

**Analyzing the Effect of a Virtual English Course on a Teacher's Linguistic
competence**

Análisis de los Efectos de un Curso Virtual de inglés en La Competencia Lingüística de
una Docente de Primaria

Ángela Yuliet Díaz Ríos

José Luis Muñoz Sánchez

Nataly Pérez Aranda

María Fernanda Vaquen Millar

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Advisor:

Lorena Caviedes Cadena, M.A.

**UNIVERSIDAD EL BOSQUE SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAM OF BILINGUAL EDUCATION
BOGOTÁ, 2020**

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Abstract

This research project came from the analysis regarding the lack of English as a foreign language (EFL) proficiency that some teachers in Colombian public schools face. Educators should receive constant training to be prepared for their teaching; especially, when they are required to instruct without the precise information for the improvement of their English level. In response to said problematic, this research project aims to create a Virtual English Course for teachers to increase their EFL linguistic competence. In order to develop it, researchers used the Instructor-led Online Training Approach, implemented a Case Study Qualitative approach, and applied instruments for data collection, such as Semi-structured individual interviews, Questionnaires, and Student's Artifacts. As a result, these three main categories were established: *Didactic material for learning development*, *Motivation and Self-regulated Learning*, and *Self-regulated learner's strategies*. The outcome revealed that the participant of this research project effectively increased her linguistic competence by virtue of the didactic material adopted along with her interest and self-regulated strategies. It proves that EFL can be taught through Virtual English Courses combined with the participant's dedication and willingness to learn.

Keywords: Linguistic competence, EFL (English as a foreign language), Virtual English Course, Instructor-led Online Training Approach, E-learning, Didactic Material, Motivation, Self-regulated learning.

Resumen

Este proyecto de investigación viene del análisis de la falta de conocimiento del inglés como lengua extranjera (EFL) que enfrentan algunos maestros en Colombia. Los educadores deben

recibir capacitación continua para estar preparados para la enseñanza, y mucho más cuando se les exige que instruyan sin la información precisa para mejorar el inglés. En respuesta a esta problemática, este proyecto de investigación tiene como objetivo crear un curso virtual de inglés para que los maestros aumenten su competencia lingüística en el idioma extranjero. Para desarrollar este curso, los investigadores utilizaron el enfoque de capacitación en línea dirigido por un instructor, también implementaron un estudio de caso y aplicaron instrumentos para la recopilación de datos, como entrevistas individuales semiestructuradas, cuestionarios y artefactos hechos por los estudiantes. Como resultado de esto, se establecieron estas tres categorías principales: Material didáctico para el desarrollo del aprendizaje, Motivación y aprendizaje autorregulado, y las estrategias del alumno autorregulado. El resultado final reveló que la participante de este proyecto de investigación mejoró efectivamente su competencia lingüística en virtud del material didáctico adoptado, su interés y estrategias autorreguladas. Esto demuestra que el inglés como lengua extranjera se puede enseñar a través de cursos virtuales combinados con la dedicación y la voluntad de aprender de los participantes.

Palabras Clave: Competencia Lingüística, inglés como lengua extranjera (EFL), Curso virtual de inglés, Capacitación en línea, Aprendizaje electrónico, Material didáctico, Motivación, Aprendizaje autorregulado.

Chapter I: Introduction

The implementation of English as a foreign language (EFL) is an important aspect that the National Ministry of Education (MEN) has developed during the last years. The EFL's relevance goes from the importance of the use of the language in order to recognize diversity, and the assumptions that it can endure talking about communicative, cultural and scientific competences (MEN, 2014). That is why, in order to reach the MEN's goals, teachers should "be able to integrate knowledge about language, pedagogical practices, learning theories, and educational context" (Fandiño, 2013, p.2). Since the role of the teachers includes guiding their students' learning process, their EFL knowledge should be skillful. This means that teachers should be aware of what they need to know for their teaching practice and what students need to learn. Teachers also need to articulate their knowledge and beliefs in a class context for preparing suitable material for learners. In order to reach the objectives that the MEN proposes for EFL classes, English teachers should be prepared to use the language through communicative, cultural, and scientific competences, to provide in their classes the opportunity to integrate different aspects that help students to connect what they experience with what they are learning.

In accordance with the previous paragraph, during their teaching practices researchers identified the lack of EFL knowledge that basic primary teachers had. Related to this, there is a research report that evidences that in some schools of Bogotá, it has not been possible to teach content and pedagogical knowledge in EFL classes. For instance, a study in which the author focuses on four teachers, three females and one male that have a low proficiency in EFL. They hold degrees in other areas different from English; however, they were required by the principal to teach English to fulfill the English content, especially in primary courses (Aguirre, 2018).

This analysis helped us to get a bigger perspective about the problematic we had identified already. The study mentioned in this paragraph shows what happens behind the scenes of some schools in Bogotá, demonstrating that some of the teachers are not prepared enough to teach and speak English as a foreign language.

The project developed in this paper resembles the one mentioned in the previous statement, but this one is going to be focused on an elementary school teacher. This participant is working on a public school in the south of Bogotá, where she is in charge of the education of a group of fifth graders, teaching English without the appropriate knowledge. These circumstances limit the students' learning process and do not allow the teacher to reach the main objective established by the National Ministry of Education (MEN), whose function is to prepare Colombians to have a proficient use of English according to the international comparable standards (Gómez, 2017). It is evident that this situation is limiting the students' learning process and diverting the objectives that the government has in order to create a "Colombia Bilingüe". The participant of this research admits ~~to have~~having a limited knowledge about the foreign language, which does not let her reach the MEN's objectives.

This is a partial report on a research project conducted in the Bilingual Undergraduate Program at El Bosque University and it had the purpose of analyze the effect of an online course implemented through the Instructor-led Online Training Approach, focused on the development of the linguistic competence of a basic primary school teacher. According with the data collected through interviews and observations of the performance during the needs analysis, it is possible to identify that the implementation of Information and Communication Technologies (ICT's) is one of the characteristics of how the participant takes advantage of the virtual resources available to promote autonomous learning. The reason why this project is

focused on the implementation of an online course applying the E-learning method is because it fits the participant's needs and requirements. The participant shows great interest in enriching her English language skills through the use of technology and is willing to devote time to practice. This level of commitment supported the idea of the virtual learning course created. With this tool, the participant can organize her time and take the classes on a comfortable schedule for her.

The aforementioned is a consistent ground for the researchers to consider an online course based on E-learning adequate to fulfill the participant's needs, making good use of her time to learn and her interest to use technology in her classes. The E-learning method creates a dynamic and interactive environment for the participant to strengthen her linguistic skills in the foreign language. Considering this, the research paper will be developed in five sections. The first one presents the research problem and the strategy proposed to solve it. The second part lays the theoretical ground for our study. It feeds on what authorities have said about the constructs and what other researchers have found in previous case studies and research papers conducted in Colombian contexts. The third chapter focuses on research design, including the methodology used to collect and process data. The fourth section presents the analysis of the data collected through the instruments, during the implementation of the Virtual English Course. The last segment includes the challenges faced, the conclusions reached, and the topics suggested for further research.

Statement of the problem

The art of teaching needs to be constantly supported by the commitment of learning. This means that professional development is a must in a teacher's career. In-service teachers need to be constantly trained for their teaching practice. Even more so when they are required to teach EFL without the accurate knowledge for the development of this subject matter. The purpose of this section is to establish the problem to target during this proposal. In the following paragraphs, you will find a deep description of the needs analysis, followed by the description of the context and population; and finally, the objectives and questions established to carry out the present research project.

The participant of this study is an elementary school teacher working in a public institution, where she is required by the principal to teach English to fifth graders, without having the required knowledge to do so. The teacher is interested in the use of ICT's such as blogs, online games, video platforms, and so on. This is reflected on the sources that she uses during her classes and in the way that she transmits the information to students and parents. During the analysis of her classes, researchers could see that the participant created a blog to inform parents what the students do during their classes and what they should do as homework or independent activities. Additionally, the school provides technological resources that she normally uses during the development of her classes. In spite of the lack of knowledge that the teacher has about the foreign language, she has tools and experience to create and manage the class; additionally, she is using the ICTs in order to maintain communication between teacher, students, and families.

In regards to the participant, the main problem this teacher faces during her EFL classes is the lack of knowledge she has about the language. Nevertheless, the National Ministry of

Education, the city's Secretariat of Education, and the school require her to teach EFL. As a result, she cannot reach the goals of the syllabus given by the school, and students' learning becomes seriously disrupted. Unfortunately, the participant's is not an isolated case, it is rather one example of the common circumstances under which most teachers in public schools in Colombia operate, as Campo said in her research, 60% of teachers in Colombia do not speak English and most of them do not know how to teach it (p.1). This percentage needs to decrease, and the level of teachers trained in pedagogies and methodologies of English teaching should increase.

The preliminary observations and needs assessment determined that in an attempt to tackle down her lack of knowledge, the participant is willing to devote her time to take English classes and enhance her skills in the use of technology in educational spaces. Therefore, the objective of this research project is to analyze the effect of a Virtual English Course mediated by the Instructor-led Online Training Approach in the teacher's linguistic competence. Such impact will be determined by contrasting the results of the Virtual English Course with the data gathered in the preliminary observations.

Despite the lack of knowledge in the use of the language, the teacher makes an effort to help the students reach the goals proposed for fifth grade. In order to help and give suitable material for the participant to foster her linguistic competence, the researchers designed the Virtual English Course to offer information about main English topics required by the curriculum, which is aligned to the Common European Framework of Reference (CEFR). The researchers selected the topics and presented the information in interesting ways so as to motivate the teacher to go deeper on those topics she is missing knowledge about. The main idea is to teach the topics that the teacher should prepare for her classes according to the

curriculum proposed by the school, in order to offer her the necessary knowledge to manage her classes. Consequently, the general question of this proposal is: What is the effect of a Virtual English Course mediated by the Instructor-led Online Training Approach on the linguistic competence of a basic primary school teacher?.

This question was answered by monitoring the participant's process with prescheduled virtual meetings and solving doubts about the topics presented in the course. The use of a Virtual English Course and the communication between researchers and participant can be important tools that help the teacher foster her linguistic competence in EFL, which consequently will enhance her teaching of English classes. The fact that the topics the teacher will learn depend on what she has to teach should result in the teacher being able to reach the objectives of the class using suitable material and proper knowledge.

Rationale

A huge part of Colombian school's teachers do not have the preparation in order to offer a competitive guidance in EFL classes. Linares (2011) conducted an interview about English teaching in Colombia to Clara Watson, she affirmed that teachers who teach from 6th to 11th grade know how to speak it, but they do not know how to teach it, and those who teach to elementary school do not know how to speak it or teach it. Later, she said that they do not have the concept of the methodology to teach English, because they stick to grammar, translate word by word and they are still explaining the verbs "to be", which is an obsolete grammatical structure. There is no discourse, pragmatics, or methodologies, particularly in public schools. Teachers do not find training and, if there is one, they do not know it. In the case of those who already teach, students who are about to finish their degree in languages can, as a professional practice, help train these teachers. (p.1). Watson's views paint a worrisome scenario filled with

obsolete practices; however, that very problem may also be viewed as an opportunity for universities and EFL authorities to propose and develop more plans that impact and improve those practices.

Since Colombian non-EFL teachers are not prepared with accurate methods and use of the language for teaching, students would not be prepared to use language properly. Thus, it is evident that this obstacle affects not only learners and teachers but also the country's educational development. This research project looks to alleviate part of this issue and the following lines will attempt to describe the process. First, let us describe the main reason that drove this research project. After that, the researchers will determine the influence this research project has in the EFL linguistic competence learning and development for teachers. Then, the focus will be on how this Virtual English Course could be used by other teachers to learn more about the foreign language, to improve their performance in class.

One of the reasons that drove this research project is the current situation of basic school teachers in Colombia, more specifically the condition related to their EFL knowledge. Watson (2011) says that Colombia and its public schools have many complications, which stopped them from correctly and pertinently reach the personal and governmental expectations. On the other hand, it should be a priority that students receive a second language education from the moment they begin preschool. If this is the case, by the time they reach high school, they can continue studying English according to their age and language level and finish this academic stage with the proficiency of someone who has studied English for 12 years (p.1). Considering that ideal, this project is aimed for teachers that do not know English and have the necessity to be trained in order to increase their linguistic competence knowledge, which may help to improve their English level, the development of their EFL classes, and in turn, their students' English level.

This project is directed to create a Virtual English Course for teachers to increase their knowledge about EFL. So as to have a meaningful learning, it is necessary to use a proper material and approach that could assist the researchers to guide the teacher in her EFL learning process, using dynamic material, and giving proper instructions for helping her to advance. The learning tool that this research project proposes to design is a Virtual English Course on an online platform called Blackboard, as a way to provide a dynamic and interactive environment for learning. Blackboard allows learner and researchers to take advantage of many of the online tools listed by Son (2011) such as learning/content management systems, and communication tools that include Gmail, Skype, Blogs, and wikis. The importance of having teachers well prepared in the Foreign Language moved the researchers to look for materials and tools that meet the needs of the teachers and look to lessen the aforementioned problems in their closest environment.

To face the problem posed by the percentage of Colombian teachers that does not have the expected competence to teach English, this research project proposes the implementation of a Virtual English Course. Besides analyzing the actual situation reflected in the Colombian schools, the researchers also considered the impact that ICTs have in the EFL classroom. As a result, the Virtual English Course was designed to provide basic English lessons to teachers who need to develop their linguistic competence in this area.

Chapter II: Literature Review

The theoretical framework developed below introduces the basic theory required for the comprehension of this project and its development. The concepts that will be explained emerged from the problematic already mentioned, where a big percentage of Colombian primary school teachers are teaching English without having the knowledge to do it. In the first place, the

concept of *E-learning* is defined as a method to incorporate academic activities in virtual spaces; it could be individual or in groups working with a computer and connection to the network.

E-learning helps to connect student's learning with information and activities where they can practice what they acquire (Mehlenbacher et al., 2010). *E-learning* constitutes the ground for this research project since activities, practice, learning, feedback, and communication between researchers and participant is performed online. The second construct is *Linguistic Competence*, which allows understanding the rules of a language and aims to guide the learner towards using the language in a communicative way while using also grammar skills properly. Given that the *linguistic competence* of our participant is a big goal for this research project, a great amount of time and effort were devoted to designing content that would strengthen both her grammatical and communicative skills.

Finally, the third construct is the *Instructor-led Online training*, which "is an approach that is the practice of conducting training with an Instructor 'present'. (Presence-based or via webinar) The Instructor's knowledge of the subject matter helps the individual or the group to understand the topic in greater detail" (Quigley, 2019, p.1). Throughout the application of the research project, the researchers adopted several roles to provide constant support for the participant. Researchers became material designers, facilitators, or tutors, depending on the moment or the needs of the participant. Having listed the three constructs of the research project, the theoretical framework will describe each one in depth, so that they can be related to the current situation of EFL teachers, and ultimately be used to propose viable solutions.

E-learning

Since the late twentieth century, the computer and internet came to play an increasingly important role and to bring E-learning tools, and new delivery methods. According to

Hubackova (2015), people began to have greater access to computers in their homes, which brought ease to acquire new knowledge and skills. In response to this need, virtual environments began to flourish, bringing opportunities to access a lot of information and to enter online courses. In the 90s, universities responded to this new movement by opening online academic programs, which would facilitate access to education for those who were not able to go to in-person classes. Nowadays, students are skilled in the use of smartphones and using the internet, so taking an online course has become a simple thing. Having into account the previous information, the main purpose of this section is to analyze the importance of E-learning in the education environments. This will be divided in three fragments: explanation of the concept of E-learning, placing the resources that can be used, and informing the benefits and the conclusions.

The computer evolution happened and it radically changed the learning environment, which brings advantages thanks to the use of E-learning in the improvement of education. The term *E-learning* constitutes more than online learning. Fernando & Oliveira (2016) mention that “E-learning can be defined through a theory-based framework that relates learning technologies, instructional strategies, and pedagogical models” (p.28). These three components can be implemented by the use of an open learning course, which focuses on being not only a content platform but also a social experience for students and teachers. There are two E-learning communication ways. Synchronous E-learning systems require teachers and learners to be connected at the same time through tools like chat or videoconferences. The Asynchronous systems, on the other hand, allow the participants to be offline while learning happens and uses tools like offline by forums, emails or course independent work (Murphy, O’Cathain, & Nicholl, 2010). Education opened doors to this learning expansion and combined the old and

new strategies in favor of students' proficient knowledge, through new strategies and pedagogical models implemented by the E-learning theory.

E-learning provides benefits that transform teaching and learning into a more interesting process. One of teachers' main quests is to involve students in a more interactive learning way that contributes to achieve the learning and teaching purposes. According to the software company specialized in online learning solutions, Epignosis LLC (2014) there are three important benefits of using E-learning. The first one explains that there should not be boundaries, because locational restrictions and time are one of the most common barriers that learners and teachers have to face when learning. The second one explains that there is more fun designing a course in a way that makes it interactive and fun through the use of multimedia or the more recently developed methods of gamification. Finally, another benefit is that E-learning enables the direct or indirect interaction of the different groups of users; which provide support to integrate content, enable communication, and provide collaboration tools corresponding to pedagogical models and instructional strategies. All these advantages of E-learning involve a variety of technologies used in different ways to raise students' interest in education and learning.

As a conclusion, E-learning became a new engaging era for education, where students are attracted to new knowledge. Students are considered to be the main agents and responsible for their learning process. The students' personality plays an important role in this kind of learning, keeping in mind that they are in charge on their own progress, being guided by a distance teacher. Hubackova (2014), states that "(...) E-learning is in harmony with traditional pedagogical principles and it fulfills especially those among them that are being accepted by contemporary society without any reservation" (p.28). This new revolution, in terms of internet

and education, brings autonomous abilities to acquire new knowledge in a comfortable environment. E-learning covers the integral need for technology, pedagogical strategies, and teaching models that nowadays students require through the opportunities that this tool offers. Appropriate use of E-learning would in turn help students achieve their learning goals. When it comes to language, one of the objectives would be an enhanced linguistic competence, which is the second construct of this research project.

Linguistic competence

Since the beginning of human history, individuals have had the need to communicate, and it has driven cultures to merge and create new civilizations in which the linguistic competence took an important role. The linguistic competence is a compound of rules and its proper use in a real context; it is also defined as the ability to match sounds to meanings in a concrete way as linguistic competence (Nordquist, 2017). When it comes to learning a second language, it is more challenging to find the right meaning of the words in different contexts, which relies on the importance of getting a good training to acquire knowledge. The following paragraphs will provide some definitions necessary to understand *Linguistic competence*. Then, those definitions will be complemented with the expectations that the Colombian Ministry of Education (MEN) has regarding the national English level that Colombians are supposed to reach before they graduate from high school.

The ideal situation for a second language learner involves a mature level of linguistic competence in the language to be taught. In order to understand what this term means, it is necessary to gather different perspectives. A definition to consider is the one from Phillips and Tan (2011), in which they explain that “Linguistic competence defines the system of rules that governs an individual’s tacit understanding of what is acceptable and what is not in the

language” (p. 1). This statement determines the importance of both; the learning process, where rules are reinforced, and the final state, where all those rules have become natural to the learner; who can now follow them in an implicit manner to correctly use the language. Taking this statement into account, it is important that the learner acquires the rules of the second language until the point that communicating accurately becomes natural.

Regarding this, another conception to take into account when defining the linguistic competence is that not only rules are important to define this concept. Chomsky (1965) states that the competence is not merely a collection of rules, and he would not define it as only ability either. This means that competence, and specifically linguistic competence, emerges once the language learner has mastered enough rules and elements to use the language, so that he or she could use it even in new contexts (Cited in Said, 2016). Based on the aforementioned, the learner of a second language would be expected to be linguistically competent, this appears when students can manage enough language rules in order to communicate and transmit what they want to say. The linguistic competence covers the proper development of a language and its use in a real context, the learner should have the skills to use the language in a correct communicative way.

Considering the Colombian context and reality, where many teachers are required to teach English even if they do not know the language, it is imperative to find ways in which they can develop the linguistic competence. The best way to reach the linguistic competence knowledge, according to Glomo-Narzoles (2013), is creating “supportive communication climates that improve the learning heighten the enjoyment of learning, increase self-esteem, and blend self-awareness with an increase in the proficiency” (p. 405). In other words, the learning environment, whether it is a regular classroom or a virtual setting, is significant during the

process of strengthening the linguistic competence. The learning process should not be focus only on structures and rules, but also on realistic contexts that allow the use of real language. One of the ways to help learners to acquire the language is providing a proper environment where they can feel comfortable, so they can increase their linguistic competence.

On the other hand, it is important to mention that there are some national regulations that were established for Colombian schools to reach a standard in the EFL linguistic competence. According to Gomez (2017), the Colombian Ministry of Education (MEN) has followed the levels established by the Common European Framework of Reference (CEFR) to determine the level of linguistic competence in the English language expected from public schools. Cambridge (2020) explains that the CEFR is “the international standard for describing language ability” (p.1) and it has 6 levels from A1 for beginners to C2 for proficient users. The current Colombian Ministry plan proposes that B1 level should be achieved by the time a student finishes elementary school. Teachers are required to have at least the same level or higher, and that competence should be evident in the four communicative skills, namely, speaking, listening, reading, and writing. (MEN, 2016). Considering the national stipulations to standardize the level of English in Colombia is necessary to have teachers and students well prepared with the rules and context of the language.

Lastly, the linguistic competence is relevant for the learners and teachers who want to acquire a second language. Along the previous paragraphs, it was explained that linguistic competence is the knowledge of a language, not only its structure but also its use in real contexts. In other words, linguistic competence is about the correct implementation of EFL rules in implicit and natural way. However, this is not exactly what is happening in the Colombian context. The Ministry of Education plans to prepare competent students in EFL proficiency level

B1 upon reaching their last school year, but researchers have been able to identify that this expectation is not being satisfactorily fulfilled in large part due to the problem of our country in the deficiency of preparing teachers on this area. To understand the linguistic competence, it is essential to comprehend that it involves developing different skills to produce language in a complete and coherent manner. All the agents involved in education in Colombia should commit to the goal of helping learners to reach the standards of the nation.

Instructor-led online training approach

The presence of a tutor or guide in a teaching-learning relationship is the key factor for a good performance in the proposed objectives. According to Quigley (2019), the *Instructor-led Online Training Approach* is an “(...) approach that is the practice of conducting training with an Instructor ‘present’ (in person or via webinar). The Instructor’s knowledge of the subject matter helps the individual or the group to understand the topic in greater detail” (p.1). The presence of a teacher via online, directing and constantly monitoring virtual or personal process and progress of a student or group is the purpose of this approach. The instructor-led training approach is an excellent tool to take great steps to improve education by shortening distances and contributing to have an apprenticeship accompanied by a tutor most of the time. The coming paragraphs explain the roles tutors play during these kinds of online sessions, the benefits that this approach brings, and the components to consider when designing a Virtual English Course implementing the Instructor- led Online Training Approach. The appropriate conclusions will then be drawn.

The Instructor-led Online Training Approach aims at explaining the principal function of the tutor along the learning process of the participants during an online course. One of the aspects that the Instructor-led Online Training Approach suggests is that the “tutors and facilitators should be able to follow the learners’ progress and performance individually” (Ghirardini, 2011, p.16).

Some of the instructor's responsibilities in the learners' process are to interact with them and to provide as much learning support as possible. Their work entails paying attention to what the students need via email or e-tutoring (Ghirardini, 2011). On the other hand, Instructor-led Online Training Approach courses allow the participants to use some of the online tools for language teaching like *email* and *Skype*, as listed by the professor Son (2010). To complement these tools, there are the *Learning Content Management Systems*, which include Blackboard, a platform used to create interactive online courses. Instructor-led Online Training Approach is about the role of the tutors in an online course, having in mind that they should follow the learning process of the student in a deeper way, using media resources to maintain communication and create a proper environment for learning during each class.

There are some benefits that are originated from the use of Instructor-led Online Training Approach courses. The company *Esri* from Canada, whose purpose is to bring training online solutions, explains that the *Instructor-led Online Training Approach* "lets you enjoy all of the benefits of traditional classroom training from the comfort of your own home or office. It leverages the Internet, web conferencing software and a telephone to deliver real-time, online material straight to your desktop" (Esri, 2019, p.1). The participants and tutors of the course are able to adequate virtually any space to interact with the course and each other. Esri (2019) affirms that "With instructor-led online classroom training, you're able to interact with the instructor, ask questions and receive guidance throughout the class via telephone or typed messages." (p.1). The importance of the interaction with the tutor using resources that are at hand is a relevant benefit, due to the fact that most of the time instructor and learner are connected to solve doubts and work together in the learning process. The level of comfort, the tranquility, and the facility of communication that this online approach brings are helpful benefits that allow

participants to enjoy the class and learn more as a result Instructor-led Online Training Approach works with some components that help to organize the course and create lessons adjusted to the students' needs.

The components that this approach considers to create an online course are five. The first one is *Kickoff Event*, which is the introduction of the course. It aims to get the learners' attention by showing a friendly platform. The second one is *Pre-course Learning Activity*. This stage introduces the first activity, whose main target is to engage the learners. The third one is *Cycle of Learning-events*. During this component, the learner will be able to view the activities to be developed during the whole session. There is a fourth component called *Final assessment*, which evaluates student's learning process. Lastly, the stage named *Feedback and conclusion* empowers students to provide feedback to the course according to their perception. (Ghirardini, 2011). These components are decisive for the path of the online course and the lesson planning of each session, which should be adapted to the necessities of the participant. This kind of feedback constantly fed the present research project, as researchers and participant kept in contact to know how the course and the platform were helping the learning process, and when there were specific topics to include or issues to address.

As it was previously shown, the Instructor-led Online Training Approach is a tool that provides many benefits to teachers and students, making the communication and development of online classes easier. The Instructor-led Online Training Approach creates an environment where the instructors are able to interact with students, offering all the possible support to address the students' needs by answering questions and sharing resources in a timely manner. Additionally, this approach can use different online instruments to enrich and energize the student' learning, creating a more interactive class in the comfort of a house or an office, and

using any electronic device available for the student. Finally, the different steps to build a lesson with this approach are a main aspect to have an organized lesson. That outline includes making the best use of the online tools, introducing the topics, showing the activities to be developed in the lessons, and finally, having a space to evaluate the new knowledge, learning, and the development of the class. To conclude, the Instructor-led Online Training Approach is about creating a proper online environment to learn, making communication between teachers and students accessible, in order to achieve the courses' objectives while providing all the necessary support to the students.

Overall, considering the main constructs explained in this chapter, we have described the need for a Virtual English Course to be implemented through E-learning. The appropriate use of this learning tool, along with constant support from the tutor-researchers through the Instructor-led Training approach, would result in the enhancement of the participant's linguistic competence. E-learning provides benefits that transform teaching and learning into a more interesting process, creating the proper online environment to motivate the participants of a course to develop their work in a better way. Using Instructor-led Online Training Approach and its components, it is possible to establish a good development of the lessons, making autonomous learning easier and creating a closest relation between the instructor and the student, facilitating the clarification of doubts and supporting the process.

Finally, linguistic competence is not just a set of rules to be followed in each sentence, but most importantly, it is how the language learner is able to transmit ideas in a natural way. Thus, using E-learning and the Instructor-led Online Approach make it possible to deliver suitable material for the participant to improve her linguistic competence in order to reach the national standards. To conclude, these constructs prove to be adequate to be implemented in a Virtual

English Course, in order to create a learning tool that can be used for participants who need to improve their English level. The combination of the constructs offer an interesting way to teach and learn within a supportive environment.

Chapter III - Research Design

The present study was conducted under the *Qualitative research approach*. It describes and analyses the data collected from diverse sources in an effort to develop a fair explanation of the problem found (Leedy and Ormrod, 2015). It was necessary to use a qualitative research type called *Case Study*, which allowed us to focus on a specific individual and his performance. It also permits to analyze data collected with different instruments by triangulating the information found during the implementation of the Virtual English Course created. To support the case study, *Semi-structured individual interviews*, *Questionnaires*, and *Student's Artifacts* were the instruments applied in order to identify the effects of the course in the development of the participant's linguistic competence. Hence, this chapter explains how the research design and pedagogical implementation were developed. The first aspect that will be covered is the type of study used. After this, the context and population will be presented. Then, the researchers will describe the instruments and procedures for data collection. After that, the text will explore the ethical considerations to carry out the current proposal. And the chapter closes with the instructional design followed along the process, including the stages and lesson plans designed.

Type of study

This project follows the parameters of a qualitative research in an exploratory case study design with characteristics that respond to the main target of the research in course. According to Hancock and Algozzine (2011), the qualitative approach works in order “to define research questions of a subsequent study or to determine the feasibility of research procedures” (p. 37). In

addition, Tracy (2013) explains that qualitative techniques offer a dynamic way to deal with research, where the analyst has a chance to approach answers given by respondents continuously, creating significant discussion around a subject. The qualitative research techniques were selected to be applied in this project because they give depth of understanding, which is hard to gather from a shut inquiry review. More specifically, this research project studies an actual case and builds on other investigations that have measured Colombian teachers' English level in general.

Tiley (2019) explains that *Case Study* is divided into three types: *descriptive*, *explanatory*, and *exploratory*. A *descriptive case study* explains a phenomenon by analyzing events. An *Explanatory case study* answers and explains the questions “why” or “how” of a problem. And an *Exploratory case study* “is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project” (Thomas, 2017, p.254). Bearing in mind these definitions, it is possible to determine that the present research project is an *exploratory case study*. This type of study helps researchers to achieve a detailed understanding of a specific situation, which is what the researchers hope to achieve while working on the project. In other words, this is a qualitative research project that seeks to deeply understand the problematic stated. It is also a case study because it explores the different perspectives from which the problem can be approached.

Being an exploratory case study, this research project is guided through different steps on how to gather the data and how to conduct its analysis, to be able to answer the main question. This type of case study is used “to explore those situations in which the intervention being evaluated has no clear, single set of outcomes” (Baxter and Jack 2010, p.548). As Bhat (2019) explains, “the exploratory case study is a document which provides a deep analysis of a topic,

first choosing a model, then collecting all data and finally answering the “what” question” (p.1). Bhat’s definition confirms that this research project is a case study, since it looks to analyze what the effect of an online course on a specific participant’ linguistic competence is. Thus, the purpose of this research design is to collect meaningful data that informs and allows the researchers to observe the participant's EFL learning process through the implementation of an E-learning tool.

The context and population selected for the project is a participant who admits not knowing enough English as a foreign language and is also required to teach it. The participant is an elementary school teacher who holds a teaching degree in education and a specialization with emphasis in arts. She works in a public institution located in Bogotá, where she is required to teach English to fifth graders, but her foreign language proficiency is not at the level needed to meet that expectation. Through the needs analysis, the researchers were able to identify that the school offered different resources such as a TV set, computers, and speakers for the development of the classes. These devices are considered important for the analysis that we will carry out, but despite having these assets, the main problem continues to be the teacher's lack of knowledge about English. The participant’s need of learning English is evident, and her advantage is the availability of the resources provided by the school for the development of her English classes.

For this research project, we applied triangulation as a technique to process the results gathered from three instruments applied during the data collection process. Kulkarni (2013) explains that triangulation means utilizing more than one strategy to gather information on a similar subject. This is a method that strengthens the validity of the research by using a variety of techniques to gather information. According to Creswell, (2014) “data will be collected through

multiple sources to include interviews, observations and document analysis” (p.260). The instruments that we considered were, semi-structured interviews, questionnaires and student’s artifacts; these data collection and analysis strategies as Creswell (2014) said, point to be “reported in detail in order to provide a clear and accurate picture of the methods used in this study” (p.261). The use of triangulation in this project helps the researchers to condense all the results of the study using more than one strategy and sources for the analysis of the data collected along the investigation.

These instruments played a very important role during this study, owing to the fact that they allowed us to compile and also identify data concerning to the improvement of the participant. The objective of this research project is directed to identify the development of the linguistic competence of a participant, through the use of a Virtual English Course mediated by Instructor-led Online Training. This objective led the researchers to use different tools that would help respond to the main objective. The instruments implemented and the data analyzed by triangulation were essential for the research process, having into account the quality of information that we were able to gather from them.

The first instrument implemented in this project was the Semi-Structured Interviews. Datko (2015) poses that “the semi-structured interview is a valuable data collection method applicable in qualitative language pedagogy research”. The semi-structured interview is commonly organized around a series of prearranged open-ended questions, with other questions rising from the dialogue between interviewers and interviewed. Specific questions were prepared prior the interview in an attempt to discover the needs that the participant had. Then, the actual interview allowed interviewers to establish personal and unambiguous contact with and interviewee, so that new spaces to expand particular topics emerged (Adams, 2015). To

accurately document the encounters, the interviews were audio taped and later transcribed. This process allowed researchers to go back and analyze the participant's responses when needed. All in all, the use of this instrument brought confidence to the research process when analyzing the outcomes from the interviews.

Equally important, we chose to use Questionnaires as an instrument to gather information from the participant along the course implementation. Questionnaires are an exploration instrument that cover a progression of inquiries to accumulate data from participants; they can be completed up close and personal, by phone, PC or post (McLeod, 2018). The researchers decided to use questionnaires since they give place for estimating the conduct, frames of mind, inclinations, and goals from the participant view. Also, questionnaires are a practical way for researchers to revise and obtain feedback related to the project. In summary, it can be said that questionnaires are a practical instrument for investigators and the participant to reflect on the research process implementation and progress.

To end with, the last instrument used was Student's Artifacts, in which the student's production was analyzed in order to see the state and progress of the participant's linguistic competence. According to Saldaña & Omasta (2017), artifacts include "any object made by humans (handmade or manufactured) or natural object that can be touched and handled" (p.10). This instrument was selected in order to analyze what the participant creates or uses throughout the different sessions, to observe and identify her linguistic competence development. Hendricks sees the artifacts that are created in teaching-learning situations as an instrument for research purposes, so that researchers in order to capture the students' production in the development of the different activities created during the course, decided to choose and work on this instrument (as cited in Chisaka et al, 2013, p.12). Students' artifacts are instruments that

researchers can use to analyze and observe the learning process of the participant through the material they create.

Additionally, we took into account the ethical matters for protecting the participant's rights. According to Resnik (2015) "Norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimize error" (p. 2). Thus, we created a consent form to ask permission from the participant to implement this research with her as our subject of investigation. The consent was used to be sure she was informed about the project and type of research in which she would be involved (*See appendix 1*). Ethical matters played a significant role in this research study because they allowed researchers to present complete information about the research project to the participant, and this helped to be clear about the responsibilities of the researchers and the participant during the course. The thorough process to collect and process data allowed researchers to design materials and tools for the pedagogical implementation, which would satisfy the participant's needs and later produce new data to collect, analyze, and triangulate.

Pedagogical implementation

This project was based on the E-learning modality followed by the Asynchronous communication model, and the selected EFL topics were carefully chosen to develop an autonomous and potential improvement in the participant. Bearing this in mind, the *E-learning* modality consists of a virtual learning space that facilitates distance learning via internet, through the tutors and student interaction, implementing different resources that maintain teacher and learner's communication through email, message boards, forums, videos, and recordings. To complement, the student will work under the Asynchronous learning model, which as Trach

(2018) explains, “refers to students’ ability to access information, demonstrate what they have learned, and communicate with instructors on their own time,—they don’t have to be in the same classroom or even in the same time zone to participate” (p.1). Throughout this learning arrangement, the participant is able to develop autonomous learning and to manage her time for the improvement of her EFL level. The process followed in this research project focused on the E-learning modality and in an asynchronous learning communication model, which implies working in an autonomous way during the online course.

Besides that, the topics for these lessons and the order to present them were chosen based on the curriculum the participant already had, which is established by the school. The topics and lessons created for the online course were selected taking into account the needs of the participant, which in this case meant the fifth-grade English curriculum for this particular school. Let us remember that teachers are expected to have the same or higher knowledge as that of their students. The resulting content to be prepared and taught to the participant was a review of the beginner’s level. It is worth mentioning that although the course covers grammar and vocabulary, it also reinforces the other skills with the implementation and the development of the communicative activities designed per session. Since the design of the lessons was based on the participant’s needs, she was able to complete the course at her own pace and use the activities, explanations, and documents found in the Virtual English Course as she found suitable to work on her four communicative skills.

In order to develop a course with the aforementioned elements, the course was designed based on the *ADDIE* model as a requirement for the development of an E-learning tool. *ADDIE* is a cyclical process consisting on five stages, *Analyze, Design, Develop, Implement* and *Evaluate*. *Analyze*, as Peterson explains, means that teachers will have a “Determination of what

they know by the end of the course” (as cited in Croxton, 2015, p.83) and will also define the “(...) available resources, timeline, and course goals” (as cited in Croxton, 2015, p.86). The *Design* element is where the objectives and evaluation methods are presented (Croxton, 2015). This element describes the activities to be developed during each session in a storyboard, clarifying the dates and formats to present them. Based on the *ADDIE* model, *Analyze* and *Design* are the first parts that are required in order to develop an E-learning tool, which in turn determines the path of the course and what objectives to achieve.

To continue, *Development and Implementation* are the next *ADDIE* stages where the course is created and executed. In the *Development* stage, the course designers “construct the course for delivery of information while, at the same time, determining if students will learn from the course and how it can be refined before implementation” (as cited in Croxton, 2015, p.87). After that, in the *Implementation* stage, “course developers, learners, and the instructor actively work together to analyze, redesign, and evaluate the course and make instantaneous modifications to ensure effectiveness” (as cited in Croxton, 2015, p.87). In addition, Ghirardini affirms that “The implementation stage is the actual course delivery.” (p.101) where the learner is able to use the content, install the course, or create the account, depending on the platform used by the course developers. At this point, the use of Instructor-led Training Approach is evident given that it provides organization to the course for developing the activities and for guiding the student to have a clear understanding of content and procedures. The development and implementation are the steps where the developers of the course will use the platform to construct the online course, and the students will work on all the activities posted in the platform.

The last stage is *Evaluation*, where the course developers should verify how their creation worked and how close it came to achieving the objectives. In this stage, “the course designer

must determine if the objectives were met, evaluate the impact of the course through summative and formative assessment, and make the necessary changes for future delivery of the course” (as cited in Croxton, 2015, p.87). At this point, the designers of the course have to be prepared to self-evaluate their platform and make changes to improve, looking for better instruments to implement the online tool. The *Evaluation* stage of the *ADDIE* model helps to analyze if the content presented in the platform fulfills the objectives established, and if the resources are suitable for the learning process, through self-evaluation and reflection about future changes of the course if necessary.

For this research project, the *ADDIE* model was applied on a Virtual English Course designed on a friendly platform called "Blackboard Course Sites". Blackboard offers an easy interface, where the content of ten sessions was placed week by week (*Appendix 2*). All instructions were given in Spanish for a better understanding from the participant, and the spaces to upload material were specifically designed for the participant to submit her work. In case there were any questions or doubts, there was constant communication by email and virtual meetings between researchers and participant emerged. Platforms like Blackboard offer facilities and provide many benefits to students that do not have enough time to take face-to-face classes. As it was previously mentioned, this platform presents different kind of tools, making its design and use an easy way to teach and learn. In the following excerpts, some images of the platform portray a clear picture of what it looks like:

The screenshot shows a web browser window with multiple tabs. The active tab is 'Contenido' (Content). The address bar shows the URL: blackboard.coursesites.com/ultra/courses/_478854_1/outline. The page title is 'Bienvenido a la vista preliminar de los estudiantes' (Welcome to the student preview view). The page is divided into two main sections: 'Detalles y acciones' (Details and actions) on the left and 'Contenido del curso' (Course content) on the right.

Detalles y acciones (Details and actions):

- Lista (List):** [Ver a los participantes de su curso](#) (View participants of your course)
- Blackboard Collaborate:** [Unirse a la sesión](#) (Join session)
- Asistencia (Attendance):** [Ver su asistencia](#) (View attendance)
- Anuncios (Announcements):** No hay anuncios. (There are no announcements.)
- Libros y herramientas (Books and tools):** [Ver herramientas del curso y de la institución](#) (View course and institution tools)

Contenido del curso (Course content):

- Welcome to your English course
- Let's describe.
- I have stuff. (Articles a or an)
- What can we do (Pronouns and verb to be)
- How can we do it? (adverbs)

The Windows taskbar at the bottom shows the time as 4:21 p. m. on 22/11/2019. A Windows update notification is visible in the bottom right corner.

Figure 1. Blackboard content and distribution of the platform for the participant.

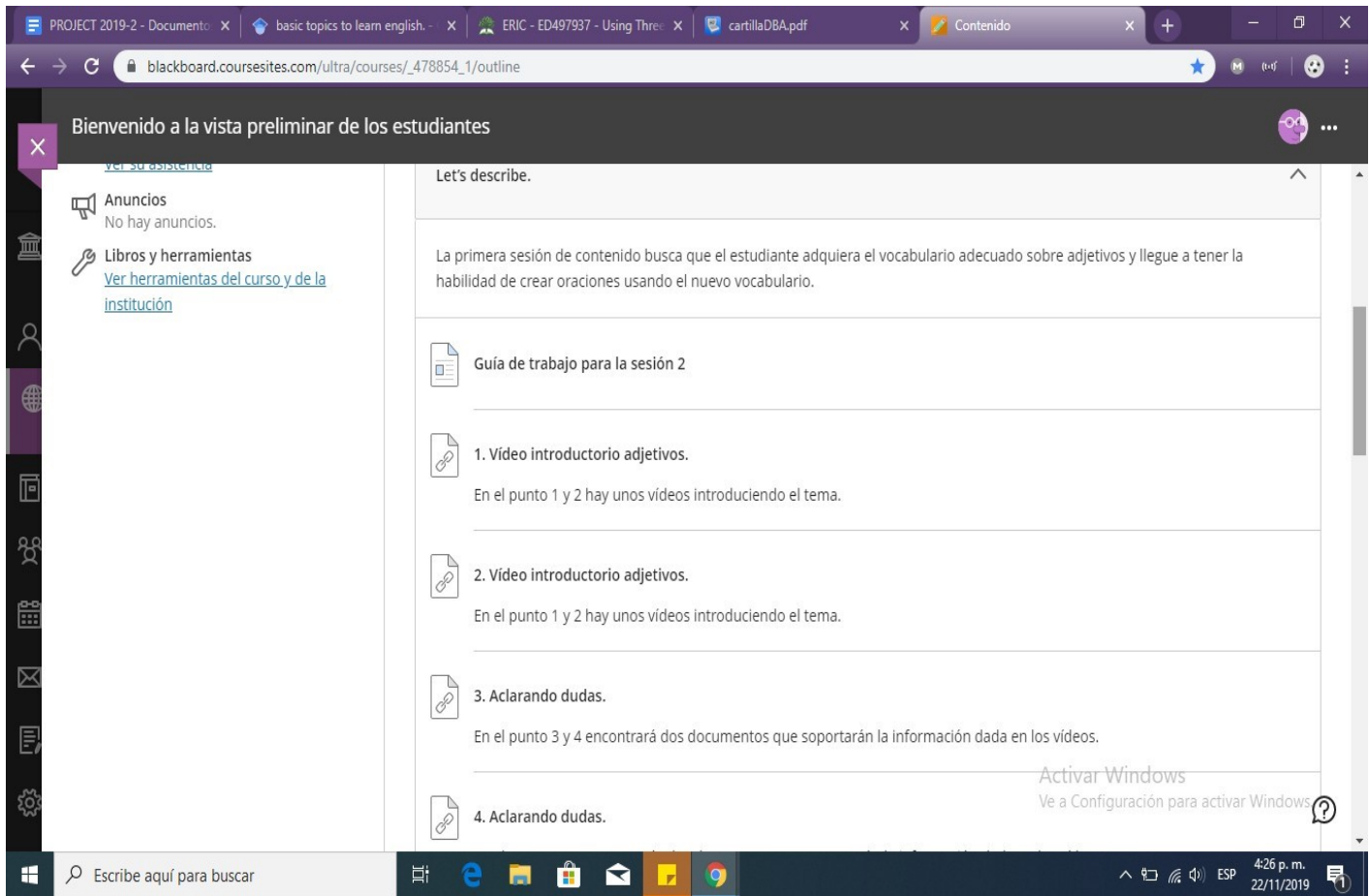


Figure 2. Development and activities of one of the sessions

Figures 1 and 2 show how Blackboard Course Sites looks and how it allows the designer to organize the content for the course. According to its creators, Blackboard Course Sites is an online environment that provides different kind of experiences to the students, letting the designer create activities or post ones with material previously created by others (Blackboard Course Sites, c2018). Additionally, it allows the designer to have many students in just one course, providing different tools for teaching and learning. In view of all these advantages, the platform Blackboard Course Sites can be defined as a complete tool that benefits all its users.

To summarize this chapter, it can be said that this is a qualitative research project that followed an exploratory case study design to study one participant immerse in a specific context. The three instruments used to collect data were Semi-structured individual interviews, Questionnaires, and Student's Artifacts, and the results obtained were later triangulated to enhance credibility. Furthermore, a consent form was signed to legally involve the participant in the study but also protect her privacy. Finally, the pedagogical implementation described the E-learning Asynchronous environment and the ADDIE model as the most important aspects to create the teaching syllabus, which was based on the curriculum the participant had to follow in her school.

Chapter IV: Data Analysis and Findings

The main objective of this research project was to analyze the effect of a Virtual English Course mediated by the instructor-led online training approach on a basic primary teacher's Linguistic Competence. Throughout the research project, ten sessions were created for the participant to work on. Then, following Ghirardini (2011), the *kicking off event* took place to introduce the steps that lead the course. Initially, there is a *pre-course learning activity* which appears at the beginning of the session, followed by *cycle of learning*, which are the events about the production per session; and finally, the *assessment*, which evaluates the learning process of the participant.

The lack of EFL knowledge and the few opportunities that the participant has had to learn it drove the researchers to focus their research project on the necessity to foster her linguistic competence, taking advantage of the use of technology and designing a Virtual English Course that works as a tool to achieve the objective of this research. The participant had the opportunity to strengthen her EFL linguistic competence, and thus, make use of the Information and

Communication Technology (ICTs) tools to practice grammar, reading, listening, writing, and speaking skills within an autonomous learning atmosphere. The virtual course was based on the instructor led-online training approach, which implied the researches' training and support through the process.

Therefore, two categories and a subcategory emerged from the data collected using the selected instruments: semi-structured interviews, questionnaires, and student's artifacts. The triangulation, defined as the use of more than one strategy to gather information on a similar subject (Kulkarni, 2013), was applied to find an answer to the main question: "What are the effects of a Virtual English Course mediated by the instructor led-online training approach on a basic primary teacher's linguistic competence?". Analyzing the data collected with the instruments previously mentioned, researchers identified some repetitive themes, which generated two categories and a subcategory. The analysis of these categories provided information and arguments for the development and results of this research project. For that reason, the objective of this chapter is to present and explain the categories found, by virtue of the analysis implemented with the information collected.

In order to present the collected information in an organized manner, the researchers labeled and numbered the instruments according to the session in which they were implemented. The Semi-structured interviews, labeled (I), were followed by number one (1) if the information belonged to the first interview, and number two (2) if it came from the second one. Moreover, the content said by the researcher was labeled (R), and the information provided by the participant was labeled (P) e.g. (I1P). The questionnaires show as (QS) followed by the number of the session. Within them, the questions were presented as (Q) and the answers as (A), followed by their corresponding chronological number, e.g. (QS2Q7). Finally, the student's

artifacts were labelled (SA), followed by (S) session number, e.g. (SAS3). This codification was intended to present meaningful information in an organized manner.

The information gathered with the instruments soon began to show recurrent patterns that described the process that the participant experienced, and empowered the researchers to determine to what extent the designed course impacted the participant's linguistic competence. Those recurrent patterns generated the following two main categories: didactic material for learning development and motivation and self-regulated learning. The latter main category contained such great amounts of information that it was appropriate to draw a subcategory called self-regulated learner's strategies.

Didactic material for learning development

The creation of a Virtual English Course covers entirely the learning experience of its participants, which is one of the reasons why instructor designers consider that having didactic material is the base to achieve the objectives of the course. Harmer (2010) refers to didactic material as "a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity" (p.134). Indeed, the response of the participant of this research project, a primary teacher who has been designated to teach English without the appropriate knowledge, manifested how the use of didactic material impacted her learning process. According to this, Pardo and Tellez (2009) affirm that the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners; in other words, teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs. (p.173). With the implementation of the virtual course, researchers identified that the didactic material implemented throughout the sessions was adequate to boost the learning process. The following paragraphs will show the importance of didactic material in the learning process, contrasting the

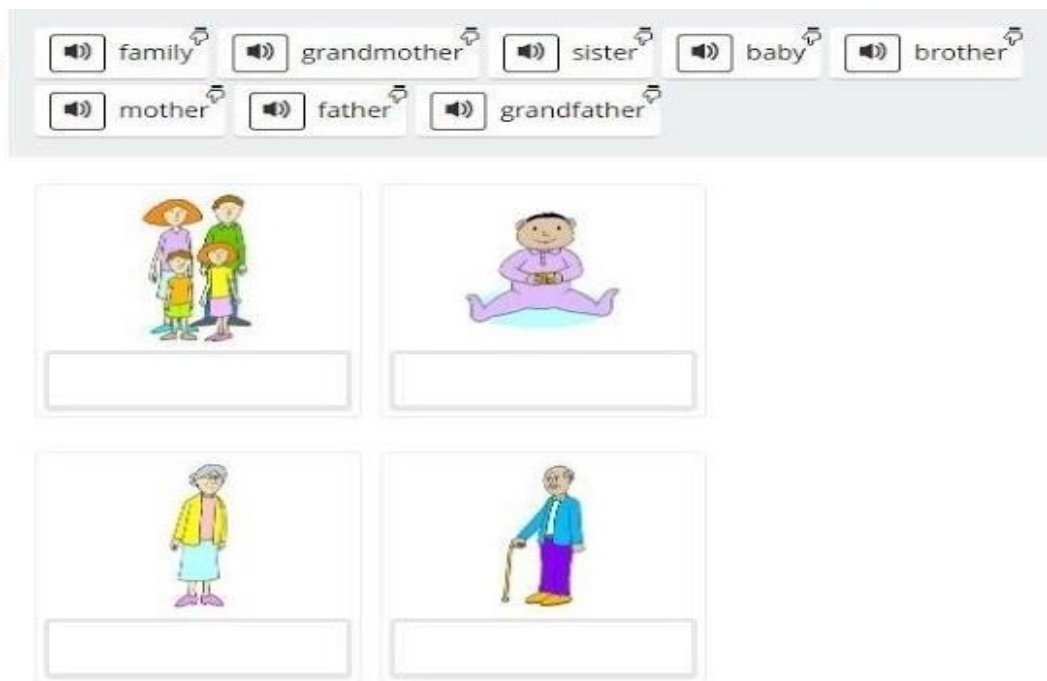
theory with the data collected during the sessions. The excerpts that will be presented in this chapter are the evidence that support the theory, showing how the didactic material is helpful to the participant's learning.

Throughout the lessons, the participant received carefully planned activities to practice a specific topic and then finish with a product that was presented as evaluation. In session eight, the topic was family members and possessive adjectives. During this session, it was necessary to read about the topics and the new vocabulary; after that, the participant would practice her new acquired knowledge with matching, listening, and multiple-choice activities (*see excerpt 1*). Finally, she had to present a product in which she was able to show what was learnt during the session (*see excerpt 2*). The following excerpts show the activities previously mentioned, then, pieces of the final product for this session will be presented in order to see the effects that the didactic material has in the development of the participant's learning process.

Replace the personal pronouns by possessive adjectives:

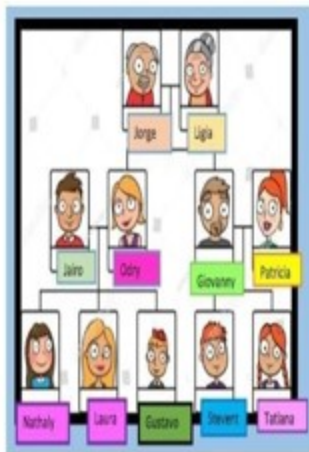
1. Where is (I) book?
2. Here is (we) teacher.
3. She goes to school with (she) brother.
4. (They) father works in a car factory.
5. (You) laptop is very expensive.
6. (He) favorite hobby is tennis.
7. (I) husband and I want to go to Paris.
8. We want to see (it) historical monuments.
9. Leila likes (she) dog !
10. (It) name is Bobby.

(My EnglishPages, 2020)



(British Council, 2019)

Excerpt 1: Screenshot of an activity from session 8 before being developed



I am Odry, Jorge is my father and my mother is Ligia. I have one brother his name is Jorge his wife is Patricia, they have one son, his name is Stevent and one daughter, her name is Tatiana. My husband is Jairo, We have two daughters and one son, Your names are Nathaly, Laura and Gustavo. We love each other.

I am Homero, Abraham is my father and Mona is my mother. I have one brother his name is Herb. My wife is Marge, her father is Clancy and her mother is Jackie. She has two sisters; their names are Patty and Selma. Marge and I have two daughters and one son; your names are Lisa, Maggie and Bart. My Family is happy and we love each other.



(SAS8)

Excerpt 2: Final activity solved, evaluation

The didactic material is an important aspect that greatly affects the learning process given that it makes the learning environment more friendly and effective. An appropriate learning atmosphere can be noticed in the product that the participant designs and presents at the end of the session. The previous excerpts evidenced how the didactic material used along the session facilitated the learning process for the participant to get excellent results in the assessment of the session (*see excerpt 3*). As Nuñez and Tellez (2019) say “materials could be considered effective if they facilitate the learning of a language by increasing learners’ knowledge, experience and understanding of it” (p.173) In accordance with Nuñez and Tellez, the material used in the

platform was effective and helped the participant to learn about the topic of the class “family and possessive adjectives”, which in turn, expanded her knowledge. It is possible to see the positive effects that the material provides to the participant, creating a better environment to learn and helping her to increase her knowledge about the topics presented during the sessions.

CATEGORIES	SATISFACTORY (5 points)	NEEDS IMPROVEMENT (2 points)	SCORE
Vocabulary	Participant identifies the possessive adjectives vocabulary and learns their use.	Participant doesn't identify all the possessive adjective vocabulary and doesn't learn their use.	5
Grammar use	Student creates sentences using the possessive adjectives correctly.	Student creates sentences using the possessive adjectives and makes more than 2 mistakes.	5
Total			5

Excerpt 3: Rubric lesson 8

Additionally, the tasks presented were not the only means of recognizing the didactic material as a positive effect on the participant's learning process; there are other aspects about the participants' considerations of the course that complement those tasks. The participant's accounts highlight the impact that the didactic material had; she said she enhanced not only her grammar but also communicative skills (*see excerpt 4*). This statement was also evidenced in the questionnaires, where the participant explained that her grammar skills were strengthened, and how different virtual activities helped her to notice her mistakes and her progress (*see excerpt 5*

and 6). In this particular case, the didactic material was the bridge that brought the participant closer to the new knowledge. For that reason, it is important to highlight what Pardo and Tellez (2009) said: “the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners” (p.2). These experts’ statement confirms how important the material is to motivate students, engaging them to practice the new knowledge and boost what they already know.

<p>Si tenía conocimiento relacionado con el tema tratado.</p> <p>¿Cree usted que afianzó o aprendió algo nuevo con respecto a lo que ya sabía? (si/ no) ¿Qué aprendió?</p>	<p>Todas las actividades me permitieron fortalecer el reconocimiento de los adverbios, la forma correcta de formarlos y de utilizarlos. Es muy importante el material que se presenta para fortalecer la pronunciación y la escucha, habilidades comunicativas que son fundamentales en los procesos de aprendizaje de un nuevo idioma.</p>
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(QS5A4)

Excerpt 4: Participant's opinion

<p>Si tenía conocimiento relacionado con el tema tratado.</p> <p>¿Cree usted que afianzó o aprendió algo nuevo con respecto a lo que ya sabía? (si/ no) ¿Qué aprendió?</p>	<p>A pesar de tener conocimiento sobre el uso del verb to be y de los artículos (a –an) la sesión me permitió varios progresos, entre ellos:</p> <ul style="list-style-type: none"> *Afianzar el uso del verb to be *Fortalecer el uso de los artículos a –an *Enriquecer el vocabulario <p>Quiero resaltar la actividad 7, muy interesante y exigente, ya que debía escuchar la profesión en inglés y luego escribirla correctamente, me encantan este tipo de actividades, ver mis errores o progresos en la ejecución en cada una de ellas, aspectos que son posibles gracias a las herramientas virtuales que me brindan en cada sesión este grupo de excelentes docentes.</p>
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(QS6A4)

Excerpt 5: Participant's opinion

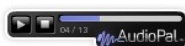
DICTATION

Professions and occupations

★ easy

En esta parte podrás practicar y comprobar que recuerdas el vocabulario relativo a profesiones y ocupaciones. Si cometes errores, debes repasar el tema y volver a realizar el ejercicio.

Pulsa el primer botón para escuchar. Escribe las palabras que escuchas.

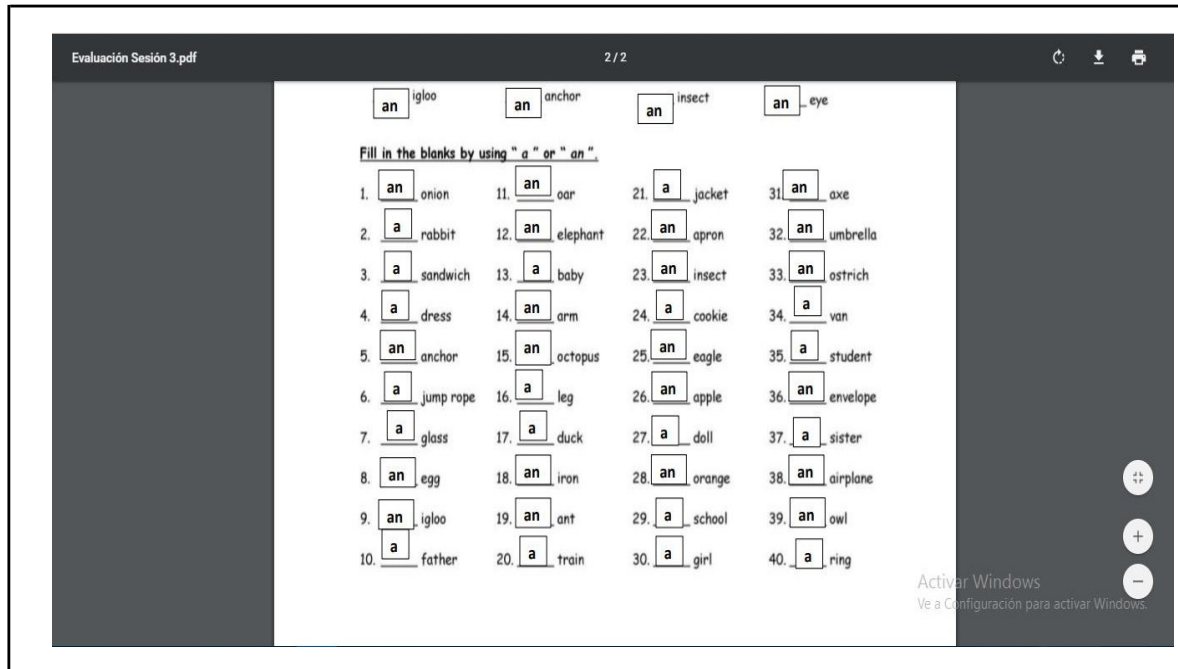
1. 2. 3. 4.

(Saber inglés, 2000-200)

Excerpt 6: Activity 7 mentioned by the participant in excerpt 5.

According with the excerpts previously presented, it can be noticed that the material applied in the virtual course was accurate for the learning process, which is evident in the activities developed during the session. The Virtual English Course invited the participant to understand and practice the topics in several ways, so that on the excerpts there is evidence of her understanding and production (*see excerpt 7*). This due to the content and the process of the course, which allowed the experience in the virtual course for the participant to be productive and simple at the same time. Sesma (2016) explains that the implementation of a suitable course material has the power to involve and impact the students in their learning process; furthermore, it helps them to develop confidence and to understand that the topics that they are being taught

are useful. The variety of materials used to facilitate the learning process were key to create confidence and better understanding of the topics presented in the course.



(SAS3)

Excerpt 7: Participant's production

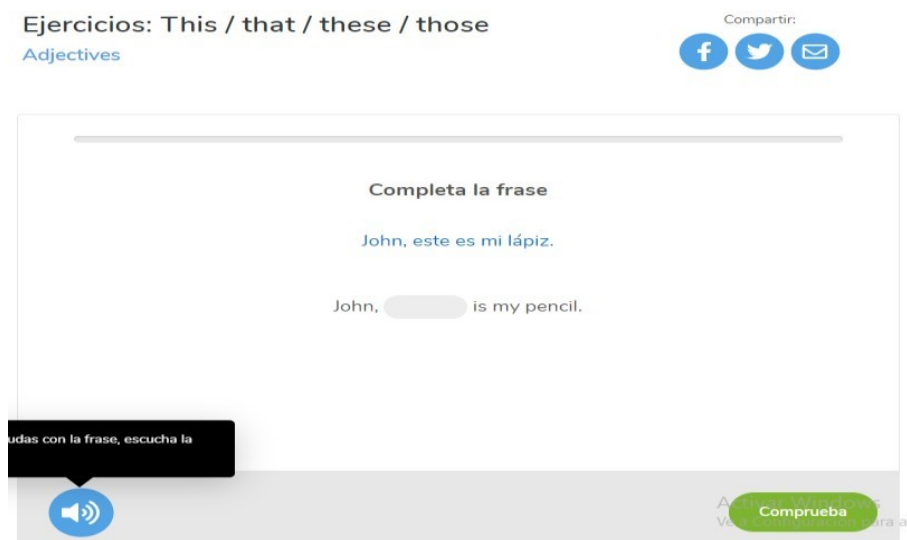
The use of didactic material such as videos, texts, and images covered the needs of the participant and empowered her to fulfill the objectives of the sessions and enjoy the learning process. Allam (2006) mentions that using moving images to present a new topic is meaningful to the students because they engage better with the information given. Also, if students record themselves, it makes them improve additional communicative and digital skills that will strengthen their academic process. For that reason, the following excerpts show and explain how the use of virtual didactic tools helped the participant in her improvement, showing how every material had an important role during the classes (*see excerpts 8 to 13*). The material used during

the sessions reflected some of the effects of the Virtual English Course on the participant's performance, such as improvement of her knowledge and increase of her interest and commitment with the course.

<p>Si tenía conocimiento relacionado con el tema tratado.</p> <p>¿Cree usted que afianzó o aprendió algo nuevo con respecto a lo que ya sabía? (si/ no) ¿Qué aprendió?</p>	<p>Gracias a los recursos y herramientas brindadas logré afianzar el uso de los adjetivos demostrativos, al igual que la estructura de las oraciones y su pronunciación; el vocabulario ha sido fundamental y el material de apoyo que se encuentra en la actividad 10 es de gran ayuda.</p>
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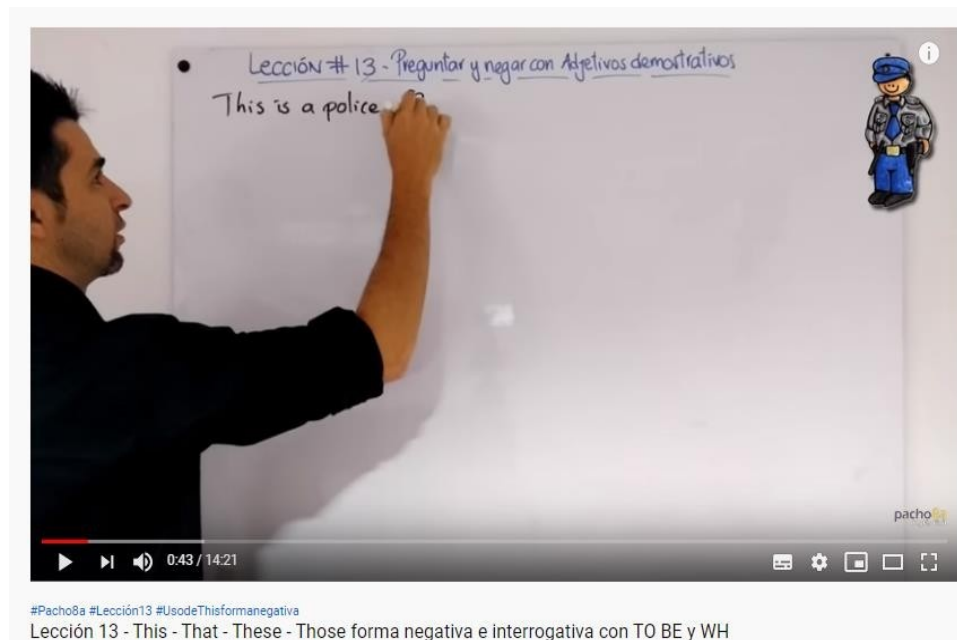
Activar Windows (QS7A4)

Excerpt 8: Participant's opinion



(Lew Lang, 2019)

Excerpt 9: Activity 10 mentioned by the participant in excerpt 8



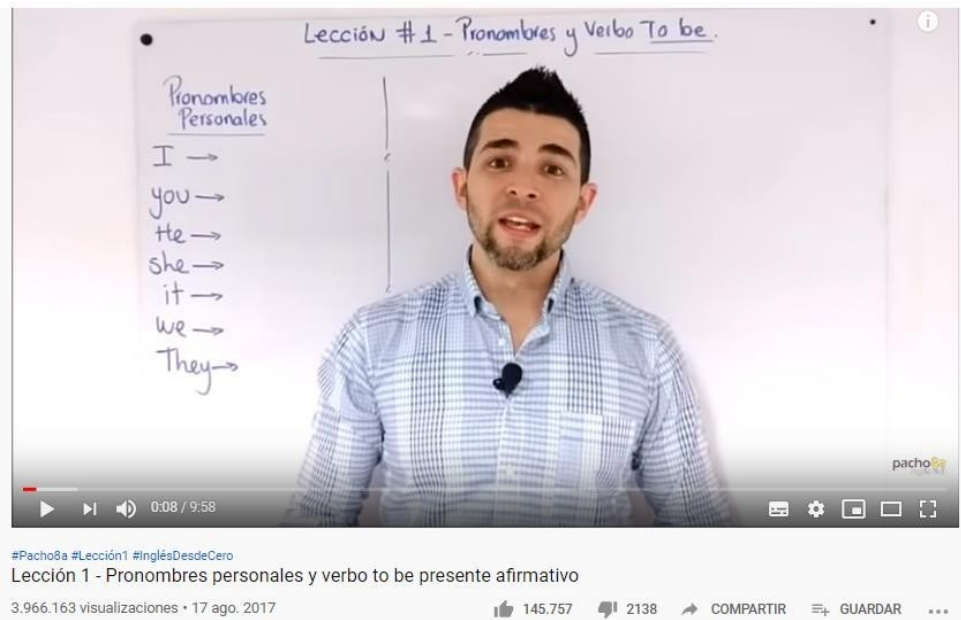
(Francisco Ochoa Inglés Fácil, 2017)

Excerpt 10: Didactic material used to facilitate learning, mentioned by the participant in excerpt 8

<p>Si tenía conocimiento relacionado con el tema tratado.</p> <p>¿Cree usted que afianzó o aprendió algo nuevo con respecto a lo que ya sabía? (si/ no) ¿Qué aprendió?</p>	<p>Lograr reconocer una forma tan creativa como la plantea "Pacho" el profesor de los videos, para memorizar las conjugaciones del verb to be ,fue el gran pretexto para afianzar no solo yo como docente sino mis estudiantes este tema y me tomé el atrevimiento de compartir con ellos en la clase de inglés este material y de verdad que logra aclarar y afianzar el dominio de estos usos.</p> <p>Gracias al trabajo desarrollado en cada actividad se logra mecanizar la estructura y ampliar vocabulario.</p> <p>Me agradó el video que se puede ver en una de las secciones de la actividad 4 "Aclarando dudas", ya que promueve la pronunciación y una de las formas en las que se utiliza el ver to be que no había conocido, la del pasado y la manera de usar las conjugaciones para cada pronombre.</p>
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(QS4A4)

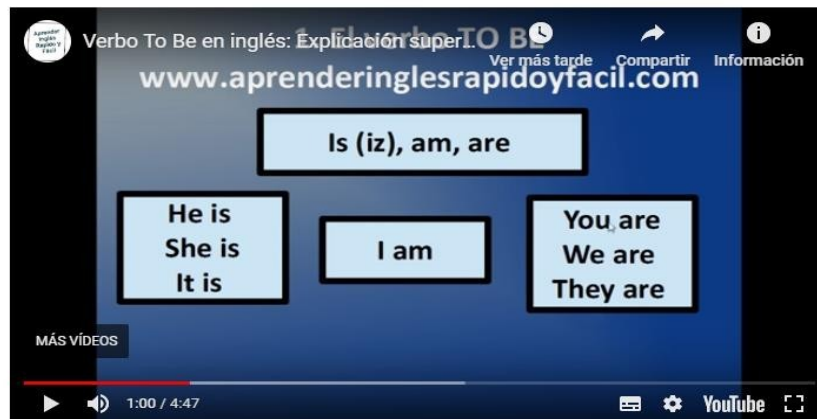
Excerpt 11: Participant's answer



(Francisco Ochoa inglés Fácil, 2017)

Excerpt 12: Video mentioned by the participant in excerpt 11.

En este video te explicamos con mucho más detalle este verbo:

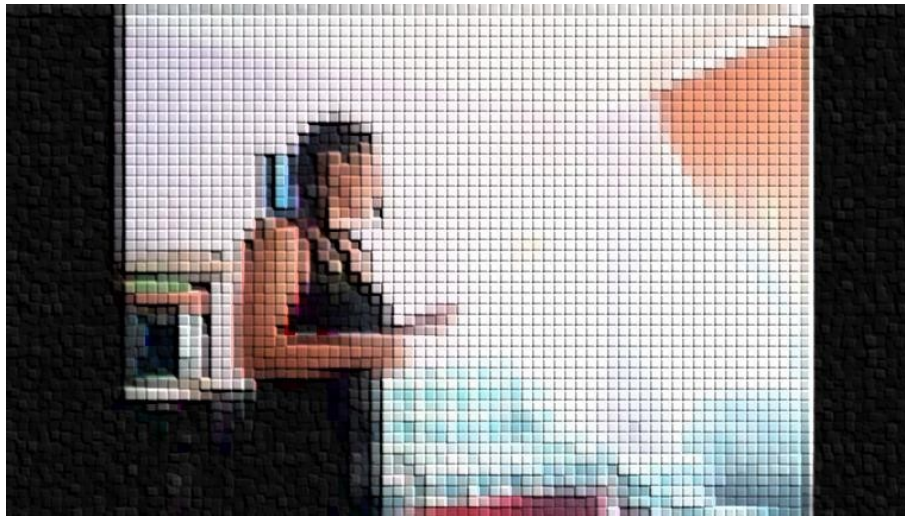


(Freddy Ratm, 2012.)

Excerpt 13: Video activity four mentioned in excerpt 11 “clarifying doubts”

Taking into account the excerpts shown before, the use of didactic material was key for the learning development of the participant, showing how these tools facilitate the process and motivate the participant to apply them along her learning process. The use of different didactic materials to teach the topics was useful to the student's learning process as it is evident in the data collected and the results of her final products for each session (see excerpt 14). In relation to that, Pardo and Tellez (2009) affirm that:

For learning to take place, learners may be able to rehearse certain information, to retrieve it from short term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place. Ellis (1997) reports on some research on this principle and suggests the need for post-evaluation of materials to find out what learners have eventually learned as a result of using them (p. 3).



“Hello, this is a new house.

That eh is sof dirty.

Those eh are books.

That kitchen is clean.

This chair is comfortain.

This is a pencil”

(SAS7)

Excerpt 14: Student’s artifact

This final suggestion was taken by the researchers and designers of the course as a motivation to determine if the objectives of each session were achieved. Even when the results obtained from some of the sessions were not perfect, there is evidence that the material presented was useful and meaningful for the participant’s advance. Additionally, the theory and data collected showed how the material could increase the motivation to learn, demonstrating the effectiveness that those activities have in the learning of a foreign language. As Vidyashree & Kumar (2016) explain, the implementation and selection of materials are an important task that teachers should develop in order to help the student to feel motivated and learn in a comfortable way. To conclude, it was possible to see how the use and selection of didactic material affected positively the development of the student in the learning process and the importance of selecting proper material that promote students’ interest for having good results. It is vital to highlight, however, that even the best didactic materials would prove ineffective if not accompanied and complemented by motivated and self-regulated learners. The following fragment discusses how those traits can make a difference in a learning process.

Motivation and self-regulated learning

Brophy (2010) defines motivation as “a theoretical construct to explain the initiation, direction, intensity, persistence and quality of behavior” (p. 3) that has significant power because it influences what, when, and how we learn (Schunk & Usher, 2012). When it comes to learning through virtual courses, motivation and autonomy habits are key to achieve the objectives

proposed. Nonetheless, students should also learn to control their academic process and procedures to be successful. This is why Self-regulated learning (SRL) emerges as a vital component of e-learning. SRL is a repetitive procedure in which the learners design a plan for an assignment, supervise the production, and deliberate on the result. This process happens again, and the learners modify their performance for the next assignment. This procedure is adapted to an individual learner and in specific assignments (Zimmerman, 2002). The students that are motivated and self-regulated are the ones that personally initiate and direct their own efforts to acquire knowledge, and consequently those are the ones who will take advantage in a significant way of what the virtual academic world offers.

Along the implementation of the Virtual English Course, researchers identified that the motivation and self-regulated learning of the participant throughout the sessions was one of the key aspects for her to achieve the objectives, and for the researchers to keep the learner interested in the path of the course. The following paragraphs present the participant's interest in the learning process and the strategies used to carry out the sessions properly. The results obtained in this regard were so rich that it was necessary to divide the recurrent themes in one main category that is motivation and self-regulated learning and a subcategory that involves the strategies used by a self-regulated learner.

From the moment of the first encounter with the participant to talk about the objective of the project, the researchers were able to identify the interest and motivation the participant had to learn and to use technology to enhance education. While the participant worked session by session, it was evident she was progressing and improving several aspects. Although not in a perfect way, the student started to learn and use the language in a communicative way. The material designed was guided by the proper content and examples, which were applied by the

student when creating short sentences and other language tasks. Her resulting work suggested that the participant now knew how to apply the main English topics included in the lessons. Previous research had shown that successful learners use a repertoire of strategies to guide and enhance their learning process—cognitive, behavioral and motivational—toward completing academic tasks (Zimmerman & Schunk, 2011). The Virtual English Course sought to make the activities attractive and varied enough to catch the attention of the student and to awaken her motivation. This appealing component became an important part of the learning process and helped the participant to achieve the goals of the sessions.

The excerpts presented in the last section showed detailed views of the participant along the sessions, proving that her interest in the content and her expectations from the course were quite high (see excerpt 15). Having into account that the content provided actually improved the participant's interest in the course, it is safe to say that it also opened the path for her crescent motivation. According to (Kew et al., 2018) "Motivation is one of the important predictors of intention to use e-learning that can in turn make impact on students' learning practice. By knowing the motivation level of students, instructors can provide suitable teaching materials in e-learning for students to make them more engaged in e-learning activities." (p.1). Along these lines, it is possible to identify the importance of material in order to maintain the student's motivation, providing the proper content (see excerpt 16 and 17). In this case, the participant mention that one of the reasons why she decided to complete this course was to offer to her students something nearest to the new curricular guidelines, so it was a challenge for her to learn in a correct way to teach it properly (See excerpt 18). As stated in the participant's opinion, it is noticeable that the content and material provided increased her motivation on learning for her to be able to teach better.

0.57' "Eh, cuando se es maestro y además licenciado en básica primaria, se tiene un conocimiento de todas las asignaturas, eh, pero eso nos genera cierta desventaja con relación a los especialistas o titulados con un área específica. Eh las demás asignaturas siento que tengo la fortaleza y las habilidades para desarrollarlas, pero con relación al inglés siempre me he sentido que estoy muy coja, eh, que me faltan muchos aspectos para poder brindarles a mis estudiantes realmente eso que las nuevas eh lineamientos curriculares nos exigen, entonces es más como un reto y un desafío que tengo de responder, a esa calidad educativa que merecen mis estudiantes Íntegros.

(1.38'I1)

Excerpt 15: Participant's opinion

5. ¿Se le facilitó el desarrollo de las actividades propuestas durante la sesión? (sí / no) si no fue así explique que se le dificultó.	Sí se me facilitó el desarrollo de las actividades propuestas, ya que me permitieron ampliar el vocabulario de adjetivos de una forma dinámica y lúdica promoviendo el interés y motivación por este tema
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(QS2A5)

Excerpt 16: Participant's answer

<p>Al finalizar la sesión ¿Considera que el tema fue comprendido en su totalidad? (sí / no)</p> <p>Si no fue así, indique las causales que usted considera le limitaron la comprensión del tema</p>	<p>Los temas los comprendí en su totalidad y los recursos promueven el progreso y ritmo de mi aprendizaje permanentemente. Fueron muy motivantes cada una de las actividades de la sesión y a pesar de ser un buen número no se siente aburrimiento ni agotamiento al momento de ejecutarlas, por el contrario estimulan el interés por conocer y saber cada día más.</p>
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(QS8A6)

Excerpt 17: Participant's answer

“Para que mis estudiantes tengan como más herramientas, así yo nos las domine, pero que ellos por lo menos tengan unas bases sólidas con relación a poder hablar, pronunciar, eh conocer vocabulario. De una forma más dinámica.”

(IIP 2:35')

Excerpt 18: Participant's opinion about if she already used a platform or virtual course to learn something and why does she consider to use it?

The use of dynamic activities was an important aspect, the participant informed that they helped her to feel motivated and increased the interest for the topics. She identified a different level of difficulty between the first activities with the last ones, stating that progressively she was learning more complex vocabulary (*see excerpt 19*). This statement showed the progress the participant was having taking the online course, and how it provided enough information to learn a foreign language. As Kew et al. (2018) noted, “Students with high motivation engage more in

learning activities and learn more from e-learning, which can be accessed outside the room and the instructors can provide more teaching materials to students in e- learning.” (p.9). The previous analysis showed the importance of the student’s attitude towards the new knowledge, and how the dynamic material motivated the participant during the learning process.

Si tenía conocimiento relacionado con el tema tratado.	Se logra identificar y afianzar la norma para el uso correcto de los artículos(a-an) gracias al material de apoyo como textos y videos, son muy adecuados. Realmente es muy motivante y dinámico el material que se tiene para la práctica del vocabulario ya que es progresivo el grado de complejidad, se amplía notablemente el vocabulario.
¿Cree usted que afianzó o aprendió algo nuevo con respecto a lo que ya sabía? (si/ no) ¿Qué aprendió?	

(QS3A4)

Excerpt 19: Participant’s answer

It is evident the motivation and enthusiasm the participant has and how the didactic and dynamic activities help to motivate the participant’s learning process. As Harandi (2015) affirms, “If students are more motivated to learn, then they are more likely to be engaged; and if they are engaged, they are more likely to achieve the learning objectives”. Keeping in mind the information provided by the participant, the material used during the course was an important aspect to maintain and increase her motivation because it provided the information that was necessary for her to satisfy her biggest need, namely, learning the foreign language (*see excerpt 20*). As it is possible to see, the participant of this project enjoyed the platform and its content;

this leaves the evidence that the material used in the lessons was dynamic and motivated the student highly.

¿Considera necesario agregar un comentario o sugerencia que le permitiría mejorar el desarrollo de las actividades para así poder implementar su aprendizaje?	El proyecto me ha permitido ir fortaleciendo poco a poco mi vocabulario, al igual que ir reconociendo aspectos fundamentales para tener unas bases en el proceso de enseñanza aprendizaje de este idioma, las herramientas son adecuadas y estoy motivada a compartirlas con mis estudiantes si los docentes Nataly, María Fernanda y José me lo permiten.
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(QS9A7)

Excerpt 20: Participant's answer

In order to increase the effectiveness of e-learning, it is important that the teacher knows the participant's motivation to learn a foreign language in order to provide the proper material. As Kew et al. (2018) affirms, "To improve teaching and to create an effective learning in e-learning, instructors shall understand the students' motivation level in advanced and then to design appropriate teaching materials to encourage the students to participate in e-learning activities by drawing their attention. Throughout the design of this platform, researchers sought to fill the participant's need to learn the foreign language through activities and material that help her to learn easily and to use it with the population she would like to impact, this taking into account what Kew et al. (2018) noted "By knowing the motivation level of students, instructors can provide suitable teaching materials in e-learning for students to make them more engaged in e-learning activities" (p.1). In the following excerpts, it is possible to observe what the

participant considers about the material and how it helped her to keep motivated and share the new information with others.

¿Se le facilitó el desarrollo de las actividades propuestas durante la sesión? (sí / no) si no fue así explique que se le dificultó.	Sí se me facilitó el desarrollo de las actividades propuestas es de resaltar que en esta sesión el material es muy adecuado para mi nivel, agradezco a los tutores el interés por brindarme tantos recursos y materiales que no solo enriquecen mi proceso sino que me motiva a compartirlo con mis alumnos.
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(QS4A5)

Excerpt 21: Participant's answer

¿Se le facilitó el desarrollo de las actividades propuestas durante la sesión? (sí / no) si no fue así explique que se le dificultó.	Sí se me facilitó el desarrollo de las actividades propuestas, es importante reconocer que se encuentran variedad de recursos para practicar y mecanizar este tema.
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(QS5A5)

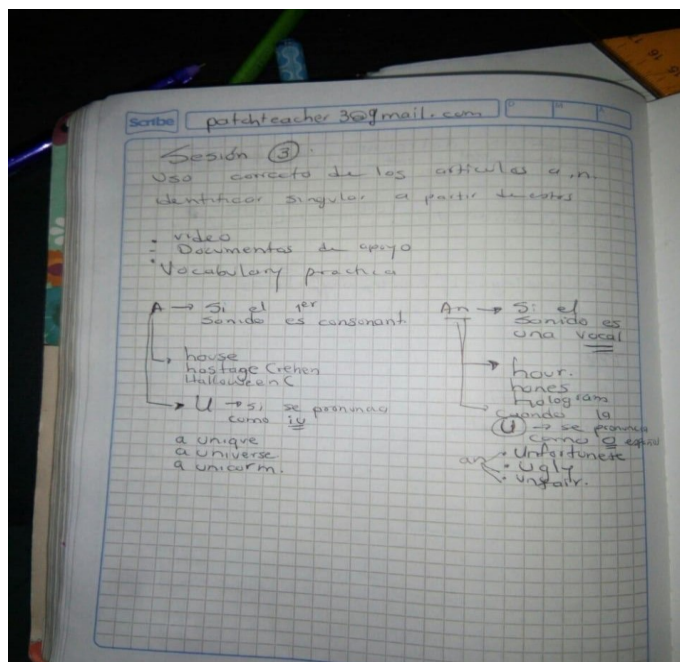
Excerpt 22: Participant's answer

The information presented in these excerpts showed the importance of material in e-learning, demonstrating that the motivation could be increased based on how the material was designed to reach the participant's objectives and how she feels motivated with dynamic and didactic activities. Taking into account what was just said, it is possible to see the impact of the material in the learning process of a participant using e-learning, since it provides the motivation to learn. As Kew et al. (2018) affirm, "motivation is one of the most important factors for students' achievement in learning, and motivation assessment is essential for e-learning in order

to determine whether the learning materials in e-learning can affect students on learning or not” (p. 6). The two main categories discussed so far emphasize the importance of carefully developed didactic materials, when the learner is motivated and self-motivated. When these two aspects work well, a next step emerges, where the learner comes up with strategies to support learning.

Self-regulated learner's strategies

In order to keep working on the view of self-regulated learning and motivation, the researchers found a subcategory, which is called *Self-regulated Learners' Strategies*. According to Zumbrunn (2011), Self-regulated Learning (SLR) is a process in which the learner sets realistic learning goals, selects effective learning strategies, and monitors and evaluates one's progress towards goals. These learning strategies are displayed as *Memorization*, *Time management* and *Elaboration* (Wondimu, 2017). The participant implemented strategies to carry out the activities and achieve the objective of the sessions, they contributed to have a clear idea of what she was learning during the sessions. Taking into account the SRL used by the participant, it is possible to see how they contribute to have a clear idea of what she was learning during the sessions.



Excerpt 23: Evidence of note taking

(SAS3)

MY ENGLISH CLASS

- SESSION 2 (ADJETIVOS)

<https://www.aprenderinglesrapidoysencillo.com/2013/05/12/los-adjetivos-en-ingles-con-explicacion-ejemplos-y-ejercicios/>
 GAME: <https://www.turtlediary.com/game/identifying-adjectives.html>

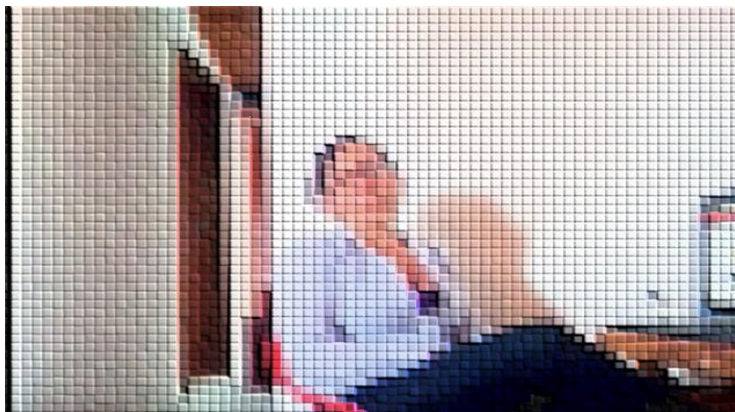
- SESSION 3 (ARTICULOS - ARTICLES)

<https://agendaweb.org/grammar/articles-exercises.html> ejercicio
<https://www.estudiaringlesonline.es/an/lectura>

(SAS1)

Excerpt 24: The student sent via email screenshots of a document where she compiled relevant information

Based on the given excerpts, there was an evidence of how the participant was focused on selecting relevant information, and how she used some specific techniques of memorization for monitoring the learning process and accomplishing the objectives. As noted by Wondimu (2017), there is a strategy called *Memorization* and it “involves repeating to-be-learned information over and over again. Memorization strategies help in familiarizing the learner with the concepts and terms of to-be-learned material” (p.3). As it is evident on the excerpts, the student implemented a cognitive learning strategy known as *Note-Taking*. The participant took notes physically and electronically (*see excerpt 23 and 24*); this self-regulated strategy was useful to condense information, making the process of memorization easier. Through the consistent use of this strategy, the participant was able to memorize the information presented during the course by highlighting and transcribing most of the relevant information, in order to memorize and understand better the topics.



Transcript extract: Lesson 9.

Hello, I am Odry. I wake up very early, I get up at four fifty am.

Later I have a shower, then I dress up and have breakfast (...)

(SAS9)

Excerpt 25: Screenshot of a video sent by the student to the teacher's email.

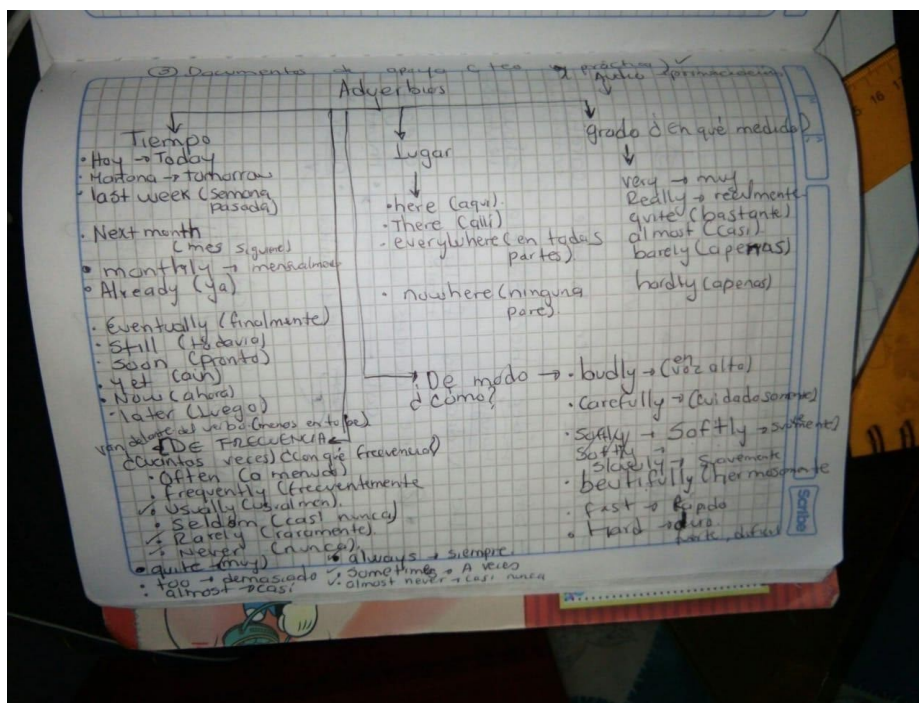
The evidence presented in the former excerpts is related to the strategy called *Time Management*, and there is a strong relationship between this and the academic success. Time management refers to the ability to plan a study time and tasks (Effeney, Carroll & Bahr, 2013); this means that an organized weekly schedule will lead the learner to achieve all the tasks correctly. In the excerpt presented, the researchers were able to realize that the learner developed an autonomous schedule for her to record the videos (*see excerpt 25*) and also to practice every topic. Such amount of work is evidenced in the excellent results the participant had in the activities (*see excerpt 26*). The participant had busy days but she knew how to take advantage of a good administration of time, so she was able to develop different activities throughout the day, and thus, decide the order of each task. Another advantage of using this skill was that the participant would know what to focus on and how much time to spend on the development of each activity. Time management is an important strategy so as to have excellent results and the student knew how to take advantage of it.

CATEGORIES	SATISFACTORY (5 points)	NEEDS IMPROVEMENT (2 points)	SCORE
Vocabulary	The student learns the daily routines vocabulary and identifies their use and differences.	The student doesn't learn the use and differences of the daily routines vocabulary.	5
Grammar use	Participant creates short sentences implementing the daily routines vocabulary in a good way.	Participant doesn't implement the daily routines vocabulary in all of the sentences correctly.	5

Speaking	The student does an excellent pronunciation of sentences that contains her daily routine.	The student does a poor pronunciation of her daily routine, making more than 2 mistakes.	5
Total			5

Excerpt 26: Rubric lesson 9

Another strategy the participant used is *Elaboration*, where she had to connect her knowledge with her product. Richardson et al., (2012) affirm that *Elaboration* is the ability with which the students have to combine the new and existing information making the process of memorization easier with the new material. In the participant's case, it was possible to see how she was able to create maps and lists to organize the information presented during the session. By creating new material to memorize and condense the information the participant made her memorization process easier. The participant organized and created material during the sessions, recreating information that was provided in the platform for creating her own kind of material to understand the topics (*see excerpt 27*). The Elaboration strategy was implemented by the participant on her own, while she was looking for better understanding and memorizing of the content provided during the session.



(SAS2)

Excerpt 27: Mind map done by the student during the session two.

The presented subcategory highlighted how the self-monitoring learning process and the strategies used helped her to achieve the goals of the sessions. The participant's motivation to learn the foreign language properly, and the three strategies used by her to comprehend each session were memorization, time management and elaboration. Strategies that were evident by the student's artifacts developed when the participant used repetition and note taking, estimated times during the week for the fulfillment of the course, use of her previous knowledge or new information to understand the topics, create visual aids such as mind maps to comprehend and summarize the new information, and finally look for tutor's help when it was necessary. This subcategory gave a big support to the project due to help researchers to identify how the participant learnt during the sessions.

Along the previous paragraphs, researchers have given evidences about the progress of the participant during the online course, highlighting some categories that were discovered through questionnaires, observation, and interviews. The main categories mentioned in the text were didactic material for learning development and motivation and self-regulated learning. These categories gave the researchers the significant results to analyze the development of the participant's linguistic competence. According to the didactic material, it was possible to confirm the effect that this aspect had on the participant based on the results she had during the sessions and the affirmations she gave to support the idea of improvement by the implementation of this kind of resources. On the other hand, the process would not have been the same without the participant's regulation of learning, the use of strategies and techniques the participant applied during the learning process was an important aspect to obtain good results in the development of her linguistic competence. To conclude, it was possible to see the importance and effects that the material, motivation and self-regulated learning had on the learning process; the didactic material used and the motivation helped to increase the discipline to work independently with an online course, and achieve the improvement of her linguistic competence.

Chapter V: Conclusions and Implications for Further Research

The main objective of this research project was to determine the effect of a Virtual English Course mediated by the Instructor Led-online Training Approach on a primary school teacher's linguistic competence. After completing the process and triangulating the collected data, the researchers were able to determine that the effect of the course was significant improvement on the participant's *linguistic competence*. The improvement of the participant's linguistic competence happened as a result of combining her work with that of the researchers-designers. The researchers focused on producing didactic materials for learning development; while the

participant contributed to the process with motivation and self-regulated learning; hence, these became the main categories of the project. The participant's involvement was such that she developed ways to keep up with the content and ensure learning, generating a subcategory for the project: Self-regulated Learning Strategies. It is time now to describe how each category contributed to the improvement of the participant's linguistic competence.

To begin with, the participant's linguistic competence could not have been achieved without the use of adequate didactic material to boost her interest and understanding during each class. Morales (2012), affirms that "Didactic material is used to strengthen the development of the student's skills, as well as in the improvement of the attitudes related to knowledge, through oral and written language" (p.9). Hence, the use of didactic material such as videos, images, texts, and matching activities was the means for the participant to get good results in most of the evaluation parts of the sessions. All in all, the didactic material helped the participant to facilitate the learning process and make it more understandable.

On the other hand, the participant's motivation is another important aspect that helped the course to accomplish its purpose, which was to improve the participant's linguistic competence. Although the design of the platform and its activities played a fundamental role in the motivation that was generated in the participant, her personal desire to learn a new language proved to be determinant in the process. The participant's willingness and intrinsic interest encouraged her to develop each session and bring the course to completion. Furthermore, the participant manifested that her strong motivation to learn was to be able to teach English to her students in an appropriate way; this encouraged her to give an effort and to regulate her learning process.

To complement this, it is important to highlight the participant's contribution to her progress, due to the self-regulated learning, which was relevant during this research project. Self-

regulated Learning is about how the student is able to manage the learning process independently, and the participant showed consistent evidence of doing so during her participation, so much that she became a promoter of her own learning; also, it was interesting to recognize how capable she became to manage her own motivation, and thus reach the course's goals. This Self-regulated Learning was essential to achieve the goals of the course, and helped the participant monitor, regulate, and control her own process during the sessions received.

Directly connected to Self-regulated Learning, emerged the use of Self-regulated Strategies on the participant's part, which made a great impact when reaching the course's goals. Throughout the application of the Virtual English Course, the participant developed the strategies of *Memorization*, *Time Management*, and *Elaboration*. Examples of the latter strategy are designing mind maps, taking notes physically and electronically, and creating word documents with relevant information. These strategies led the participant to success. As researchers, we found out that these types of strategies can make the difference between learning or not when students decide to embark on a virtual course for language learning.

It is also important to name some of the challenges we faced throughout the implementation of the virtual course. Some difficulties we found were the selection of content that could fit the student's needs, which was not easy due to the language barrier. Besides, considering that the Instructor-led Online Training Approach implemented during the online course states that there is a need of a tutor for the student, it was not always easy to manage the time for those face to face online sessions. On the other hand, we realized that these sessions were not enough for a deeper analysis, which is advisable for future research with virtual modality. Throughout the development and implementation of the course we faced challenges

related to the content and time management; nevertheless, the objective of the research project was achieved.

To conclude, we want to invite future researchers and education authorities to investigate the social problematic that our research paper addressed. We dealt with one case, but teachers requested to teach English not knowing the subject matter is a very common issue in our context. The findings of this research project can be a starting point to study other topics that can support those need it the most. For example, considering that many of the aforementioned teachers are highly motivated, it would be interesting to study the impact of intrinsic and extrinsic motivation on EFL teaching and learning in Colombian contexts. Another possible topic of investigation has to do with the teachers' ICT's skills and how they need to be enhanced, or even how learning EFL can become an opportunity to improve those skills. The latter topic becomes even more pertinent at a time in which most of the world's education is having to rely on technology tools due to a pandemic.

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Appendix 1: Consent Form**Formato de Consentimiento Informado**

Fecha:

Universidad El Bosque

Programa Pregrado Licenciatura en Educación Bilingüe con énfasis en la enseñanza del inglés.

Facultad de Educación

Yo _____ identificado(a) con cédula de ciudadanía número _____

expedida en _____, manifiesto que mediante una reunión el día 8 de septiembre del año 2019 se me ha explicado de manera verbal, clara y oportuna los objetivos de la recolección de datos y procedimientos a utilizar para los fines del presente proyecto de investigación:

Analyzing the Effect of a Virtual English Course on a Teacher's Linguistic competence (Análisis de los Efectos de un Curso de Inglés Virtual en La Competencia Lingüística de una Maestra); el cual será desarrollado por los estudiantes: Maria Fernanda Vaquen Millar, Ángela Yuliet Díaz Ríos, José Luis Muñoz y Nataly Pérez Aranda del programa de Licenciatura en Educación Bilingüe de Noveno Semestre.

Teniendo en cuenta lo anterior, dejo claro que soy voluntario (a), no recibiré ningún beneficio de parte de los investigadores o ninguna institución y puedo retirarme de este estudio cuando lo considere necesario.

Atentamente,

FIRMA DE INVESTIGADORES:

Maria Fernanda Vaquen Millar

Jose Luis Muñoz Sanchez

Ángela Yuliet Díaz Ríos

Nataly Pérez Aranda

FIRMA DEL PARTICIPANTE:

Appendix 2: Lesson Plans

SESSION #1
Title: Welcome to your English course.
Date: (September 17th to September 23rd)
La primera sesión busca ofrecer una herramienta audiovisual para mostrar como es el uso de la plataforma blackboard y como cada sesión se dividirá para el buen desarrollo del curso.
<p>Objetivos de aprendizaje</p> <ul style="list-style-type: none"> • Informar cómo será el curso dividido y cómo estarán distribuidas las sesiones.. • Desarrollar un test con el ánimo de ver el nivel en el cual el estudiante se encuentra. <p>Se recomienda que esta sesión no sea omitida, teniendo en cuenta que aquí se podrá conocer los objetivos del curso y aprenderá sobre como es el manejo de la plataforma de aprendizaje.</p> <ol style="list-style-type: none"> 1. Ver el video explicativo sobre como es el uso y organización del curso. esto ayudará a que el estudiante esté enterado de cómo funciona Blackboard y cómo el docente organiza la información para cada sesión. <ul style="list-style-type: none"> • El estudiante hará un test de prueba para ver cómo son sus conocimientos sobre los temas a tocar y poderlos contrastar al final del curso. <p>• PASOS Y ESPECIFICACIONES IMPORTANTES PARA REALIZAR EL TEST INICIAL:</p> <ol style="list-style-type: none"> 1. Abrir el link: https://www.gocongr.com/en/p/19355270 2. Al responder cada pregunta dar click en el botón "NEXT" para continuar. 3. Al finalizar el test, dar click en el botón "SUBMIT ALL ANSWERS AND SEE YOUR RESULTS" 4. Tomar pantallazo o foto del porcentaje de resultado 5. Enviar el pantallazo a patchteacher3@gmail.com 6. Dar click en el botón "REVIEW ALL ANSWERS" 7. Revisar cada respuesta leyendo las explicaciones que se encuentran en la parte inferior de la pantalla. <p>*** SÓLO SE DEBE REALIZAR EL TEST UNA VEZ.</p>

SESSION #2
Title: Let's describe.
Date: (September 17th to September 23rd)
En la primera sesión de contenido, se trabajará con el concepto de adjetivo y cual es el uso adecuado del mismo en la gramática del inglés

Objetivos de aprendizaje

- Identificar el vocabulario, haciendo uso adecuado de los adjetivos para describir objetos y personas.
- Crear oraciones usando adjetivos.
- Hacer Descripciones de sí mismo y de otros.
- Familiarizarse con el uso del verbo ser o estar (To be)

ATENCIÓN: Es importante seguir las instrucciones que fueron dadas en la primera sesión de video, en caso de no recordar las indicaciones o los pasos a seguir, vea nuevamente el video pues esta información será necesaria para este y las demás sesiones que vienen.

1. **Observar detenidamente los videos** en los cuales se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve el video

- <https://youtu.be/btUATKKEges>
- <https://www.youtube.com/watch?v=87ci-thlLmQ>

2. **Leer los documentos** Encontrará algunos links en los que descubrirá textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.

- <https://www.wallstreetenglish.com.ar/blog/aprende-a-usar-los-adjetivos-en-ingles>
- <https://www.aprenderinglesrapidoyfacil.com/2013/05/12/los-adjetivos-en-ingles-con-explicacion-ejemplos-y-ejercicios/>
- PDF
- <https://www.wordreference.com/> (Link para encontrar definiciones de palabras desconocidas)

3. **Práctica del vocabulario** Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el vocabulario.

Nota: En los documentos previamente revisados, se encuentra una lista de adjetivos de la cual puede hacer uso para la realización de las actividades propuestas en esta parte de la sesión del mismo modo en este mismo punto encontrará un link llamado Wordreference del cual podrá hacer uso para revisar alguna palabra que no entienda.

Se recomienda tomar notas acerca del tema y crear sus propios ejercicios y ejemplos usando algo del vocabulario entregado en el documento de PDF

- <https://www.turtlediary.com/game/identifying-adjectives.html>
- <https://www.eslgamesplus.com/adjectives-and-antonyms-sentences-esl-interactive-fun-game/>
- <https://agendaweb.org/exercises/grammar/adjectives-1/index.html>
- <https://agendaweb.org/exercises/grammar/adjectives-multiple>
- <http://www.learningchocolate.com/content/describing-people>

4. Práctica de la estructura Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura de oraciones compuestas.

- <https://www.learnenglishfeelgood.com/adjective-in-sentence1.html>
- <https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-39316.php>
- <https://www.aulafacil.com/cursos/ingles/repaso-de-gramatica/ejercicios-orden-de-los-adjetivos-l22488>

5. Evaluación final El estudiante debe crear un video de no menos de 3 minutos en el que escoja objetos o personas de su entorno los describa verbalmente, utilizando por lo menos 10 a 20 de los adjetivos que aprendió, la estructura y orden adecuado de los mismos. (los objetos o personas deben salir en el video ya sea en una imagen o en físico)

SESSION #3

Title: **I have stuff. (Articles a or an)**

Date: **(September 17th to September 23rd)**

En esta sesión se trabajará el correcto uso de los artículos a y an identificando el singular de un sustantivo a partir de estos.

Objetivos de aprendizaje

- Brindar vocabulario nuevo acerca del uso de los artículos a y an
- Reconocer los sustantivos plurales y singulares

6. Observar detenidamente el video por medio del cual se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve el video

- <https://www.youtube.com/watch?v=1f5WXtSMaL8s>

7. Leer los documentos Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.

- <https://www.estudiaringles.online/a-an/> Los documentos que encontrará del punto 2 al 4 son un apoyo para profundizar el tema tocado en el vídeo.
- <https://www.inglesmundial.com/Basico/Leccion2/Gramatica.html> Realizar la actividad propuesta luego de leer el contenido.
- <https://7esl.com/classroom-objects-vocabulary-english/> aquí encontrará vocabulario de los objetos de la clase, con el fin de reconocer e identificar diferentes materiales que se utilizan en el aula y como son denominados estos. en inglés.

8. Práctica del vocabulario Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el uso correcto de los artículos y se verá otro tipo de vocabulario.

En el siguiente link podrá encontrar varias actividades, como identificar nuevo vocabulario de objetos que nos rodean a diario y que pueden ser utilizados en una oración como sustantivos singulares.

- Practicar con los puntos 1, 2,3 y 4 <https://agendaweb.org/grammar/articles-exercises.html>
- <https://www.grammarbank.com/a-an-exercise.html>

9. Práctica de la estructura Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- <https://www.aprenderinglesgo.com/ejercicios-articulos-indefinidos-a-an-ingles-5367>
- <https://www.ecenglish.com/learnenglish/lessons/all-about-a-an-and-the>

10. Evaluación final

El estudiante tendrá que enviar un documento en el que se evidencie que soluciono la siguiente worksheet, ya sea con fotos de la actividad solucionada o un documento que contenga únicamente las respuestas según cada punto.

SESSION #4

Title: **What can we do (Pronouns and verb to be)**

Date: **(September 24th to September 30th)**

En esta sesión se trabajarán las funciones y usos del verbo to be, además de sus conjugaciones y su implementación a la hora de hacer una presentación personal.

Objetivos de aprendizaje

- Expresar ideas que involucren acciones.
- Crear conversaciones cortas con el nuevo vocabulario proporcionado durante la sesión.
- Animar a los estudiantes a usar verbos y pronombres para expresar sus pensamientos.

11. Observar detenidamente el video

Por medio éste se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve el video. Repetir las veces que se considere necesario.

- Introducción a los pronombres.

<https://www.youtube.com/watch?v=QcqPN727NZA&t=274s>

- Usos y funciones del verbo To Be.

<https://www.youtube.com/watch?v=dFJvNYdKGrA&feature=youtu.be>

12. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.

- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>
- Profundización lectora del tema enseñado en el video - El significado del Verbo To Be.}} <https://www.aprenderinglesrapidoysencillo.com/2012/08/14/aprender-el-verbo-to-be-en-ingles/>
- Complemento y afianzamiento del tema leído en el artículo anterior - El uso del verbo To Be, contracciones de la conjugación y variedad de ejemplos. <https://madridingles.net/ingles-basico-1-el-verbo-to-be/>
***Nota:** Se recomienda leer **sólo** hasta el título: "Formas cortas del verbo To Be en Inglés".
- Documento **PDF** con información complementaria importante.
***Nota:** Realizar el ejercicio que se encuentra al final en un cuaderno u hoja y enviar fotografía de la actividad realizada al correo: **patchteacher3@gmail.com**

13. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el uso correcto del verbo To Be y se verá otro tipo de vocabulario relacionado a la presentación personal.

- Leer y entender el cuadro que se encuentra en la **página 8** de el siguiente PDF: <https://www.uv.mx/pozarica/cadi/files/2013/04/unidad-1.pdf> , luego abrir el link que se encuentra bajo el cuadro anterior, el cual señala: "para escuchar la pronunciación de las preguntas anteriores"
- Leer detenidamente la información aquí presentada, ésta corresponde al vocabulario necesario para hacer una presentación personal. <http://tuinglesya.blogspot.com/2015/03/preguntas-de-informacion-personal-en.html>
- Desarrollar **únicamente** el ejercicio de título: "The verb to be - exercise" para practicar la conjugación de los verbos. <http://www.eclecticenglish.com/grammar/PresentSimpleToBe1A.html>

- Desarrollar la actividad. <https://www.eslgamesplus.com/verb-to-be-auxiliary-verb-am-is-are-esl-grammar-activity/>
*Nota: Si no se reproduce la actividad inmediatamente puede ser a causa de que el programa Adobe Flash Player puede estar bloqueado; en este caso, dar doble click sobre la pantalla y seleccionar la opción “Desbloquear”. Por otro lado, si persiste el problema, hacerlo saber por medio del correo electrónico ya mencionado.

14. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- Realizar el ejercicio para practicar el Verbo To Be.
<https://www.aprenderinglesrapidoysfacil.com/2013/09/03/ejercicios-verbo-to-be-afirmativo/>
*Nota: No olvidar dar click en el botón “Check” de la parte inferior derecha al terminar cada ejercicio para visualizar las respuestas correctas e incorrectas, siendo verdes las correctas. Luego, dar click en “Next” para continuar al siguiente ejercicio.

*Repetirlo las veces que se considere necesario a fin de aprender y practicar más.

- Abrir el siguiente PDF y desarrollar la actividad allí asignada.

15. Evaluación final

Crear dos oraciones **por cada** pronombre (I - you - he - she - it - they - we) usando el verbo To Be (am - are - is) y un complemento (vocabulario aprendido). Escribir estas oraciones en papel y **grabar un video** donde se evidencie la forma escrita como hablada del ejercicio. Posteriormente, enviar la grabación de video al correo del profesor con el título: **VIDEO TO BE**

Title: **How can we do it? (adverbs)**

Date: **(September 24th to September 30th)**

En esta sesión se trabajarán las funciones y usos de los adverbios, además se aprenderá la diferencia entre éstos y los adjetivos.

Objetivos de aprendizaje:

- Promover que el alumno describa acciones utilizando el nuevo vocabulario sobre adverbios.
- Identificar las diferencias entre adjetivo y adverbio.
- Crear conversaciones cortas con el nuevo vocabulario proporcionado durante la sesión.

16. Observar detenidamente el video

Por medio éste se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve el video. Repetir las veces que se considere necesario.

- <https://www.youtube.com/watch?v=QQ04qYwFfi0&feature=youtu.be>
- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>

17. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más. **+Nota:** Leer detalladamente y tomar notas de cada tema aquí explicado (Qué es, reglas gramaticales, función, diferencias entre adverbio y adjetivo; tipos y posiciones) para tener un mejor procesamiento de la información, y por ende, un mayor entendimiento.

- Información explícita sobre las reglas gramaticales al momento de usar los adverbios. <https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/adverbs/adverbs-form-and-function>

***Nota:** Si recomienda oír pronunciación de las palabras dando click sobre el signo “play-reproducir” que se encuentra al lado de cada palabra.

- Explicación de los tipos y las posiciones en que un adverbio va en una oración. <https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/adverbs/adverbs-types-and-positions>
- Complemento y resumen de los dos artículos anteriores. <https://www.aprenderinglesrapidoysencillo.com/2017/01/20/adverbios/>

***Nota:** Realizar el test que se encuentra al final del texto de la página donde se realiza un pequeño afianzamiento de el tema visto.

18. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el uso correcto de los adverbios y se estudiará el vocabulario relacionado.

- Practicar la escritura de adverbios dependiendo de sus reglas. <https://www.curso-ingles.com/practicar/ejercicios/adverbs-form-and-function>
- Practicar escritura de adverbios completando las frases con las palabras que se encuentran en la caja superior. <https://www.curso-ingles.com/practicar/ejercicios/adverbs-form-and-function-2>
- Diferencias entre adverbios y adjetivos. <http://www.lawebdelingles.com/nivel-a1/adjetivos-y-adverbios-en-ingles/>
- Selecciona la palabra que consideres correcta <https://www.ecenglish.com/learnenglish/lessons/adverbs-manner>

19. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- Escribe y organiza los adverbios dentro del crucigrama https://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/form.htm
- Escribe y ubica los adverbios en los lugares correctos. https://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency.htm
- Escoge sólo 5 de las oraciones propuestas aquí y resuélvelas escribiendo en el espacio en blanco el adverbio o adjetivo que considere correcto, según las palabras del paréntesis. Luego de esto dar check a la derecha para ver el resultado. <https://www.perfect-english-grammar.com/adverbs-or-adjectives-exercise-1.html>

20. Evaluación final

En un documento de Word, se debe escribir 2 oraciones usando el verbo to be y dos de las reglas que tienen los adverbios deben ser implementadas. Este documento debe ser enviado al correo del maestro.

SESSION #6

Title: **Professions in my community.**

Date: **(October 1st to October 7th)**

En esta sesión se trabajará el uso y vocabulario de las profesiones, además se aprenderá la implementación del verbo to be para crear oraciones con el tema.

Objetivos de aprendizaje:

- Conectar vocabulario nuevo con conocimientos previos.
- Describir las profesiones y sus responsabilidades utilizando verbos.
- Permitir al alumno crear diferentes oraciones sobre las profesiones y lo que pueden hacer.

21. Observar detenidamente el video

Por medio éste se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve el video. Repetir las veces que se considere necesario.

- Analicemos cómo escribir oraciones afirmativas usando las profesiones y el Verbo To Be <https://www.youtube.com/watch?v=3hbMLW4ys9w&feature=youtu.be>
- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>

22. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.
+Nota: Leer detalladamente y tomar notas de cada tema aquí explicado para tener un mejor procesamiento de la información, y por ende, un mayor entendimiento

- Explicación detallada de vocabulario y artículos (vistos en lecciones anteriores) necesarios a la hora de escribir oraciones relacionadas a las profesiones.
<https://www.aprenderinglesrapidoysfacil.com/2014/04/18/profesiones-en-ingles-audio-pronunciacion-ejercicios/>
***Nota 1:** Dar **play** a los audios y practicar pronunciación
***Nota 2:** Desarrollar el ejercicio de práctica que se encuentra al final.
- Introducción al vocabulario necesario para entender y responder preguntas referentes a las profesiones. <https://www.aprenderinglesrapidoysfacil.com/2014/05/24/las-ocupaciones-y-oficios-en-ingles-con-ejercicios-y-pronunciacion/>
***Nota 1:** Dar **play** a los audios y practicar pronunciación
***Nota 2:** Desarrollar el ejercicio de práctica que se encuentra al final.

23. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el vocabulario relacionado.

- <https://www.turtlediary.com/game/professions.html>
- <https://agendaweb.org/exercises/vocabulary/jobs/occupations-1>

24. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- Este es un espacio para practicar la escritura de las profesiones.
<http://www.saberingles.com.ar/exercises/132.html>
- Dictado para practicar el vocabulario y las habilidades de escucha.
<http://www.saberingles.com.ar/exercises/184.html>

***Nota:** Repetir estas actividades las veces que se considere necesario.

25. Evaluación final

Crear dos oraciones que tengan: pronombre + verbo to be + professions y grabar un corto video pronunciandolas (no leyendolas) enviar el video al correo:
patchteacher3@gmail.com

SESSION #7

Title: **Demonstrative adjectives.**

Date: **(October 1st to October 7th)**

En esta sesión se trabajarán las funciones y usos de los adjetivos demostrativos, además se aprenderá a crear oraciones correctamente formuladas.

Objetivos de aprendizaje:

- Crear conversaciones cortas con el nuevo vocabulario proporcionado durante la sesión.
- Aprender los adjetivos demostrativos y saber cuándo deben usarse.
- Crear oraciones usando el nuevo vocabulario.

26. Observar detenidamente los videos

Por medio estos se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve los videos. Repetir las veces que se considere necesario.

- <https://www.youtube.com/watch?v=TXNJI0oaxxg&feature=youtu.be>
- <https://www.youtube.com/watch?v=n671mANq9yA&feature=youtu.be>
- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>

27. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.

+Nota: Leer detalladamente y tomar notas de cada tema aquí explicado para tener un mejor procesamiento de la información, y por ende, un mayor entendimiento

- Introducción a los demonstrative adjectives or demonstrative determiners. <https://www.lewolang.com/gramatica-inglesa/6/this-that-these-those>
- Lección de refuerzo donde se puede escuchar y practicar la pronunciación dando click en **"Play"** sobre las palabras. <https://www.curso-ingles.com/aprender/cursos/nivel-basico/pronouns/demonstrative-pronouns>

28. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el vocabulario relacionado.

- <https://www.curso-ingles.com/practicar/ejercicios/demonstrative-pronouns>
- https://www.englisch-hilfen.de/en/exercises/various/this_that.htm
- <https://agendaweb.org/exercises/grammar/demonstratives/this-that-these-those>

29. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- <https://www.curso-ingles.com/practicar/ejercicios/demonstrative-pronouns-2>
- <https://www.lewolang.com/gramatica-inglesa/ejercicios/20/this-that-these-those>

***Nota:** Repetir estas actividades las veces que se considere necesario.

- Recordatorio de refuerzo para crear oraciones con los adjetivos demostrativos:
<https://ingles.celeberrima.com/ejemplos-oraciones-con-that-this-these-y-those-en-ingles/>

30. Evaluación final

Grabar un video corto donde se evidencie el aprendizaje del uso de los adjetivos demostrativos, para ello, se debe pronunciar (y señalar si se cree necesario) 3 oraciones usando adjetivos demostrativos, enviar el video al correo: patchteacher3@gmail.com con el título: **EVALUACIÓN DE LA SESIÓN 7**

Title: **Possessive adjectives/ family members**

Date: **(October 8th to October 14th)**

En esta sesión se trabajarán las funciones y usos de los adjetivos posesivos, además se aprenderá a crear oraciones correctamente formuladas utilizando lo previamente aprendido y lo que enseña esta lesson.

Objetivos de aprendizaje:

- Crear oraciones utilizando adjetivos posesivos
- Aprender y usar de manera apropiada el vocabulario aprendido
- Generar nuevos modos de aprendizaje que le permitan interactuar de manera dinámica

31. Observar detenidamente los videos

Por medio estos se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve los videos. Repetir las veces que se considere necesario.

- <https://www.youtube.com/watch?v=gCJ6JqLO9Gs>
- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>

32. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.
+Nota: Leer detalladamente y tomar notas de cada tema aquí explicado para tener un mejor procesamiento de la información, y por ende, un mayor entendimiento

- Introducción y uso de los possessive adjectives
<https://madridingles.net/adjetivos-posesivos/>
- En el siguiente link el estudiante encontrará algunos ejemplos para escuchar y leer que le permitirán entender un poco mejor el tema además de trabajar en la escucha y pronunciación.
<https://www.shertonenglish.com/es/gramatica/pronombres/adjetivos-posesivos>
- El estudiante trabajará este tema a partir de los miembros de la familia, en los siguientes links encontrará nuevo vocabulario y su uso
 - <https://quizlet.com/12462806/possessive-adjectives-with-family-members-flash-cards/>
 - <http://www.saberingles.com.ar/curso/lesson04/03.html>
 - <http://www.saberingles.com.ar/curso/lesson04/04.html>

33. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el vocabulario relacionado.

- <https://learnenglishkids.britishcouncil.org/es/node/17945>
- <https://learnenglishkids.britishcouncil.org/grammar-practice/possessives>
- <https://agendaweb.org/exercises/grammar/possessive/adjectives-3>
- <https://www.grammar.cl/english-games/possessive-adjectives.htm>

De el siguiente link es recomendable hacer solo los primeros 10 puntos

- https://www.myenglishpages.com/site_php_files/grammar-exercise-possessive-adjectives.php

34. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

***Nota:** Del siguiente link, realizar únicamente la parte “I LISTENING” el punto A y de la parte III **Writing /lexis and grammar** el punto E, al finalizar estos dos puntos ir hasta abajo y dar click en finish, para así poder revisar que los puntos quedaran bien.

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/The_family/Family_test_nv381fr](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Family_test_nv381fr)

- En un documento de word encontrará una actividad “family tree” para practicar el vocabulario de la familia y el uso de los adjetivos posesivos

35. Evaluación final

- En el documento de word deberá realizar su propio “family tree” y crear algunas oraciones en las que mencione los miembros de su familia y utilice adjetivos posesivos correctamente.

patchteacher3@gmail.com con el título: **EVALUACIÓN DE LA SESIÓN 8**

SESSION #9

Title: **Let's talk about your routine.**

Date: **(October 8th to October 14th)**

Esta sesión será enfocada en el uso del presente simple para hablar sobre la rutina diaria. Por medio de este nuevo se pondrá en práctica los temas previamente vistos y aprenderán nuevo vocabulario sobre este tema.

Objetivos de aprendizaje:

- Crear oraciones utilizando relacionadas a las rutinas diarias.
- Aprender y usar de manera apropiada el vocabulario aprendido.
- Generar nuevos modos de aprendizaje que le permitan interactuar de manera dinámica.

36. Observar detenidamente los videos

Por medio de este video se introducirá al tema, se debe tomar apuntes de lo que considere más relevante o las dudas que surjan mientras ve los videos. Repetir las veces que se considere necesario.

- <https://youtu.be/Fr00BsHUmXU>
- Para identificar el uso y significado de palabras desconocidas, abrir el link WordReference: <https://www.wordreference.com/>

37. Leer los documentos.

Encontrará algunos links en los que encontrará textos que le brindaran más información acerca del tema, estos documentos le permitirán resolver algunas de las dudas que pudo haber dejado el video y le brindaran nuevo vocabulario con el que podrá familiarizarse más.

+Nota: Leer detalladamente y tomar notas de cada tema aquí explicado para tener un mejor procesamiento de la información, y por ende, un mayor entendimiento

- Introducción a las rutinas diarias.
<https://www.aprenderinglesrapidoysfacil.com/2013/05/05/rutinas-en-ingles-con-pronunciacion-y-ejercicios-de-audio/>
- En el siguiente link el estudiante encontrará algunos ejemplos para leer que le permitirán entender un poco mejor el tema.
<https://lingolex.com/dailyroutine.htm>

38. Práctica del vocabulario.

Después de la lectura y resolver dudas con respecto al tema, se realizarán algunos ejercicios en los que se practicará el vocabulario relacionado.

- Seleccionar la respuesta correcta relacionando la imagen con la acción.
<https://agendaweb.org/exercises/vocabulary/daily-routines/routines>
- Para el desarrollo de esta actividad debe dar click en la acción en inglés sobre las rutinas diarias y luego seleccionar la imagen que muestra la acción.
<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine>

<https://learnenglishkids.britishcouncil.org/es/node/17836>

39. Práctica de la estructura.

Luego de trabajar con el vocabulario visto, es necesario integrarlo en un contexto real y hacer uso del mismo por lo tanto se deberá trabajar con los ejercicios propuestos en los diferentes links que permitirán ir desarrollando la habilidad de escritura y lectura .

- Buscar la opción que dice “Exercises”, luego seleccionar la respuesta correcta dentro de la oración. <https://www.englishexercises.org/makeagame/viewgame.asp?id=2456>

40. Evaluación final

Grabar un video corto donde nos cuente cómo es su rutina diaria, para ello, se debe pronunciar 5 oraciones usando las oraciones aprendidas. Enviar el video al correo: patchteacher3@gmail.com con el título: **EVALUACIÓN DE LA SESIÓN 9**

SESSION # 10

Title: **Final Test**

Date: **(October 15th to October 21st)**

En esta sesión evaluaremos todo lo aprendido durante este curso.

Objetivos de aprendizaje:

- Evaluar el aprendizaje obtenido durante el curso
- Identificar fortalezas y debilidades al enfrentar contenidos ya vistos
- Analizar la efectividad del curso

- Abrir el link: <https://www.goconqr.com/en/p/19355270>
- Al responder cada pregunta dar click en el botón "NEXT" para continuar.
- Al finalizar el test, dar click en el botón "SUBMIT ALL ANSWERS AND SEE YOUR RESULTS"
- Tomar pantallazo o foto del porcentaje de resultado
- Enviar el pantallazo a patchteacher3@gmail.com
- Dar click en el botón "REVIEW ALL ANSWERS"
- Revisar cada respuesta leyendo las explicaciones que se encuentran en la parte inferior de la pantalla.
- En el siguiente link se encuentra la evaluación del curso <https://forms.gle/hKi2XV8ubh9qDuJ2A> hacer clic y tomar el cuestionario.
- Una vez haya finalizado, tomar pantallazo del puntaje obtenido y enviarlo a patchteacher3@gmail.com con el título de **FINAL TEST**