



# **BLENDED LEARNING IN ESL AT UNIVERSIDAD VERACRUZANA**

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# Introduction

The University of Veracruz (UV) offers different learning modalities for English as a Second Language (ESL). Among this modalities are: in-person, online, and autonomous.





University students, who study the subjects of English 1 and English 2, attend their face to face sessions at the Language Center; so, they have to move from their faculties every day.

In order to avoid the students' movement from one school to another, the UV decided to pilot a blended learning modality in order to help them save time and money.



## Objective



This paper mainly aims at identifying the advantages and disadvantages of the piloted blended modality.

## Background

In June 2015, the University of Veracruz started a self-evaluation process of its own educative model.

According to the results of this self-evaluation exercise, students wasted a lot of time and money when moving from their faculties to the Language Center to attend their ESL in-person sessions.

For this reason, the UV started a pilot project to offer this students a blended modality in order to diminish the number of in-person sessions.





## Methodology

For this research, we implemented a qualitative methodology whose paradigm focuses on getting a deep knowledge about people, communities, contexts, variables or situations, from the participants' very own words.

We utilized a semi-structured interview to collect the data.

The participant was one professor who piloted the blended modality at the Poza Rica Language Center.





# Results

<b>ADVANTAGES</b>	<b>All course materials are available online for students to consult them any time they need.</b>
	The materials contain a detailed explanation of all the course subjects.
	If students are not able to attend the only face to face session in the week, they can always consult the materials.
	All materials include a great variety of activities and exercises to practice the target language.
	This modality promotes autonomy so; students learn how to work on their own.
	Students can study subjects in advance.

<b>DISADVANTAGES</b>	<b>The online materials availability is not usually exploited by students.</b>
	Some students attend classes but do not carry out their autonomous work on line.
	Some students let a lot of time pass and rush to finish all their autonomous work at the end of the semester which is not advisable.
	If students do not attend the in-person sessions, they may lose important practice opportunities with their classmates and teachers.
	During the course piloting, no student finishes the 100% of the activities and exercises they had to do online.





<b>COMPARISON BETWEEN THE ENGLISH 1 AND ENGLISH 2 STUDENTS IN THE PILOTED BLENDED MODALITY</b>	<b>English 1 Students</b> <ul style="list-style-type: none"><li>• <b>Students adapted better to this modality.</b></li><li>• <b>They did most of their work in the platform.</b></li><li>• <b>They had a high percentage of attendance to the in-person sessions.</b></li><li>• <b>They were responsible (about 75% of the autonomous work done).</b></li></ul>
	<b>English 2 Students</b> <ul style="list-style-type: none"><li>• Students who previously studied the subject of English 1 in-person were not comfortable with the blended modality.</li><li>• They seldom carried out the autonomous work.</li><li>• Poor percentage of attendance to the in-person sessions.</li><li>• They were not responsible enough. (only about 50% of the autonomous work done).</li></ul>





**COMPARISON  
BETWEEN THE  
BLENDED AND IN-  
PERSON MODALITIES**

**Blended modality**

- **Shorter practice opportunities.**
- **Lower academic performance.**

**In-person modality**

- Longer practice opportunities.
- Higher academic performance.



## Conclusions

It is necessary to keep working this modality in order to propose new strategies to help our students get a better academic performance.

One of these strategies could be the setting of deadlines for exercises and tasks delivery, to avoid students let a lot of time pass and rush to do the activities at the end of the semester, which is not helpful for their language acquisition.



It is advisable to integrate more professors in this educative modality to gather and keep record of more teaching-learning experiences at the Language Centre in Poza Rica.

It is also very important to keep track of students' academic performance in this modality in order to implement support programs for students in risk of failing and avoid high levels of course abandonment.

## Recommendations

Researchers interested in continuing our investigation can focus on the analysis of students' academic performance in the mid-term and final exams of the blended modality, as well as the implementation of a research project that collects the students' perception on their blended learning, mainly in English 2 students, who mostly failed in finishing their autonomous work.





## References

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*Thank  
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