sea absolutamente toda la disposición, la creatividad que tienen ustedes en el manejo de las sesiones presenciales. Entonces practicamos en el Skype lo que aprendimos en clase. Si. Ahí la cuestión es tiempo. A veces se llena uno de cosas y realmente entonces uno no puede asistir, pero ahí es donde está la cuestión, que uno se pierde si no asiste con juicio.

(Interview-002-P5-06.10.15)

In the previous sample **P5** highlights the importance of attending both, face to face and online sessions. All this because she needs to follow the connection established between what is taught in face to face lessons and the practice offered through virtual meetings. This resembles Neumeire's (2005) viewpoint in which is claimed that "Blended Learning seeks to generate a coherent and harmonious balance between online access to knowledge and face-to-face human interaction by taking into account learners' and teachers' aptitudes and attitudes" (p. 165). Furthermore, P5 clearly states that time tends to limit access to EFL learning. From her viewpoint, it is necessary to be motivated and devote time to online sessions.

The excerpt mentioned below was taken from an interview. Participant coded as **P3** reflects upon her experience in online sessions. Besides, she expresses how she has felt using Skype®. Likewise, P3 elaborates on the idea of online sessions and its relation to EFL oral production.

... 7 lines omitted.

Int: ¿cómo crees que las sesiones virtuales a través de Skype han influido en la producción de oraciones en inglés?

P3: las sesiones virtuales que son interesantes porque nos dan como el espacio para, digamos para tratar de comunicarnos en inglés, equivocarnos, que nos corrijan, tener como esa fluidez de poder armar oraciones, preguntas, respuestas, etc.

... 45 lines omitted.

Int: ¿Cómo calificarías la interacción que se lleva a cabo mediante el video llamadas en Skype?

P3: las video llamadas pues son una oportunidad que tenemos para eso, para que todo lo que nosotros tenemos, practicarlo y saber en qué utilizarlo, en que situación utilizarlos y como utilizarlo. Yo considero que todas las cosas que uno hace extra para la vida de uno implican un pequeño esfuerzo y un pequeño sacrificio con respecto a los horarios, con respecto a la dedicación que uno debe tener. Pero, pues hemos tenido un espacio en el colegio, un espacio donde ha sido trabajar muy cómodos. Igualmente el horario que tenemos para la video-llamada también ha sido muy pactado y cómodo para todos.

(Interview-001-P3-06.10.15)

P3 claims that participating in online sessions has helped her to have the opportunity to practice EFL, try to communicate in L2, make mistakes, being corrected, gain fluency, construct sentences to ask questions and create answer. In terms of video calls, P3 assures that these are spaces that enable her to practice what she has learnt in class. Also, she claims that to take advantage of these spaces it is necessary to sacrifice free time moments. From her view point learning English is important, for instance, efforts need to be done.

The subsequent extract was obtained from a class observation. The observer gives an account on the positive and negative aspects of face to face and online sessions.

... 35 lines omitted.

Positive and negative aspects of the lesson

Face to face: Most of the participants were really committed to complete the activities; also there were some teachers that thanked for applying those activities that helped them to forget the school issues that sometimes seem to be stressful. However, there were too many things to do in the school due to the end of the term. So, most of the teachers finish early the activity to have some time to complete their duties.

Online: Students were on time for the interview, because they selected the hour to do it. The topics covered during the course helped a lot for the final task. Also it was touching to hear from the students their gratitude for the classes. Besides the time constrains and the variety of school duties, this course as they asserted helped them to go back to the high school and to understand the role of the students in the classroom. The technological tools used despite the technical problems were easy to handle and to use.

(Class Observation 6.1&6.2/06-10-15)

As it can be noticed in the extract, participants showed commitment and eagerness to complete face to face and online activities. Besides, teachers acknowledged the significant role the pedagogical intervention using blended learning had played in their EFL learning process. The pedagogical intervention not only served as a strategy to teach EFL, but this helped participants reduce anxiety levels product of their school duties. In terms of the online session, participants were punctual and showed commitment and responsibility towards the final task. Moreover, participants and observer agreed on the fact that despite certain difficulties emerged at the beginning with technology. Little by little and helping each other, those difficulties were improved. In terms of virtual settings, this help the learner to be more engaged due to the fact that learning can take place without a physical setting and certainly the online class can be effective as virtual place to disseminate, collect and exchange knowledge and ideas. (Bender, 2003)

Chapter V. Conclusions and Pedagogical Implication

This chapter will present conclusions of this study, limitations, pedagogical implications and further research ideas emerging from the implementation of this study.

Conclusions

This project had the main objective of describing ELF oral skills behavior while a blended learning approach was implemented in a professional development course for content-subject teachers. The findings coming from this investigation suggest that EFL oral skills behavior was associated with use of body language, use of vocabulary, pronunciation and intonation patterns, productions of chunks of language, monitoring oral production and motivation. Consequently, the influence of blended learning in EFL oral skills production is linked with combining face to face and online sessions as a strategy to create opportunities to reinforce acquired EFL. Also, data analysis suggests that Skype was seen as a powerful tool to establish connections between participants so they would be able to practice L2 beyond physical interaction.

In terms of EFL oral skills behavior, findings suggest that certain categories arise. The first category was pronunciation and intonation patterns. In this, aspects such as asking for pronunciation, spelling a word to model pronunciation, asking for clarification in terms of pronunciation were evident among the face to face and virtual interactions that data analysis showed. These features are part of the strategies that Brown (2007) presents which learners use in order to succeed in a speaking task. Also, body language emerged as a strategy learners use to convey meaning when facing conversations in L2 (Brown, 2007). Additionally, use of vocabulary was evident in the oral interactions when participants asked for new vocabulary or word construction; and they used that new vocabulary in a speaking task. In this sense, creativity

of the speakers was fundamental to carry out conversational negotiation (Brown, 2007). Therefore, during the interventions, participants tended to provide information using known or new chunks of language. This could be perceived in students' artifacts and through the sessions when participants used automatized rule-based systems and memory-based chunks that helped learners communicate. (Skehan, 1998:60, as cited in Saville-Troike, 2006.p. 75). In addition, during the production of chunks of language participants monitored oral production using strategies such backtracking, hesitation and resorting to L1; also, peer correction as a tool to ask and provide clarification. In this sense, Harmer (2007) points out that students are provided with rehearsal opportunities, feedback can be provided, and learner can become automatic users of various elements of language. Finally, motivation and eagerness to participate in both face to face and online sessions were perceived in data analysis.

Implications of the study

Teachers' role can be transformed if programs of teacher education and professional development are carried out. Even if teacher have all technological resources available there is a need of training on how to use those elements in order to improve teaching skills and practices. Similarly, today's world demands teachers from different subjects to demonstrate a command of the language that enable them to communicate in real life situations. Moreover, it is important to mention that blended learning is an approach that can support traditional conceptions of EFL teaching and learning within the classroom setting used not only in the classroom setting but out of the traditional perception of how to teach EFL (Bersin, 2004).

Therefore, after hearing meaningful and positive comments about the project carried out, more content-subject teachers expressed their interest to be part of a similar project that involves all teachers from the school. Although good results were evident in terms of the

promotion of EFL oral skills and use of technological resources there were some issues that interfere in the flow of the process. First, time was a limitation for the participants because of the great amount of hours that educators had to devote to teaching. Also, workload and house duties were factors that affected participants' punctuality or absence to online and face to face sessions. Moreover, it could be perceived that breakdowns in online communication and lack of teachers' technological skills were two factors that influenced the implementation of the pedagogical intervention. From the teacher's point of view, the participants had not had contact with Skype® before. In this sense, teachers' skills to deal with technology were minimal. Participants presented a lack of knowledge in regards to technology handling. In this sense, Ertmer (1999) establishes that resources, training and support with regards to technology are external barriers that impact teachers' learning (cited in Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012). In fact, before beginning the pedagogical intervention we had to include a 0.0 session in which we introduce Skype and the virtual portfolio. This was intended to provide teachers with information and practice needed to be part of a video conference. Also, information on how to sign-up in the virtual portfolio was presented. Furthermore, the internet was also a limitation during the pedagogical intervention as participants' access to the web was usually poor. Finally the great amount of data collected made more difficult the labor of transcribing face to face and virtual sessions, students' artifacts and interviews.

Further research needs to be conducted not only to identify linguistic skills promoted through blended learning, but to enhance EFL learning in content-subject teachers as a strategy to complement the bilingualism program at the local and national level. It is also necessary to explore ways in which EFL and content-subject teachers cooperatively work

towards promoting cross-curricular projects that benefit primary and high school students.

Suggested research questions could be *how can EFL learning influence job opportunities in content-subject teachers? What is the impact of an EFL professional development program for content-subject teachers from state schools in Neiva, Huila?*

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Appendix A

Initial survey format

Universidad Surcolombiana
Maestría en Didáctica del inglés
Encuesta para docentes

Apreciados docentes, la siguiente encuesta tiene como objetivo medir su percepción respecto a la implementación de una plataforma virtual, que les permita reforzar el uso de comandos básicos en inglés en el aula de clase. La información suministrada será confidencial y se utilizara solamente con fines investigativos. Le agradecemos su tiempo y atención al leer cuidadosamente las preguntas de la siguiente encuesta, seleccionar la respuesta más adecuada y responder con honestidad.

1. Seleccione su rango de edad
 - a. Entre 20 y 30 años
 - b. Entre 31 y 40 años
 - c. Entre 41 y 50 años
 - d. Más de 50 años

2. Señale el nivel académico donde se desempeña como docente
 - a. Primaria
 - b. Secundaria
 - c. Primaria y secundaria

3. Indique el área que orienta
 - a. Ciencias sociales
 - b. Ciencias naturales
 - c. Lengua castellana
 - d. Matemáticas
 - e. Artes (plástica, música, danza y teatro)
 - f. Deportes
 - g. Religión y ética
 - h. Informática

4. ¿Cómo describe usted su nivel actual de inglés?
 - a. Excelente
 - b. Bueno
 - c. Aceptable
 - d. Bajo
 - e. Deficiente

5. ¿Qué tipo de formación ha recibido en el área de inglés?

- a. Escolar
 - b. Curso en escuela de idiomas
 - c. Curso virtual
 - d. Ninguna
6. ¿Cuál es la habilidad comunicativa en inglés que considera más importante a desarrollar desde su rol como docente?
- a. Comprensión auditiva
 - b. Comprensión lectora
 - c. Expresión oral
 - d. Expresión escrita
7. ¿Conoce algún tipo de plataforma virtual que promueva estrategias de aprendizaje de lenguas?
- a. Si.
 - b. No.
8. Si su respuesta a la pregunta anterior fue positiva, mencione el nombre(s) de la(s) plataforma(s) que conoce.
-
9. ¿Cree usted que es pertinente recibir instrucción para desarrollar habilidades comunicativas en idioma extranjero inglés?
- a. Si
 - b. No
10. Si su respuesta a la pregunta anterior fue afirmativa, ¿Estaría usted dispuesto(a) a asistir a jornadas de capacitación laboral para mejorar su uso del inglés en a nivel personal y en el aula de clase?
- a. Si
 - b. No

Appendix B

Protocol for interviews

	UNIVERSIDAD SURCOLOMBIANA		COD	
	FACULTAD DE EDUCACIÓN		DOC	
	MAESTRIA EN DIDÁCTICA DEL INGLÉS		Tiempo	30'
	“FOMENTO DE HABILIDADES ORALES EN INGLÉS, A TRAVÉS DE LA IMPLEMENTACIÓN DEL ENFOQUE DE APRENDIZAJE COMBINADO EN UN PROGRAMA DE DESARROLLO PROFESIONAL DOCENTE”		FECHA	
	Entrevista			

I. Romper el hielo

Saludo inicial, agradecimiento.

II. Presentación del objetivo de la entrevista

Explorar las percepciones de los participantes con respecto al desarrollo de las habilidades orales en inglés a través de la implementación de enfoque “Blended Learning” en un programa de desarrollo profesional docente.

III. Contenido:

a. Producción de oraciones

1. ¿Cómo crees que las sesiones presenciales han contribuido en tu habilidad para producir oraciones en inglés?
2. ¿Crees que los materiales impresos te permiten construir oraciones para comunicarte oralmente?
3. ¿cómo crees que las sesiones virtuales a través de Skype han influido en la producción de oraciones en inglés?

b. Uso adecuado de palabras

4. ¿El vocabulario que se provee en las sesiones presenciales es útil para desenvolverse en una situación comunicativa?
5. ¿Cómo puedes describir tu aprendizaje del vocabulario expuesto en clase?
6. ¿De que forma las actividades que se comparten a través de la plataforma virtual de Edmodo refuerzan el vocabulario que se presenta en las sesiones presenciales?

7. ¿cómo crees que la práctica oral a través de las sesiones virtuales a través de Skype fortalecen el uso de vocabulario en situaciones reales de comunicación?

c. Implementación de estrategias lingüísticas para dar claridad al mensaje

8. ¿Cuándo hablas haces uso de pausas, muletillas, te corriges a ti mismo y repites para enmendar algún error que cometes? ¿Cuál es la que más empleas?
9. ¿De qué manera el uso de estas estrategias lingüísticas favorece el desarrollo de tu habilidad oral?
10. ¿De qué manera la interacción a través de Skype ha permitido que mis compañeros provean retroalimentación a través de mi discurso?

d. Uso de estructuras gramaticales

11. ¿Explica cómo las estructuras gramaticales que se presentan en las sesiones presenciales pueden ser pertinentes para construir y organizar los mensajes que usted transmite?
12. ¿De qué forma los ejercicios prácticos que son posteados en Edmodo contribuyen a reforzar tu competencia gramatical?

e. Pronunciación y entonación

13. ¿Crees que los ejercicios ofrecidos en clase ayudan a fortalecer tu pronunciación en inglés? ¿Por qué?
14. ¿Qué otro tipo de ejercicios crees que deberían ser incorporados para perfeccionar tu pronunciación en inglés?
15. ¿De qué modo consideras que la entonación influye en el desarrollo de situaciones comunicativas diversas?
16. ¿Cómo ha sido tu experiencia en la interacción vía Skype con tu profesor, tus compañeros y el hablante nativo?

f. Uso de lenguaje corporal para expresar significados

17. ¿Haces uso de lenguaje corporal para reforzar el mensaje que buscas transmitir? ¿Ha funcionado esta estrategia?
18. ¿Cómo calificarías la interacción que se lleva a cabo mediante las video-llamadas en Skype?

g. Motivación

19. ¿Qué es lo que más te gusta de las clases presenciales?
20. ¿Qué es lo que más te ha gustado de las sesiones virtuales?
21. ¿Qué es lo que menos te ha gustado de las sesiones presenciales?
22. ¿Qué es lo que menos te ha gustado de las sesiones virtuales?
23. ¿Qué tipo de actividades y temática te gustaría que se incorporara en las sesiones presenciales?

24. ¿Qué tipo de actividades y temática te gustaría que se incorporara en las sesiones virtuales?

IV. Final de la Entrevista

25. ¿Hay algo que no te haya preguntado y que debería haberlo hecho?

26. ¿Hay algo que quieras añadir?


V. Agradecimiento y despedida

Agradecer al docente, despedirse formalmente e informar al docente que estarán en contacto

para la aplicación de los siguientes instrumentos: Encuesta a docentes y estudiantes.

Appendix C

Self-assessment rubric

	UNIVERSIDAD SURCOLOMBIANA FACULTAD DE EDUCACIÓN MAESTRÍA EN DIDÁCTICA DEL INGLÉS	
	“Fomento de habilidades orales en inglés, a través de la implementación del enfoque de aprendizaje combinado en un programa de desarrollo profesional docente”	
	<i><<Autoevaluación de las metas alcanzadas en el programa de desarrollo profesional>></i>	
Objetivo: Explorar el desarrollo de habilidades orales en inglés a través de la implementación del enfoque de aprendizaje combinado en un programa de desarrollo profesional docente.		
Instrucciones: Lee detenidamente las descripciones de cada una de las categorías relacionadas con las habilidades orales promovidas durante la implementación del enfoque de aprendizaje combinado en el programa de desarrollo profesional docente en el que participaste. Selecciona de 1 a 5, el nivel que mejor represente tu desempeño en cada una de las categorías, siendo 5 el nivel máximo de desempeño y 1 el nivel mínimo.		
Category	Subcategory	1
Durante mi participación en las sesiones presenciales y virtuales del proyecto de capacitación docente, yo...		
1. Producción de oraciones de diferente longitud y complejidad.	1.1. Solicito información en inglés	
	1.2. Proveo información en inglés	
	1.3. Reporto mi comprensión en inglés	
	1.4. Uso oraciones y frases conocidas en inglés.	
2. Uso adecuado de las palabras.	2.1. Solicito vocabulario desconocido en inglés	

	2.2. Internalizo el vocabulario en ingles que me presentan				
	2.3. Uso vocabulario conocido en ingles				
3. Implementación de estrategias lingüísticas para dar claridad al mensaje.	3.1. Solicito clarificación				
	3.2. Corrijo la pronunciación de mis compañeros y permito que me corrijan.				
	3.3. Uso el español para dar claridad al mensaje que quiero transmitir.				
	3.4. Uso pausas y muletillas cuando hablo en inglés.				
4. Uso de estructuras gramaticales.	4.1. Estoy en la capacidad de usar estructuras gramaticales para construir y organizar los mensajes que transmito.				
5. Pronunciación y entonación.	5.1. Reconozco diferencias en pronunciación				
	5.2. Proveo la pronunciación de palabras que conozco para que otros la sigan				
	5.3. Corrijo mi pronunciación y la de otros cuando conozco la palabra.				
	5.4. Pregunto por la pronunciación de palabras que desconozco.				
6. Uso de lenguaje corporal para expresar significados.	6.1. Estoy en la capacidad de usar lenguaje corporal para reforzar el mensaje que busco transmitir en idioma ingles				
7. Motivación.	7.1. Sigo las instrucciones ofrecidas por mi profesor				
	7.2. Estoy comprometido con mi proceso de aprendizaje del ingles				
	7.3 Muestro entusiasmo para desempeñarme en las tareas comunicativas.				
8. Uso de la tecnología como herramienta de aprendizaje	8.1 Hago uso efectivo de las diferentes herramientas virtuales presentadas durante la capacitación				
	8.2 Considero Skype como una herramienta útil para practicar y reforzar mis habilidades orales en ingles				
	8.3 Me comprometo con la asistencia a cada una de las sesiones virtuales				
	8.4 En las sesiones virtuales pude reforzar los conceptos y vocabulario presentados durante las sesiones presenciales.				
Adapted by Natalia Sánchez and Sergio Chávarro (2015) from Brown (2001)					

Appendix D

Pedagogical intervention

Session	Date	Objectives	Activity	Vocabulary	Materials
0.0		<ul style="list-style-type: none"> - To get familiar with the professional development program. - To explore the virtual platform required to develop the activities. - To set a schedule for the face-to-face sessions and the online sessions through Skype. - To express opinions and expectations about the professional development program. 	<p>The instructors present the project to the group of teachers. Also, the instructors present the virtual platform that participants will use to upload their tasks. Thus, the participants will get familiar with the online platform. Besides, the participants will sign in the online platform and they will explore it.</p> <p>The participants will be interviewed by the researchers as a strategy to collect the participants' opinions and expectations about the professional development program.</p>	The presentation will be carried out in the participants' first language.	Computer, slides projector. Video camera
1.1 face-to-face instruction		<ul style="list-style-type: none"> - To get familiar with vocabulary regarding giving and asking for personal information. - To identify the different forms to provide and ask for personal information when interacting with a person. 	<p>Throughout the use of Edmodo as a virtual portfolio participants will find an introductory video to get the idea of a communicative situation in real life.</p> <p>The vocabulary required to develop the activity will be</p>	<p>Greetings and farewells</p> <p>Questions about personal information:</p> <ul style="list-style-type: none"> .what's your name? -how are you? -how old are you? -where are you from? -where do you live? 	Computer, slides projector. Video camera

			<p>found in the platform.</p> <p>The participants will be divided into pairs, they will be asked to videotape themselves using their smartphones. Specific details regarding vocabulary and length of the video will be also provided.</p> <p>At home, the participants will upload the video which becomes the final product of the first session.</p>	<p>- What is your job?</p> <p>-are you married or single?</p>	
1.2 on-line instruction	- To provide and ask for personal information in a real-life communicative situation.	<p>The participants will have a skype session. An English native speaker will be invited to share information with the participants. Additionally, the participants will be provided with a questionnaire that they will use to ask the English speaker for specific information. Nevertheless, the native English speaker will ask simple questions to the participants.</p> <p>The instructor will be monitoring the session. If a question or answer is not comprehensible, the instructor will support them.</p>	<p>Greetings and farewells</p> <p>Questions about personal information:</p> <p>.what's your name?</p> <p>-how are you?</p> <p>-how old are you?</p> <p>-where are you from?</p> <p>-where do you live?</p> <p>- What is your job?</p> <p>-are you married or single?</p>	Laptop and internet connection.	

2.1 face-to-face instruction		<p>- Identify vocabulary and basic expressions to interact at the restaurant.</p>	<p>The instructor will take the participant to the cafeteria and the restaurant of the school. There, the instructor will present the vocabulary. After that, the participants will have a picnic at the restaurant to reinforce the vocabulary.</p> <p>At home, the participants will take three short activities (matching, organizing the dialogue and video creation.). The video will be uploaded to the platform.</p>	<p>Food vocabulary:</p> <p>Fruits Banana, apple, orange, pineapple, grapes.</p> <p>Vegetables: Carrot, onion, tomato, lettuce, potato, broccoli.</p> <p>Meat: beef, chicken, pork, fish.</p> <p>Grains: rice, corn, beans.</p> <p>Dairy products: milk, eggs, butter, bread.</p> <p>Meals: Hot dog, hamburger, pasta.</p> <p>Drinks: juice, water, wine, soda, beer.</p>	<p>Computer, slides projector. Video camera</p>
2.2 on-line instruction		<p>-To order food in a restaurant</p> <p>-To ask and answer questions about food.</p>	<p>Participants will join in a skype meeting. The instructor will share a menu of a very famous restaurant with the participants. Their job is to decide the food they want to eat. Furthermore, they will order it. The instructor will take the role of the waiter of the restaurant.</p>	<p>Food vocabulary:</p> <p>Fruits Banana, apple, orange, pineapple, grapes.</p> <p>Vegetables: Carrot, onion, tomato, lettuce, potato, broccoli.</p> <p>Meat: beef, chicken, pork, fish.</p> <p>Grains: rice, corn, beans.</p> <p>Dairy products: milk, eggs, butter, bread.</p> <p>Meals: Hot dog, hamburger, pasta.</p>	<p>Laptop and internet connection.</p>

				<p>Drinks: juice, water, wine, soda, beer.</p> <p>Expressions:</p> <p>-what do you want for dinner/breakfast/lunch.</p> <p>- I would like...</p>	
3.1 face-to-face instruction		<ul style="list-style-type: none"> - To recognize vocabulary related to school routines. - To express ideas about school through a role play 	<p>Participants will take a tour around the school. Taking advantage of the signs in English that are posted around the school, the teachers will identify the different sections of the school. Besides, the environment within the classroom will be also presented to the participants, for instance, the researchers will previously label the different classroom objects. Fortunately, each classroom counts on a schedule which is pasted on the wall and it contains all the subjects written in English that students take. As a piece of homework, participants are asked to work independently. For that reason, they are supposed to work on online activities in Edmodo, they will watch a video about classroom routines and they will complete activities based on the</p>	<p>Classroom objects: notebook, pencil, pen, sharpener, chair, board, eraser, ruler, marker, and book.</p> <p>School subjects: Math, science, literature, English, ICT, social studies, arts, music, drama, dancing, chess, ethics.</p> <p>School places: Restroom, cafeteria, restaurant, lab, library, office, computers lab, soccer field, basketball court.</p>	Laptop and internet connection.

			information provided in the video. The activities have to do with, gap filling, matching, labeling, unscrambled words.		
3.2 on-line instruction		- To detect pronunciation pattern of the participants' speech	The participants will join to the skype session. They will be previously given three short dialogs they organize themselves in pairs or triads. During the session they will act it out. At the end of each one of the interventions, the instructors will provide a detailed feedback. Participants are allowed to read their dialogues. During this session special significance will be given to the pronunciation	Classroom objects: notebook, pencil, pen, sharpener, chair, board, eraser, ruler, marker, and book. School subjects: Math, science, literature, English, ICT, social studies, arts, music, drama, dancing, chess, ethics, physical education. School places: Restroom, cafeteria, restaurant, lab, library, office, computers lab, soccer field, basketball court.	Laptop and internet connection.
4.1 face-to-face instruction		- To attain vocabulary and expressions about sports and hobbies - To practice vocabulary about sports in the context of a physical education class	There is a school project called "copasst", and it seeks for teachers to take care of their health by exercising during one hour per week. For that reason during this hour, participants will be asked to go to the basketball court in order to practice vocabulary and expressions regarding sports and hobbies. TPR activities will be planned by the researchers to support both English learning and	Sports: soccer, basketball, volleyball, swimming Actions: run, jump, walk, play, sleep, stop. Hobbies: painting, dancing, reading, sleeping, going out, listening music, chatting	Laptop and internet connection, flashcards, photocopies, pencil, eraser.

			exercising. During this activity, four stages will be set around the basketball court. The first stage is a matching exercise using pictures and words. In the second stage the participants are asked to unscramble words to organize sentences. In the third stage, the participants will listen to an instruction and they will have to mimic the action proposed. In the last stage, participants will read some sentences about sports or hobbies, then, they will draw the situation or vocabulary presented in the paper in order to check comprehension.		
4.2 on-line instruction		- To reinforce vocabulary about sports and hobbies trough a chat session.	Before the skype session the participants will be given through the platform a set of questions, in order to get personal information about their hobbies and sports preferences. During the skype session, participants will take turns to ask and answer the questions given. The instructor will be also involved in the conversation.	Sports: soccer, basketball, volleyball, swimming Actions: run, jump, walk, play, sleep, stop. Hobbies: painting, dancing, reading, sleeping, going out, listening music, chatting	Laptop and internet connection.
5.1 face-to-face		- To describe people using an internet platform	In order to introduce the vocabulary used to describe people, a	Physical appearance: body parts: face, eyes, hair, nose, lips, legs,	Laptop and internet connection,

instruction			<p>big poster of a famous person will be pasted on the board. The vocabulary will be presented as the instructor is describing the picture on the board. Pieces of paper will be pasted with vocabulary on it will be placed highlighting the most important features of the character. Using blabberize, participants will be asked to interact with a website in order to create an avatar. Furthermore the website offers the opportunity to record the participant's voice and add it to the avatar. While creating their avatar, the participants will upload a picture of their favorite star and will describe it following the instructions given in the face to face session. They upload the video in the Edmodo platform.</p>	<p>arms, head. Colors: blue, green, black, white, blue, red, blond. Adjectives: long, short, big, curly, straight, wavy, tall, small.</p>	<p>posters, pieces of paper.</p>
5.2 on-line instruction		Describing people	<p>The participants will be asked to join in a skype session. This session seeks for having some fun while learning. For instance each participant will think about a workmate and will present the workmate avoiding telling their names. The rest of the</p>	<p>Physical appearance: body parts: face, eyes, hair, nose, lips, legs, arms, head. Colors: blue, green, black, white, blue, red, blond. Adjectives: long, short, big, curly, straight, wavy, tall, and small.</p>	<p>Laptop and internet connection.</p>

			<p>participants will try to guess their names. Questions like is he short or tall?, is it a man or a woman?, what is the color of his/her eyes, hair? Will be asked by the participants while guessing. The instructor will be in charge of opening the conversation.</p>		
6.1 face-to-face instruction	-	To ask and provide instructions on how to arrive at a place.	<p>Using the poster of a city, the instructor will give the participants the new vocabulary and useful expression to give directions. Throughout the activity called "Scavenger hunt" the participants are taking out of the room with written instructions on a paper. They are asked to wander around the school looking for clues to arrive at a specific place within the school. The first participant to accomplish the goal will get a prize. To reinforce the vocabulary and expressions given, the participant will be asked to simulate a conversation between a foreigner and a citizen, the foreigner wants to get to a specific place in the city. The citizen will provide details about locations and the steps the</p>	<p>Places in town: hospital, bank, cafeteria, mall, airport, shops, library, theater, park, bakery.</p> <p>Giving directions: turn left/right, go straight/back, and go up/down.</p> <p>Prepositions of place: in front of, opposite, behind, between.</p>	Laptop and internet connection, posters, photocopies with clues.

			foreigner has to follow to arrive at the target. They will record themselves while speaking and the file will be uploaded to Edmodo.		
6.2 on-line instruction		- To apply for a job	As the final project, the participants will be asked to be ready for a job interview that will be conducted through skype. In there, the participants will put into practice all the vocabulary and expressions they learnt during the previous sessions. This will be develop individually and the instructor will be the interviewer.	All the vocabulary and the expressions studied during the previous sessions.	Laptop and internet connection.

Appendix E

Lesson Plan Sample

Teacher : Sergio Chavarro		Date: september 1st	
Assistant: Natalia Sanchez			
School: Colombus American School		Professional development program	
Lesson Subject: English		Teaching time: 2 hours	
Lesson concept: Personal information		Skills: listening, writing, speaking, Reading	Vocabulary: Greetings and farewells Questions about personal information: .what's your name? -how are you? -how old are you? -where are you from? -where do you live? - What is your job? -are you married or single?.
Objetives:		Asessments:	
Students will be able... 1- To get familiar with vocabulary regarding giving and asking for personal information. 2- To identify the different forms to provide and ask for personal information when interacting with a person.		Students are able to 1. Use vocabulary related to greetings and farewells 2. Spell their names, to clarify information 3. Follow a sequence of a dialogue 4. Provide personal information to a classmate 5. Ask and answer personal information questions	
Materials: Computer, slides projector. Video camera, slide presentation about personal information, worksheet, internet connection.			
Activating prior Knowledge: Through a video and a short role play, the teacher, presents the vocabulary about personal information			

Procedure

1. Teacher, ask the students to visit the Edmodo platform, in order to have further practice of the vocabulary and common expressions to give personal information.
2. In there, students will find exercises in which they have to spell their names, follow the sequence of a dialogue, practice the correct pronunciation of some words and numbers and write their personal information in a chart.
3. Also, a leaflet with the information about the vocabulary and expressions will be given in order to practice out of the virtual environment.
4. as a final task, students should design a short dialogue in pairs in which they will ask and answer for personal information

Closure:

In the same pairs, participants will video tape the dialogue and uploaded it on the Edmodo platform. This activity will help them to identify their pronunciation and their use of the English language.

Homework:

On Wednesday September 2nd in the online session, participant will interact in a real life situation with a native English speaker

Appendix F

Worksheet Sample

Worksheet 1

Name: _____ Date: _____

Personal information questions are the basis for any conversation in English and so are important for when you meet somebody for the first time. They are the building blocks from which the rest of the conversation can develop.

Some common questions and a correct form for the answer are as follows:

Notice that we are giving our answers in complete sentences to practice using them though normally we only give short answers.

NAME	OCCUPATION	MARITAL STATUS	FAMILY
What is your name? My name is _____.	What do you do? I am a _____.	Are you married / single? Yes, I am. or No I'm not.	Do you have any children?
What is your surname / last name? My surname / last name is _____.	Where do you work? I work at _____.	Do you have a boyfriend / girlfriend? Yes, I do. or No, I don't.	Yes, I have _____ children. or No, I don't
Do you have a nickname? Yes, my nickname is _____ or No, I don't	Do you like your job? Yes, I do. or No, I don't.	What is your partner's name? My partner's name is _____	What are their names? Their names are _____
	Why do you like your job? I like my job because _____		How many brothers and sister do you have? I have _____ brothers and _____ sisters.

More information

<p>What is your favourite food? My favourite food is _____.</p> <p>Is there any food that you do not like? Yes, I don't like _____ or I like all food.</p> <p>What is your favourite colour? My favourite colour is _____.</p> <p>What languages do you speak? I speak _____.</p> <p>Do you have any pets? Yes, I do. or No, I don't.</p> <p>What pets do you have? I have _____.</p> <p>What are their names? Their names are _____.</p>	<p>How old are you? I am _____ years old.</p> <p>When is your birthday? My birthday is on the _____ of _____.</p> <p>Where were you born? I was born in _____.</p>	<p>Where are you from? I am from _____.</p> <p>What is your address? My address is _____.</p> <p>What is your phone number? My phone number is _____.</p> <p>What is your cell phone number? My cell phone number is _____.</p> <p>Do you live with your parents? Yes, I do. or No, I don't.</p> <p>Do you live alone? Yes, I do. or No, I don't.</p> <p>Who do you live with? I live with my _____.</p> <p>Do you live in a house or an apartment? I live in a/an _____.</p>	<p>What do you do in your free time? In my free time I _____.</p> <p>What are your hobbies? My hobbies are _____.</p> <p>What type of music do you like? I like _____ music.</p> <p>Do you have a favourite singer or group? My favourite singer / group is _____.</p> <p>What types of movies do you like? I like _____ movies.</p> <p>Do you like to read? Yes, I do. or No, I don't.</p> <p>What do you like to read? I like to read _____.</p>
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3. With a classmate, follow the example of this dialogue, and design your own conversation. Videotape yourselves and upload it at Edmodo.

Secretary: Good Morning

Karol: Good morning, I want to apply for a job

S: what's your name?

K: My name is Karol

S: How old are you?

K: I am twenty-three

S: are you married or single?

K: I am single

S: where are you from?

K: I am from California

S: what is your telephone number?

K: it is 5-667-77-8998

S: ok we will call you later

K: thank you, bye.

More information:

Alphabet Pronunciation				
A	B	C	D	E
[eɪ]	[bi:]	[si:]	[di:]	[i:]
F	G	H	I	J
[ef]	[dʒi:]	[eɪtʃ]	[aɪ]	[dʒeɪ]
K	L	M	N	O
[keɪ]	[el]	[em]	[en]	[əʊ]
P	Q	R	S	T
[pi:]	[kju:]	[a:]	[es]	[ti:]
U	V	W		
[ju:]	[vi:]	['dʌbəlju:]		
X	Y	Z		
[eks]	[waɪ]	[zed/zi:]		


EnglishClub.com

NUMBERS 1-100

1 one	11 eleven	
2 two	12 twelve	20 twenty
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten		100 one hundred


Appendix G

Class Observation Format

	UNIVERSIDAD SURCOLOMBIANA FACULTAD DE EDUCACIÓN MAESTRÍA EN DIDÁCTICA DEL INGLÉS	
	“fomento de habilidades orales en inglés, a través de la implementación del enfoque de aprendizaje combinado en un programa de desarrollo profesional docente”	
	Análisis de clase	
Session Number:		
Objective : To explore EFL oral skills development through the implementation of a blended learning approach in a teacher development program		
Observer’s name:		
Date:		
Length:		
Teacher’s name:		
Category	F2F session	Skype session
1. Production of chunks of language of different lengths		
2. Use of vocabulary		
3. Monitoring oral production and use of strategic devices (pauses, fillers, self-correction, backtracking) to properly communicate a message		
4. Use of grammatical structures		
5. Pronunciation and intonation patterns		
6. Use of facial features and body language to convey meaning		

Appendix H

Teacher's Reflection Format

	UNIVERSIDAD SURCOLOMBIANA FACULTAD DE EDUCACIÓN MAESTRÍA EN DIDÁCTICA DEL INGLÉS	
	"fomento de habilidades orales en inglés, a través de la implementación del enfoque de aprendizaje combinado en un programa de desarrollo profesional docente"	
	<u>Teacher's reflection</u>	
Session Number:		
Objective : To explore EFL oral skills development through the implementation of a blended learning approach in a teacher development program		
Observer's name:		
Date:		
Length:		
Teacher's name:		
Category	F2F session	Skype session
1. Production of chunks of language of different lengths		
2. Use of vocabulary		
3. Monitoring oral production and use of strategic devices (pauses, fillers, self-correction, backtracking) to properly communicate a message		
4. Use of grammatical structures		
5. Pronunciation and intonation patterns		
6. Use of facial features and body language to convey meaning		

