



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ADVANTAGES AND DISADVANTAGES OF BLENDED
LEARNING IN THE ACADEMIC PERFORMANCE OF 8th
SEMESTER PINE MAJOR STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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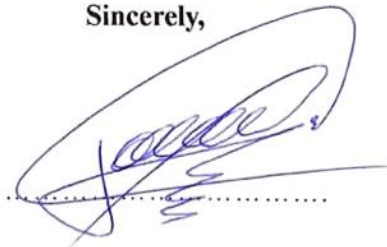
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING IN THE ACADEMIC PERFORMANCE OF EIGHTH SEMESTER PINE MAJOR STUDENTS” prepared by Ivette Micaela Robalino Mendoza and Ariana Jazmin Zambrano Linzan, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Lcdo. Christian Javier Puya Quinto. MSc.

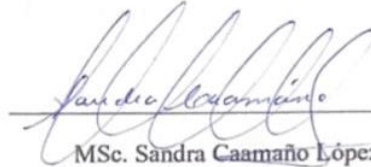
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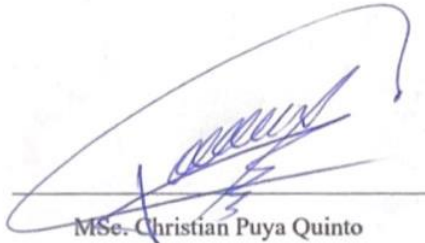
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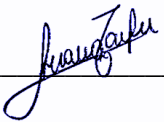
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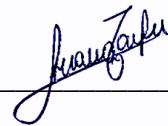
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First I want to thank God for allowing me to live another important step in my life, followed by my mother Valeria Mendoza who has always supported me throughout my educational stage, she has been who has given me all the facilities to be able to study and be successful in life. To my sister Ingrid Robalino for considering time to do fun activities, keeping me away from the stress of the university, in addition to alerting me and suggesting all kinds of friendships that I would have during that stage. My grandmother Maria Maria because she always had faith in my professional future. To my cats Martin, Minnie, and Pantera who with their company were by my side when I had to do homework all night.. Finally, to my friends “The Real G” with whom I shared unforgettable moments, which made my day at the university enjoyable.

-Ivette Micaela Robalino Mendoza

To God because he continues to bless me with health and life to achieve all my goals and desires, who has given me the intellectual capacity to complete my university major in a great way, and because he allows me to grow with wisdom. To my parents and my brother, because they have been fundamental pillars, who daily motivate me and the reason why I work so hard, because everything is for them, I love you. To my grandparents and family who have supported me, and have been with me in every important moment. To my tutor and teachers of the major for always giving us the impulse to continue in this arduous journey. To my friends who made these years the best of all and finally to Ivette, who was my partner in this hard process, thank you for being unconditional and an excellent friend and colleague.

-Ariana Jazmin Zambrano Linzan

Dedication I

This project is dedicated to my dad, who although he is not alive left me facilities to live and study. To my mother, who has helped me understand the value of tenacity in achieving my goals and being successful in my life. She has taught me that, despite any obstacles, I can move forward with commitment and effort. Also for those who have faith in my ability and intelligence that I would one day achieve my degree. Who gave me the support I needed to put English and experience into practice. To my major's professors, who were patient with me, to those who have trained me for my professional future. Last but not least to my research project partner Ariana Zambrano, with whom despite we shared different opinions, we worked for months to seek information, in order to carry out an excellent work and obtain a degree.

With love, Ivette Micaela Robalino Mendoza.

Dedication II

I dedicate this project mainly to my parents, who have never let me give up, who know how much I have fought and worked to get here, and to achieve everything I have achieved in my life, because it is all thanks to their love, a small way to give back to them how much they have given me. To my brother, who is my whole life, as he knows and I always tell him that he is above everyone and everything, he is my little love. To the rest of my family for their daily encouragement and support. Last but not least, to Ivette and her family, because as I said this is for them. To our families.

With love, Ariana Jazmin Zambrano Linzan.

Abstract

Blended Learning is the combination of two learning modalities: face-to-face and virtual. During the university major, stages that emerged through the pandemic and post-pandemic were experienced, which implied the adaptation of B-Learning for the continuity of the education of the students and their performance. For this reason, the objective of this research project was to analyze the influence of B-Learning on students who are currently in the last course of PINE, specifically in eighth semester, identifying the advantages and disadvantages. In this project, the qualitative methodology was used, and the data obtained was through a one-on-one interview with open questions. The main findings showed that the disadvantages outweigh the advantages, since the virtual modality accustomed the students to the ease, therefore, the return to the face-to-face modality became a challenge since it was necessary to put aside the dependence on the Internet, affecting the level of English in a negative aspect.

KEY WORDS: Blended Learning, student's performance, Advantages, Disadvantages, Learning modalities.

Resumen

Blended Learning es la combinación de dos modalidades de aprendizaje: presencial y virtual. Durante la carrera universitaria se experimentaron etapas surgidas a través de la pandemia y post pandemia, lo cual implicó la adaptación del B-Learning para la continuidad de la educación de los estudiantes y su desempeño. Por esta razón, el objetivo de este proyecto de investigación fue analizar la influencia del B-Learning en los estudiantes que actualmente se encuentran cursando

su último semestre de la carrera PINE, identificando las ventajas y desventajas. En este proyecto se utilizó la metodología cualitativa, y los datos obtenidos fueron a través de una entrevista uno-a-uno con preguntas abiertas. Los principales hallazgos mostraron que las desventajas superan las ventajas, ya que la modalidad virtual acostumbró a los estudiantes a la facilidad, por lo tanto, el regreso a la modalidad presencial se convirtió en un desafío ya que era necesario dejar de lado la dependencia de Internet, afectando el nivel de inglés en un aspecto negativo.

PALABRAS CLAVES: Aprendizaje Combinado, Desempeño, Ventajas, Desventajas, Influencia.

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Introduction

The present investigation is based on the influence of the mixture of two educational learning modalities that have been carried out during the Pedagogy of National and Foreign Languages major, considering that from 2020 the pandemic brought with it a series of changes and innovations in higher education, the modality of classes at the university remained face-to-face until this tragic event happened, and education had a mandatory transition to be a virtual modality, although the PINE students, who were in the second semester at that time, adapted easily since as a young person, digital platforms and technologies could be easily used, however, some students began to depend a lot on it, so when they returned to face-to-face, to be exact, in the sixth semester, they had already noticed that this academic period based on Blended Learning had caused advantages for some and disadvantages for others during the academic performance.

In order to analyze this topic, aspects of the academic performance of the students were taken into consideration based on the final grade of the eighth semester students who have already taken the proficiency exam to obtain the B2 level, in this way the performance of the students would be known during the educational process, and to know if the blended learning really affected them in a negative or positive way to learn English. The main objective was to analyze the influence of Blended Learning on academic performance in terms of advantages and disadvantages.

The way to find out the performance is to have knowledge about the level of English, for this reason, the students considered within this investigation had to have taken an exam

considering the English skills, even relate it to different investigations dedicated to this study, whether national or international, and of course the performance of English with the B-Learning modality during years of semesters.

The objectives to be developed would be to identify the advantages, describe the disadvantages and determine the influence of B-Learning according to the results obtained from their exams, any level of English is valid to analyze this topic, since not only the positive aspects are sought and to those who have reached high levels such as B2, C1, or C2, but also by knowing the different low levels of the academic performance of each eighth semester student of the Peninsula State University of Santa Elena will be known. The implementation of technology also promotes digital literacy abilities, which are becoming more and more crucial in today's educational environment. However, it's critical for students to be aware of any potential drawbacks, such as the requirement for dependable internet access and the value of self-discipline in time management. Students can confidently graduate as English teachers with the abilities needed to engage and inspire their future students by taking advantage of blended learning's advantages and proactively tackling its obstacles. By blended learning, students can tailor their educational experiences, gain digital literacy skills, and build a thorough comprehension of English language and literature. Blended learning's intrinsic flexibility enables students to balance their coursework with real-world teaching opportunities, resulting in a smooth transition from student to teacher. Students must, however, be aware of any potential disadvantages. By identifying and resolving these issues, students can fully appreciate the

benefits of blended learning and position themselves as capable English teachers prepared to have a positive influence.

Chapter I

The Problem

1.1. Research Topic

Advantages and disadvantages of blended learning

1.2. Title of project

Advantages and disadvantages of blended learning in the academic performance of eight semester PINE major students.

1.3. Problem Statement

It is intended to investigate the advantages and disadvantages of blended learning as a modality that has been influenced on students. Studies in the educational area have shown that while traditional classroom instruction is more frequently used to active student participation, virtual learning aims to encourage learning process and flexibility. (Puspitasari, 2021, p. 200).

This research is highlighted on the points that have been experienced throughout the university major of the PINE eighth semester students, which is related to the technological era in the educational field as the first aspect that has altered the way how learning processes have been carried out. The digital aspect allows students to learn whenever and wherever they choose, without being constrained by groups or partners. (Albiladi & Alshareef, 2019)

The COVID-19 epidemic has had a variety of effects on schooling at all levels. The outcomes made it clear that a thorough analysis of the pedagogy of online classes is required, one that incorporates technology to help teaching and learning. The consequences of study for the advancement of online educational and teaching methodologies are examined. (Carrillo & Flores, 2020, p. 466).

According to (Meitreya Vidhiasi et al., 2021) Distance learning was unavoidable, especially during a pandemic when physical connection was avoided, and classroom interactions were limited.

Blended learning requires the use of technology, which can be a barrier for some learners who do not have access to the Internet or reliable devices.

The thought about learning English in a face-to-face classroom and online learning mode enabled to draw up the learning plans to be more self-disciplined and accountable. However, the main issues and difficulties in learning were losing concentration in class because of the large number of students, limited access to online classes. (Sriwichai, 2020, p. 23)

Blended learning is a widely utilized strategy in schools and colleges. Teachers are already using it in their educational and instruction processes. The method to design the learning experience, however, differs. As previously said, this method is perceived differently by various people (Nur et al., 2020).

As future professionals the students needed pedagogical classes which was recognized as the third issue which encompassed the challenges for those who during some semesters were still in classes through a screen, there was no way to interact with any student to put into practice the given assignments and as future English teachers it was necessary even from the middle of the university major, for health protection, as a solution was the requires teachers to design and implement effective online activities and assessments. For a correct development of the class must be based on the interaction in the classroom.

In consideration of this, several schools have already incorporated more extracurricular activities, including games and methods that deviate from standard classes. However, activities scheduled, resources used, and tactics employed by English teachers do not appear to take the variety of intelligence approach. (Freitas, 2022).

1.4. Problem question

1.4.1. General question

- How does B-learning influence the students of PINE's eighth semester's post-academic learning?

1.4.2. Specific questions

- Is using the b-learning modality an effective educational tool at all stages?
- Can the B-learning approach provide a means of support to enhance or worsen the learning process?

- With the use of b-learning, would students' academic performance have more pros than cons or vice versa in their English level results?

1.5. Objectives

1.5.1 General Objective

- To analyze the influence of Blended Learning on academic performance in terms of advantages and disadvantages.

1.5.2. Specific objectives

- To identify the advantages of this modality that was carried out during the PINE major.
- To describe the disadvantages of Blended Learning in the academic process based on student concepts.
- To determine the influence of B-Learning in the learning process through an interview with the students.

1.6. Justification

In an unexpected way, the world of education has changed due to the events related to the pandemic, which gave them the challenges of learning through the B- Learning modality, since the first semester of the current students of the eight semester of PINE at UPSE were in face-to-face classes, as a result of this, they had to adapt to virtual education as an obligation, subsequently led to the use of new technological tools, which some students were not used to employ it, this generated lack of concentration and demotivation on the part of students, although it was the only way to continue studying the major.

Blended learning is a type of education that blends conventional face-to-face instruction with online learning. The advantages and disadvantages of blended learning can have a considerable influence on students' academic success, particularly those in the eighth-semester PINE major. Here are some arguments to take into consideration of blended learning in the academic performance of eighth-semester students who already have knowledge of their academic results.

Advantages:

Firstly, Flexibility of this modality: Blended learning allows students to learn at their own speed and on their own time. This is especially useful for eighth-semester PINE major students who may have other obligations outside of their study.

Furthermore, a significant and revealing point is that the pandemic, among the positives, encouraged students to find new learning tools and implement a wide variety of materials for their professional growth; Blended learning allows students to have access to a number of online resources that may not be available in a typical classroom setting.

In fact, The engagement has proliferated, Blended learning can increase student engagement and motivation by providing interactive and multimedia learning materials, which can help to keep students interested and focused on their studies.

Lastly, one of the most favorable points is the improvement of communication thanks to this modality, Blended learning allows students to communicate with their instructors and peers using various digital communication tools, which can improve collaboration and knowledge sharing.

Disadvantages:

The human being is a species that needs interaction for its development, consequently the lack of it harmed the educational environment, Blended learning may not provide the same level of face-to-face interaction as traditional classroom instruction, which can be a disadvantage for some eight-semester pine major students who prefer a more personal learning experience.

On the other hand, the continuous interruption with technological failures did not allow such a formidable study for the students. Blended learning relies heavily on technology, and technical difficulties can sometimes interfere with the learning process, causing frustration and disrupting the student's learning experience.

As well as interruptions, the lack of structure that comes with an online class in the long run reflects poor student performance. Blended learning can be more flexible, but it can also be less structured than traditional classroom instruction, which may be a disadvantage for students who prefer a more structured learning environment.

As a last disadvantage, distractions are a lethal weapon in the educational process, and under this modality there is no doubt that the influence and power of distraction is even greater, Blended learning can sometimes be distracting for students who are studying from home, as they may be more susceptible to interruptions from family members or other distractions.

Chapter II

Theoretical Framework

2.1. Background

According to (Anthony Jnr et al., 2020). Blended learning has become a standard practice due to its rising popularity and demand, creating a model to assess the crucial factors that determine students' adoption and BL deployment in higher education institutions.

The usage of blended learning as a learning methodology has recently risen, particularly in institutions. This learning style, nevertheless, may also be applied in high schools. The purpose of this study was to investigate the impact of a blended learning paradigm on the success of senior high school pupils (Setia Utami, n.d.)

It is also an almost perfect way to blend teaching and learning, to combine the best of remote and face-to-face study, so that students can achieve and build a much more proficient learning experience.

Learning is a process of interaction between teachers, students, and learning materials that is not just reliant on technology. Not all learning can be done in an online setting. Face-to-face learning offers the necessary social connection for learning. In other words, interactions are crucial and should not be overlooked in the learning process. The advantages and disadvantages of the two teaching approaches, online and conventional, are numerous. Combining the two teaching models benefits the teacher. This combination might be used in the teaching and learning process. (Setia Utami, n.d.)

Combining traditional face-to-face instruction with online learning in one location is known as blended learning. In this day of rapid technological advancement, it is an increasing trend. Blended learning is an innovative concept that has brought together numerous important professions, including instructional design. (Albiladi, W. S., & Alshareef, K. K., 2019).

According to (Rerung, 2018) “Students can monitor the tasks they have accomplished and progress they have made. Blended learning at this point provides ways to explore various sources to increase their language skills.” (p. 19)

(Espinoza Hidrobo, 2023) mentions one of the most conditioning factors to obtain a high level in the English exams, is the instructional time students received in the language abroad, this occurs not only of the age but also of the modalities in how they learned.

It is no secret that the pandemic gave way to new opportunities, eras, dimensions, methods, modalities; the same that developed bridges that connected one fact with another, and education as well as it was affected also allowed to grow and emerge from that, as an example this modality in study that give to the students the liveliness and character to adapt to any event, and continue with what students passionate about while they study, their careers.

In Ecuador, the need for a complete presence is diminishing as additional opportunities for earning a university degree become available. On social media networks, there are numerous announcements and advertisements about online learning and the chance to sign up for professional development courses every day. In some cases, these announcements are much more affordable than full presence, which can result in sizable financial savings. Then, to create a true digital learning ecosystem that enables inclusive education devoid of geographic boundaries and

more successfully supports the openness of knowledge and science among university students and faculty, we need a pedagogical approach that integrates the ties and characteristics of every world, both real and imagined.

The present b-learning structure, which characterizes university education and is produced by an integration of emphasis on head, flexibility, and ease of access, is pushing for a theoretical perspective. Furthermore, the growth of developing techniques has resulted in the current redefining of several ideas in distance learning.

According to the study by (Isaeva et al., 2020) the pandemic was an exact chance where perhaps it was leading education to evolve and "has pushed instructors to use this opportunity to excel in their techno-pedagogical skills. They now are quickly progressing with newly acquired digital competence" (p. 80).

Teachers and administrators should think about integrating tools like test-taking and anxiety-reduction techniques into the curriculum to help children who are anxious. Additionally crucial are the development of effective study habits and test-taking techniques, which will help students better access the knowledge they have acquired, concentrate on test questions, and have the confidence to answer them correctly. Students should also learn healthy coping mechanisms for dealing with their emotions and stressful situations (Bata & Castro, 2021, 252)

Focusing on the acquisition of these new methods and technologies, we can emphasize that today they have been very useful because we are increasingly witnessing the effort and implementation of resources by teachers within their classes, to teach their subjects in the most effective way possible and thus reach the students.

As advantages, some professors benefit from the platforms since students may present their digital work efficiently and quickly. Instructors additionally indicated that e-learning inspired them to create multimedia materials for various courses. For both professors and students, creating a fascinating, motivating, and dynamic teaching-learning environment (Ahmad & Saleh, 2020).

The current use of platforms in hours of study and interaction with the teacher and students, has generated a pleasant collaboration because, the use of these allow adaptability and permission for students to be able to work on their assignments with time, resources and above all the quality that is necessary for the delivery of their work; this goes hand in hand with the B-Learning because it helps both sides to work together, to seek common good, growth, understanding and by a large majority the effective work of the students.

Blended learning combines a variety of modalities, such as print-based resources, instructor-led training, and online instruction. In a positive sense, it can be believed that blended learning has constantly occurred; since the introduction of the initial educational technologies, teachers and students have always attempted to find an active compromise between sessions requiring these skills and more traditional face-to-face teaching sessions. (“Modern Journal of Language Teaching Methods,” 2019). There are issues that have to be solved, including ensuring that library facilities are capable of delivering this type of approach, online materials are suitable for the students who must have access to them, as well as the creation of techniques for blended learning takes into account students' chose methods of learning and the time commitment essential to be effective (Monga Armas, 2023).

Special attention should be paid to how online and blended learning are starting to influence almost every area of the educational system. Recent research has produced conflicting results regarding whether students in a web-based/blended learning environment have a typical preference for learning. These studies are in conjunction with a number of studies that examined the use of information and communication technologies in how students learn (Hu et al., 2021, p. e0251545).

When student teachers perceive that a blended classroom may increase their academic performance and efficiency while also allowing them to communicate with their classmates and teachers more easily, they may accept and be content with it (Birbal et al., 2018).

This is because teachers make these classrooms efficient places for the learning of their students, working on the skills and attitudes of each of them, and thus also implementing resources that help with the tools that must be studied for excellent professional growth.

A study on speaking as an English language skill could be referred to as a speech, because of the way presentations were made and the preparations for them, which were based on b-learning throughout the major, so that short videos may provide an encouraging start to the study and elicit a positive side. They will also be extremely beneficial in the teaching of foreign languages. The students will be able to improve listening comprehension, listen to native speakers' intonation and pronunciation, and activate visual memory through the screen (Zakharkiv, 2022). Even for some students doing such activities might be better than being in a classroom.

Knowing that there are benefits to the case raises questions about the investigation, which is why more study on this topic is needed, because there are more opinions based on disadvantages too, such as inability to focus on screens is a significant drawback. One of the most difficult aspects of online learning for some students appears to be concentrating on a screen for a prolonged amount of time. Furthermore, there is a larger risk of pupils being easily sidetracked by social media or other sites in online learning and education in the English language for individuals who are not native English speakers (Şahin & Betül, 2021)

On the other hand there was research by (Khoshimova, 2022) explaining that “a blended learning model often requires students to utilize technology outside of the classroom. Not every learner will have equal access to the resources, which can make online learning difficult or even impossible”.

There are issues that have to be solved, including ensuring that library facilities are capable of delivering this type of approach, online materials are suitable for the students who must have access to them, as well as the creation of techniques for blended learning takes into account students' chose methods of learning and the time commitment essential to be effective. (Asaad Hamza Sheerah, 2020, p. 191).

Carrying out the resolution of problems, demands time, after incredibly delicate and chaotic events, the facilities of the educational centers have needed a lot of cooperation to revive those places that allow the growth of students, as well as the fact that not many of them grow in an environment suitable for their study based on some modalities that require connections, or devices, as we mentioned before, this is a general commitment, in which you must be predisposed and able to arise, grow and develop in new stages and forms of study.

An expanding global trend in the use of blended learning methodologies at the higher level of education has been observed in recent years. Universities in Ukraine have seen an increase in this trend. Although blended learning appears to be becoming more popular in Ukraine today, its effectiveness is yet unknown. The majority of institutions today began adopting distance learning and switched to a mixed approach of instruction in their classrooms. The academics debate the benefits and drawbacks of traditional and mixed education because each approach has pros and weaknesses. Numerous research studies have established that blended learning has been successfully incorporated into the educational process.(Liashenko & Hnapovska, 2019, 141-162). Like any process developed in an academic setting, B-learning must be subject to criteria that allow us to assess its quality. However, B-learning has several unique characteristics that prevent customary high-quality systems from meeting all of their needs. Although many different proposals have been developed to assess the quality, many of them lack formal descriptions, are not transferable, are poorly structured, or are incomplete. The normative also validates the need to scrutinize the quality of the courses. Given that Ecuador is the country in which the applied portion of this investigation has been developed, we have focused on its laws in this instance (Mejía-Madrid, 2019).

Despite the fact that research on the use of blended learning concentrates on the benefits of this teaching modality, certain obstacles have been discovered (Albiladi & Alshareef, 2019, p. 232).

Accessibility and convenience, communication and connectivity, utility, usefulness, social engagement, and practicality are some of the qualities of perks and advantages. Despite the numerous advantages of adopting Edmodo, Moodle or other platforms, the study's findings revealed significant disadvantages (De La Torre, 2019, p. 31). Due to Moodle is a web-based virtual classroom platform that was not originally designed for language learning, the article invites discussion on the benefits and drawbacks of using it to teach/learn foreign languages and determining what elements may allow both instructors and students of languages to increase their use and achieve their goals (Holiver et al., 2020, p. 10006).

Disadvantages as (Muhtia et al., 2018) mention that epignosis, acquiring practical skills through online learning is challenging since such talents require real-world experience. Online learning can induce health issues such as eyestrain and poor posture, as well as a sense of isolation (p. 171).

After some events that gave way to great changes in the world, all human beings had to adapt to innovations, approaches, structures, devices, itineraries, among other factors and these in their case, were technological, in order to develop and implement them in the educational fields, it should be noted that not only in European countries as shown in the previous article mentioned, but also in the whole world, and even in neighboring countries and of course in Ecuador, which has a certain percentage of difficulty to adapt to the new eras, which being a small and third world country, does not have the strength to face such drastic changes within the social branches and hardly in the educational branches, emphasizing in this case to the B-Learning modality.

Chapter III

Methodological Framework

3.1. Method

Qualitative Research

This research project has a qualitative focus on PINE students, whose goal, according to the PINE major, is to obtain a degree as teachers in the area of English, with respect to the B-Learning methodology and their learning during the semesters, in addition to knowing what the advantages and disadvantages are, knowing that this method is the incorporation of resources, technologies, activities, strategies, and approaches, both face-to-face and distance, to satisfy each particular learning requirement, since during several semesters the classes were under this Blended Learning system.

As (Busetto et al., 2020) mentions qualitative research is the study of the nature of phenomena and is particularly effective for clarifying why something is (or is not) seen, analyzing complicated multi-component treatments, and focusing on intervention improvement. Document studies, (non-) participant semi-structured interviews, and focus groups are the most frequent data gathering approaches. In addition, (Smith & Smith, 2018) mention qualitative method acquires specific information on the interests, behavior, and point of views. This chapter includes a comprehensive review of several of these methodologies, as well as reflections on concerns and obstacles that may arise in terms of sampling, data collection on this research about education.

A qualitative technique can help a study project using a blended learning methodology in students learning to be English instructors, because it can help researchers to obtain a better grasp of the participants' experiences, viewpoints, and attitudes. Researchers can investigate the intricacies and complexity of students' learning experiences in the blended learning setting using interviews, observations, and open-ended questions. Open-ended questions may also be utilized to help students develop their communication skills since they encourage students to be more active in expressing their thoughts (Agustianingsih & Mahmudi, 2019). This degree of detail is very useful for studying educational practices and their influence on students.

Researchers may offer students a voice by adopting methods such as individual interviews. This participant-centered approach allows researchers to ask questions to students' experiences, level, and their English understanding with the influence of Blended Learning methods.

Qualitative research produces rich, comprehensive data that can give unique insights on blended learning. The data may be analyzed and interpreted by researchers to find patterns, themes.

3.2. Type of Research

Phenomenological Studies

3.2.1. Case analysis

Phenomenology as a philosophy and technique of inquiry is not restricted; the results of a phenomenological investigation widen the mind, better methods of thinking about a topic, and allow researchers to look ahead and define their position via purposeful study of actual experiences. However, subjectivity and personal knowledge have a role in how we see and understand it (Qutoshi, 2018)

The interpretation of an experience by each person determines what reality is, which is the foundation of phenomenology, so the following are the fundamental principles of phenomenology: the analysis of specific discourses and topics and the search for their possible meanings constitute the cornerstone of the phenomenological design.

This type of research seeks to grasp and investigate the performance of English level in B-learning from the perspective of our research in order to describe such an experience, at the same time answering depends on their learning versions.

3.3. Data collection

3.3.1. One-on-one interview

Qualitative approaches have played and will continue to play a significant part in organizational development. However, in the qualitative lexicon, one crucial data source dominates: the one-on-one interview by researchers using the Google Forms platform. In this way, the interviewee will not be pressured to answer but also will be free to write in the questionnaire, with the main idea of understanding the question, and then answering it based on their performance.

3.4. Instruments

3.4.1. Questionnaire

A formal questionnaire of questions and answers will be carried out through deepening.

These often consist of being a prepared set of open-ended, clear and concise questions so that the interviewee can easily understand what is required in the investigation project, which means the interview, which will be carried out using "Google forms" individually.

In-depth semi-structured interviews will be conducted with students as part of the interview strategy for this study.

This guide will be used to obtain performance results for students who are currently in the eighth semester.

We will use 8 open questions for a better understanding of how students consider the advantages and disadvantages of having taken classes throughout their career with a B-learning approach, influence and performance according to the student's English level.

It is not necessary to evaluate since there is already verified information of the students considered within the population and sample, for this reason an analysis is sought if the learning objectives of the students were met. With the data obtained from the answers to the questionnaire, would the performance of each student and their current position be known, that is, the performance they have, will it be due to the changes in modalities that they experienced during their university stage, or for other reasons, and what were their advantages or disadvantages having completed 4 semesters under the virtual modality and 4 semesters face-to-face. This relation will be answered in the way that each participant performs.

3.5 Processing and resources for data collection

The students who were chosen using the theoretical technique will be contacted and the interview will be scheduled at the University of the State of the Peninsula of Santa Elena's facilities, The process will be with one-on-one interview with a questionnaire, the same one that consists of open-ended questions

After the interview is completed, it will be reviewed to go on to the analysis and conclusion of the data, to know their performance about advantages and disadvantages of B-Learning which was put into practice by teachers during the major. For this, the project researchers must previously be informed of a student's academic level and performance, however, since the reasons for obtaining any level they have obtained are unknown, questions related to the topic need to be asked, this research project is a serious case, for that reason, students will need the necessary time to analyze the question and be able to answer based on their final grade.

3.5.1 Population and sample (delimitation of the population and/or study sample)

This research is being carried out at the Universidad Estatal Peninsula de Santa Elena (UPSE). It is in the province of Santa Elena, La Libertad, on Avda. major La Libertad - Santa Elena La Libertad, Ecuador. This university provides a high educational level from first to eighth semester, including face-to-face and virtual modalities within the Faculty of Education Sciences and Languages who have taken the proficiency test to obtain the English level during these months, therefore in consideration of that they already know what their official performances have been

Despite having a large number of students in the university community, even though there are 19 students who are in the eighth semester of Pedagogy of National and Foreign Languages and they have carried out this examination, 11 students were considered for this study. Furthermore, the university used a blended modality in this situation since the pandemic prompted them to begin studying under different modalities throughout their semesters, blending virtuality with face-to-face periods of time.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings.

In the data interpretation, the answers of the interviewees shed light on how the blended learning modality has impacted their academic performance in English, considering their English proficiency levels and the process they underwent to attain those levels. The interviews included 5 participants with a high level of English, who attributed their success to a combination of virtual and face-to-face classes. They emphasized the ease of access to course materials, which facilitated their progression through the subjects, ultimately enabling them to reach their final semester with an outstanding academic performance.

Conversely, the remaining interview participants, to be exact 6, expressed more challenges and drawbacks associated with blended learning. They cited various reasons for their struggles, such as technical issues, difficulties in adapting to the virtual format, and lower English proficiency levels. These participants shared their experiences, providing valuable insights into the impact of blended learning on their language learning journey. The interview process itself allowed the participants to respond to open-ended questions in their own words, enabling them to express their thoughts and experiences without limitations, if they were relevant to the questions. Through this approach, the advantages and disadvantages of blended learning emerged, reflecting the diverse perspectives of the students. From the beginning, many students experienced a sense of demotivation during the transition from traditional classroom settings to blended learning, which negatively influenced their university experience.

This data interpretation underscores the importance of acknowledging the varied experiences and outcomes associated with blended learning. While some students thrived and excelled in this modality, others faced significant challenges and experienced a decline in their English proficiency.

4.2. Interpretation of data from the one-on-one interview

1. What has been your experience in studying PINE major based on Blended Learning modality?

Figura 1

Title: Student's experiences studying PINE major based on B-Learning modality



Note: This word cloud makes reference to question number 1 of the Google Forms interview, choosing the keywords that are related to the question to create an interpretation, most words are similar as advantageous.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

Figura 2

Title: Characteristics of improving or worsening academic performance



3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

Figura 3

Title: Contribution of platforms for B-Learning



4. What have been the advantages of studying PINE major under this modality?

Figura 4

*Title: Advantages of B-Learning as an educative modality for students
from IIPSEF*



5. Do you consider Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Figura 5

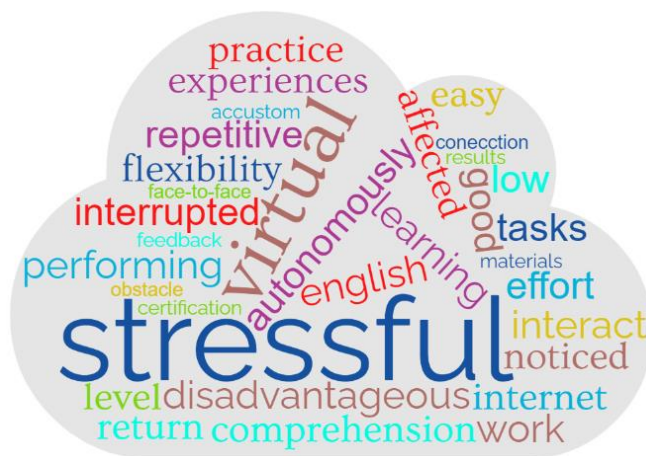
Title: Why are learning limits generated during this modality?



6. How did blended learning affect your learning process according to your academic performance results?

Figura 6

Title: Influence of blended learning on academic performance.



7. What have been the disadvantages of studying PINE major under this modality?

Figura 7

Title: Disadvantages of B-Learning as an educative modality for students from UPSE.



8. How have influenced the B-Learning modality in your English academic performance? Answer this question based on your English Level obtained.

Figura 8

Title: Reasons for the influences of B-Learning with high and low throughput determinations



4.3. Interpretation of bibliographic review

1. Question number one was: **What has been your experience in studying PINE major based on Blended Learning modality?** According to the answers, Blended learning is the process of combining traditional face-to-face instruction with internet learning in one setting. It is a growing tendency in this era of rapid technological innovation. The innovative idea of blended learning has combined a variety of significant vocations, this is mentioned by (Albiladi, W. S., & Alshareef, K. K. 2019). Therefore, we have come to the conclusion, and based on the responses from the interviews conducted previously in which it is confirmed and expressed that the trajectory of the participants has been quite remarkable and distinctive, along this path modern methodologies have been applied for their correct learning of this language as a foreign language.

The interviewees agree that technologies and new methodologies have given way to a better educational life, considering the numerous technological tools that exist today. The participants consider their experience as unparalleled, despite the fact that, in the first instance, they were not entirely convinced by the sudden change of modality, however, it was the imminent push that detonated virtual learning and its good news, now with face-to-face learning back in the game, and mixing two capable paradigms, the interviewees conclude that B-Learning is one of the best methods to learn a new language, thanks to the versatility, flexibility and autonomy of the same is what makes it the modality of the century, in education.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened in your performance in PINE major?

Analyzing the responses of the interviewees, we could notice that they all have a common idea and experience, which is positive because the interviewees consider that the combination of face-to-face and online studies have provided them with a variety of resources and learning approaches. Students comment that they can benefit from face-to-face interactions with professors and classmates during face-to-face classes, which encourages participation, the exchange of ideas, and the development of their social skills. And at the same time, online learning gives them access to additional resources, such as videos, interactive simulations, digital libraries and online communities, which have enriched their educational experience and allowed for further exploration and individual research. They also mention that the combination of these approaches fosters their autonomy and self-regulation of learning. Since students must manage their time and organize their study activities effectively, which develops planning and self-discipline skills. In addition, online learning often involves hands-on activities, collaborative assignments and formative assessments, which has provided constant opportunities for feedback and progress monitoring, contributing to more personalized and meaningful learning for students.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

After analyzing all the responses of the participants and the following reference mentioned by (De La Torre, 2019, p. 31), some characteristics of advantages and disadvantages include accessibility and ease of use, communication and connectedness, utility, usefulness, social interaction, and practicality. Although there are many benefits to using Edmodo, Moodle or other platforms, the study results showed that there are also notable limitations. We concluded that they were of great help in attending classes or acquiring information for those who were able to achieve high performance. The participants emphasized that today, for all human beings, the platforms are simple to use, they conclude that the best invention, without a doubt, are the digital platforms for those who could easily acquire them, on the other hand, 7 of the 11 responses indicate that it was a difficult time to be able to connect daily, search for information and upload homework, having a lack of technological resources, they were harmed since some classmates went for classes and advanced levels, for this reason when they returned to classes they noticed that the lack of connectivity and lack of delivery of tasks during virtual affected them academically in person, these two modalities refer to the fact that blended learning affected them negatively, harming their progress and level of English.

4. What have been the advantages of studying PINE major under this modality?

The pandemic may have been driving education to grow and "has pushed educators to use this possibility to become leaders in their techno-pedagogical skills," according to a research by (Isaeva et al., 2020). With their newly acquired digital competency, they are currently making rapid progress. We interpret the following, as the interviewees mentioned, the PINE major was not totally based on this modality, nor is it at present, however, it was a modality that was part of the university and of course of the PINE career after rejoining after an atrocious pandemic such as Covid-19; Based on the answers, we deduce that the PINE career has adjusted part of its methodologies depending on the level at which the students are in the career, the participants witnessed the beginnings of B-Learning after the pandemic ceased, exactly from their sixth semester, and some of the advantages that the interviewees consider important are: the return to the classroom, the accessibility of free digital resources, the flexibility of both online and face-to-face classes and mostly the integration of several virtual platforms that were and allow them to continue to be beneficiaries of a good higher education.

5. Do you consider Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Based on the answers of the interviewees, and relating it to the following note, students may accept and be satisfied with a hybrid classroom if they believe it will improve their educational performance and efficiency as well as facilitating easier communication with their peers and instructors, mentioned by (Birbal et al. 2018). The interviewees mentioned that when they returned to their classroom it was difficult for them to speak, even to participate in class for fear of making grammatical or pronunciation errors, since during the virtual period it was easy to read what they were looking for on the internet at that time. We conclude that students have remained under the help of networks for most of the activities carried out, but this no longer depends on a teacher but also on the students themselves harming themselves, B-Learning limited their exposure, most did not develop that ability This is because, for them, it is better to be in a classroom putting English into practice, so the performance they have is due to mixing the face-to-face environment with the virtual one, being affected by both modalities, although the interaction between classmates upon returning to classes only lasted a year.

6. How did blended learning affect your learning process according to your academic performance results?

As part of the interpretations of this question, most of interviewees stated that they have not felt a positive effect on them; on the contrary, most of them commented that blended learning has not helped them to enrich their learning experiences. The face-to-face classes have given them the opportunity to interact and practice speaking and receive immediate feedback. At the same time, they comment that online resources, such as interactive assignments and reading materials, have offered them the possibility to work autonomously, practice their listening and reading comprehension, as well as reinforce vocabulary and grammar.

By taking advantage of the positive aspects of both approaches, such as in-person interaction and online flexibility, they state that their process of learning a new language and their goals of achieving their language goals has been effective under this modality. On the other hand, students mentioned that it was disadvantageous for them to have virtual classes and return to face-to-face with a lack of knowledge, since there were days when they had problems connecting or performing tasks, and this affected the pace of learning since some could connect to some classes but others could not, so when they returned to the classroom they noticed that some students knew more than others.

7. What have been the disadvantages of studying PINE major under this modality?

As aforementioned, there are some disadvantages, however we took into considerations which are based on experience of B-Learning. Starting with college classes, then through a screen, and finally back to a face-to-face environment may have been a transition that not everyone could adapt to easily, may even have had consequences such as illnesses, as mentioned by (Muhtia et al. 2018). Eye fatigue, stress and anxiety are several common problems that students can see within this modality; some of the interviewees even mentioned that, in their experiences, they had noticed that there are teachers who from one day to the next, take advantage of digital platforms and leave several tasks such as a stack of files for their students to solve, and for the interviewees that are not healthy. The students get tired because of the hours in which they are sitting in front of a computer, are stressed by the deadline of students assignments, and feel anxious about the grades that an algorithm puts on them. Several of the disadvantages here are due to the excessive use of devices and the little interaction of the teacher.

8. How have influenced the B-Learning modality in your English academic performance? Answer this question based on your English Level obtained.

Based on this question, and as part of the general analysis of the responses from the participants, we can say that the flexibility offered by blended learning would allow them to access English language resources and coursework at their own pace and convenience. This flexibility would enable them to tailor their learning schedule to fit other academic commitments, personal responsibilities, and learning preferences. Additionally, online platforms and resources would provide the participants with a wealth of materials, including interactive exercises, multimedia content, and language learning apps, which can enhance their language skills and comprehension. Furthermore, the personalized nature of blended learning allows for individualized attention and targeted feedback. Online assessments and quizzes can track their progress and identify areas where interviewees may need additional support or practice. Moreover, the ability to engage in online discussions and participate in virtual language activities can foster collaboration with peers and expand their language proficiency.

Also, it is true that studying under this modality has helped the interviewees to reach their required English level, such as B2, as it offers them a variety of practice opportunities, which has allowed the students to improve their language skills in a more comprehensive way. However, interviewees emphasize that it is much more important to keep in mind that commitment, personal discipline, and self-management remain critical to achieving success in learning a new language.

Chapter V

5.1. Reflexions of the Study

Throughout this research, it was proposed to identify the advantages and disadvantages of Blended Learning, for students in the last semester of the PINE major and what was the influence of it related to the level of learning they have acquired. Future research should focus on evaluating specific blended learning strategies tailored to the needs of PINE students, also considering educational aspects such as online discussions, personalized feedback, good management and administration of practical subjects, ease of resources, scheduling. among others. Conducting this research provided us with an eye-opening experience and allowed us to navigate a reality that we as future teachers have gone through.

The process involved an exhaustive review of the literature, that is, we had to analyze various articles and reports both scientific and academic, of course, under data collection and analysis of these, understanding these as part of the interviews conducted previously, from which we were able to obtain valuable and important information from other colleagues. Engaging with relevant sources and synthesizing information allowed us to develop a comprehensive understanding of blended learning in the context of final semester PINE students. However, our research experience was not without its challenges and pitfalls. The limited literature specifically targeted to the objective of this research, the focus on PINE students, and the availability of primary data posed obstacles that required creative approaches to search for those advantages and disadvantages that became present over the course of the university major. Advantages and disadvantages investigated revealed that possibly studying another language with the B-Learning modality could bring negative effects.

The participants showed their hard work to obtain B2, although these students admit to having studied more in the last weeks before the exam and not taking into account what they learned in virtual classes, the majority of students who got B1 were involved, saying as a unanimous response that the level could have depended on how they learned during years of preparation, saying that B-Learning had an influence as a disadvantage since it was a difficult adaptation to the combination of modalities already mentioned.

As aforementioned, embarking on this research journey brought with it a variety of advantages and challenges for us. One significant advantage was the opportunity to contribute to the field of education, to our understanding of blended learning in this specific context with our fellow students; engaging with the literature expanded our knowledge as well as helped us build our critical thinking in the face of this type of research, it was key to guide us, allowing us to traverse, confront, search, probe, find and analyze each of the traces and factors we needed for the execution of this great research project. However, there were also challenges present, such as the scarcity of literature on Blended Learning, which, although it is a modality of today, it was somewhat complex to find large amounts of literature and support for ours, as well as the limitations imposed by the limited availability of primary data. For us, overcoming these challenges required a great deal of perseverance and ingenuity in the development of this project.

It is important to highlight the lessons we have learned after conducting our research project. This process not only broadens our knowledge in a specific area, but also provides us with valuable skills and lessons that can be applied in various aspects of life.

On the other hand, a great life lesson is the importance of perseverance and dedication. Research often involves facing obstacles, challenges, and setbacks. Overcoming these requires an attitude of perseverance and a willingness to keep going despite the difficulties. This lesson can be applied to many aspects of life, whether in education, career, or personal goals. Not giving up and moving forward, even when the road becomes difficult, is a valuable skill that is acquired through experience.

Another key lesson is the importance of planning and organization. During a research project, it is essential to establish a solid plan, develop good time management skills, and stay organized. Research requires drawing on large amounts of information, analyzing data, and above all following a structured approach.

In addition, research fosters critical thinking and analytical skills. During the research process, we had to evaluate and analyze different sources of information, identify patterns and trends, advantages, and disadvantages, and make informed decisions based on the evidence gathered. These critical thinking skills are essential for making decisions both personally and professionally. Research taught us the importance of remaining open to continuous learning. Research involves exploring new knowledge, discovering new perspectives, and being willing to challenge our pre-existing beliefs and assumptions. This open-mindedness and receptiveness to learning helps us to grow personally, develop a flexible mindset and adapt to new situations and challenges.

When we undertook this study, we had certain initial beliefs about Blended Learning in students and how it had negatively impacted us during our university journey after the pandemic, because we began to relate our lack of vocabulary, our lack of practice, the unsuitability to certain resources, the low relevance to subjects that we considered more than important, that is, we always blamed our slow learning process to this modality. Nevertheless, the findings challenged some of the beliefs we had regarding Blended Learning. For instance, initially, when we started to be part of this modality we believed that face-to-face interactions in a traditional classroom were essential for English language acquisition, we felt that it was the only way to learn, and that without a doubt our career was not going to reach the expectations we had of it if we were not in the same classroom with the teacher, interacting with each other face-to-face.

However, the research showed us that Blended Learning, when implemented effectively, can offer pleasing results such as, learning at our own pace, consequently a greater participation in the classes but above all, that it would allow us to create a student capable of self-educating and growing personally and professionally on his own, studying conscientiously and under his caution, and of course this is beneficial for all of us because it helps us to improve language skills, and it will continue to do so.

This study has significantly influenced our conceptions of Blended Learning. We now recognize the potential benefits of blended learning, such as the flexibility it offers in terms of time and location, as well as the opportunity for self-directed learning, not to mention that it has given us the ability to adapt to diverse learning styles. In addition, we have gained a deeper appreciation of the importance of incorporating technology in education, not only because it is cutting edge, but also because it is effective in improving learning outcomes, helps us in better performance of our skills and abilities, but also helps to encourage the participation of all of us as learners, regardless of the modality by which we are studying.

For future research on this same topic, we would recommend several approaches. First, conduct a comparative study between PINE students in blended learning and those in traditional classroom settings to provide more information on the effectiveness of blended learning specifically for this group based on the course they are taking, because it includes the implementation of another language such as English. Additionally, exploring the experiences and perceptions of PINE teachers implementing blended learning could offer valuable insights and contribute to a comprehensive understanding of the dynamics involved. Finally, investigating the long-term impact of blended learning on the language proficiency and career readiness of PINE students would be an intriguing avenue for further exploration.

Engaging in research on the advantages and disadvantages of blended learning in PINE students at UPSE has been an enlightening experience. It has allowed us to challenge our initial beliefs, gain a deeper understanding of the potential benefits and challenges, and appreciate the importance of adaptability in research processes. This study has influenced our conceptions of blended learning, emphasizing its value for learning language skills, for fostering student engagement, and catering to diverse learning styles. In the future, we will consider the suggested research directions and approach future studies with flexibility and adaptability, aiming to further contribute to this field of research and to Blended Learning as a cutting-edge modality.

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Annexes

Annex A: Certified Anti-plagiarism System.



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CERTIFICADO ANTIPLAGIO

La Libertad, 20 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado "ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING IN THE ACADEMIC PERFORMANCE OF 8th SEMESTER PINE MAJOR STUDENTS" elaborado por las estudiantes Robalino Mendoza Ivette Micaela y Zambrano Linzan Ariana Jazmin, egresados de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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Atentamente,

A handwritten signature in blue ink, appearing to read "Christian Puya Quinto", written over a horizontal line.

MSc. Christian Javier Puya Quinto

CI: 092575936-7

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4	 www.d2l.com What Are the Advantages, Challenges and Benefits of Blended Learning?	< 1%		Palabras idénticas: < 1% (16 palabras)

Annex B: Questionnaire

**ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING IN THE
ACADEMIC PERFORMANCE OF EIGHTH SEMESTER PINE MAJOR STUDENTS.**

This interview aims to analyze, identify, describe, and determine the influence of PINE major students in relation to the advantages and disadvantages of the Blended Learning approach, which combines online and face-to-face learning. Thank you for participating in this interview and sharing your knowledge and experiences with us.

- 1. What has been your experience in studying PINE major under the Blended Learning modality?**
- 2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?**
- 3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?**
- 4. What have been the advantages of studying PINE major under this modality?**
- 5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?**
- 6. How did blended learning affect your learning process according to your academic performance results?.**

7. What have been the disadvantages of studying PINE major under this modality?

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

Annex C: *Questionnaire evidence*

Figure 9

Title: Questionnaire's answers. Evidence taken from Google Forms.

The screenshot displays a Google Forms interface with the following elements:

- Top left: 'Formulario sin título' and a star icon.
- Top right: 'Se han guardado todos los cambios en Drive' and an 'Enviar' button.
- Navigation tabs: 'Preguntas', 'Respuestas' (selected), and 'Configuración'.
- Response count: '11 respuestas'.
- Options: 'Vincular con Hojas de cálculo' and 'Se aceptan respuestas'.
- View options: 'Resumen', 'Pregunta', and 'Individual' (selected).
- Page navigation: '< 2 de 11 >'.
- Question text: 'What has been your experience in studying PINE major under the Blended Learning modality?'.
- Response text: 'Well, it has been difficult, as it came with the pandemic time, it was hard to adapt to this new modality, but now I think it is really useful and practical even when it comes with some disadvantages too.'

Note: Questions were made by the project researchers, the one-on-one interview was anonymous through the Google Forms platform.

Annex D: Questionnaire transcripts

Annex D.1 Responses of interviewee 1.

ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING IN THE ACADEMIC PERFORMANCE OF EIGHTH SEMESTER PINE MAJOR STUDENTS.

This interview aims to analyze, identify, describe, and determine the influence of PINE major students in relation to the advantages and disadvantages of the Blended Learning approach, which combines online and face-to-face learning. Thank you for participating in this interview and sharing your knowledge and experiences with us.

INTERVIEWEE 1

1. What has been your experience in studying PINE major under the Blended Learning modality?

Well, it has been difficult, as it came with the pandemic time, it was hard to adapt to this new modality, but now I think it is useful and practical even when it comes with some disadvantages too.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

At first, I thought it worsened my abilities regarding speaking, and class participation, but now I think it was just me, it was pretty much the same.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

It was interesting to learn how to use these platforms but at the same time it was challenging. However, I think these programs have contributed in a positive way while providing me with knowledge about technology and current ways of learning.

4. What have been the advantages of studying PINE major under this modality?

We had more time to study and to present homeworks.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

At first, yes, it was like that, but when I got used to it, it stopped being a problem.

6. How did blended learning affect your learning process according to your academic performance results?

Well, I had problems with that, my academic scores went down during blended modality at first.

7. What have been the disadvantages of studying PINE major under this modality?

The lack of teacher's communication and help in some cases and doubts that could emerge in classes.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

I think it did influence my level obtained because while blending learning modality I had more time to prepare and learn by myself all the English skills.

Annex D. 2: Responses of interviewee 2

1. What has been your experience in studying PINE major under the Blended Learning modality?

In my experience blended learning is comfortable because you are in the place you want to listen to in class but in the same way it has many limitations such as the interaction among students and teachers.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

I believe online modality worsened my performance because it was difficult to pay attention to the classes. On the other hand, face-to-face learning has the hook that an English class should have, it enhances my performance in my English skills.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

Those digital resources developed my skills because as student I practiced with the activities I should upload to Moodle, such as audios for speaking, movies for listening, essays for writing and pdf books for reading.

4. What have been the advantages of studying PINE major under this modality?

The main advantage was that many students did not waste money to move to university.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Of course, it is a limited modality because students do not have interaction to put into practice and develop their skills.

6. How did blended learning affect your learning process according to your academic performance results?

It affects the situation when I want to listen to audio for listening in any test, due to its limitations I had that problem that affected my performance.

7. What have been the disadvantages of studying PINE major under this modality?

The main disadvantage is the little interaction among students.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

It didn't influence my level, I just practiced in my way to achieve a good level.

Annex D.3: Responses of interviewee 3.

1. What has been your experience in studying PINE major under the Blended Learning modality?

It was a very pleasant and practical experience, and I can say that blended learning was very helpful, a very advantageous modality, it allows us to see the education from the best of both sides, face-to-face and virtual.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

In my experience, it helped me to increase my performance, helped me to improve my language skills and allowed me to have self-discipline.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

I could say that although it is a good way to include technologies, on many occasions I had problems that made the learning process tedious and stressful, due to bad connectivity, among other factors.

4. What have been the advantages of studying PINE major under this modality?

As I already mentioned, it was a very flexible modality that allowed me to learn from both sides of the education by combining face-to-face interaction with the implementation of resources, it was a modality that was able to make me develop skills that I did not know about myself.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

In a certain way, yes, because it is true that technology saves us from many things, but it does not help us to develop certain skills that require face-to-face, perhaps being in front of other people, one can flow better than being in front of the screen.

6. How did blended learning affect your learning process according to your academic performance results?

I could mention that I feel it affected me in part because when I practiced listening or speaking the connection was lost or was interrupted and in the end it did not reach the purpose that was expected, in listening it was a bit difficult for me to understand sometimes the age of the equipment or electronics either They helped, when I had to take my certification I was afraid that something like this would happen.

7. What have been the disadvantages of studying PINE major under this modality?

At some point in my degree, I felt lost because I needed to go to university and I felt that there were subjects that were much more practical than others, which made their development difficult,

perhaps a mishandling of the subjects or little creativity compared to spaces or resources. tell them.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

I obtained my B2 certification, and if I consider this modality, it helped me because it allowed me to trust myself and adapt to being able to educate myself with my time, space, and resources. It was very pleasant to study for a while under this modality.

Annex D.4: Responses of interviewee 4

1. What has been your experience in studying PINE major under the Blended Learning modality?

It was a formidable experience; I think it was very helpful for all of us and it will help us in the future to know how to implement and mix teaching in the face of any adversity.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

I think it was positive and very adaptable. We faced challenges and taking part in the pine major helped us find other ways to study, within class hours as well as by ourselves.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

I think it was the battle of many, the platforms that sometimes collapsed, the connectivity, among others.

4. What have been the advantages of studying PINE major under this modality?

We develop skills, now we can know how to implement good resources and not get lost in the monotony of a class.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Probably a bit due to the lack of creativity or uncomfortable interaction through a screen, which of course is not the same as doing it in person.

6. How did blended learning affect your learning process according to your academic performance results?

It was very stressful, as the classes were very repetitive, they became somewhat difficult and boring to understand, perhaps it did not allow me to achieve the desired results because it did not motivate me to function in my best way.

7. What have been the disadvantages of studying PINE major under this modality?

Perhaps many agree with me, but the lack of connection, the stress, the fatigue, the tiredness of sitting for hours doing tasks and jobs in which not many cooperated, were tedious.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

I didn't get my certification at the required level, but I don't think it was because of the blended learning but because of my lack of preparation.

Annex D.5: Responses of interviewee5

1. What has been your experience in studying PINE major under the Blended Learning modality?

If you ask me, of course I would study another career under this modality, because it is very flexible, it helped me a lot to educate myself and be self-disciplined.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

For me I think that I have improved a lot, my skills have improved in quantity and all thanks to the practice that I have had not only in the classes but also in links, and activities that the teachers provide us.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

Integrating platforms is very good, I believe that in all areas, however, for education it is very careful because we must be prepared in case something fails, not only rely on that, it took a bit to

adapt because there were platforms that were slow or their compression It was difficult, they helped us, but it took time and patience.

4. What have been the advantages of studying PINE major under this modality?

I would focus on the advantages personally, they helped me a lot during my university stage in self-education, cautiously looking for information, being creative, being innovative and always having support.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

I think not because I have always tried to develop my skills in every way I can, with my colleagues it is more informal because many times we even end up speaking Spanish but apart from that, this modality gave us the power to generate texts and conversations using other tools and resources.

6. How did blended learning affect your learning process according to your academic performance results?

I do not consider that the modality has affected my academic performance, I think that this depends on the effort of each person in the face of any obstacle, in this case either with face-to-face classes or online.

7. What have been the disadvantages of studying PINE major under this modality?

There are many disadvantages, in external factors such as poor connectivity, lack of interaction, the monotony of the classes, and on a psychological level, fatigue, mental exhaustion, and the anxiety of often not being able to fulfill the assignments.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

I managed to obtain my b2 level, however in this type of case I do not believe that the modalities influence so much, I consider it was my effort and perseverance in achieving it.

Annex D.6: Responses of interviewee6

1. What has been your experience in studying PINE major under the Blended Learning modality?

Very good, blended learning combined the best of education, where we can interact with each other as human beings need it, as well as incorporate technology into our pleasant study.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

Under my experience, it was very enriching, blended learning helped me to be more organized, cooperative, innovative, and I have put that into practice in my student life in the classroom and I know it will serve me as a future teacher.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

In my opinion, they were helpful, but I consider that the bad times were more due to the unavailability of many colleagues, the places without good connection quality, so my answer is not so favorable in this question, I feel that other platforms could be better used and more creative.

4. What have been the advantages of studying PINE major under this modality?

The advantages are extensive, I think that part of them is the flexibility in the pace of learning as well as helping us to retain our studies and the diversification of the uses of some technological resources.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Yes, because the interaction is not the same and it allows us to achieve a good development of our skills, neither inside the classroom nor outside it.

6. How did blended learning affect your learning process according to your academic performance results?

In one part, yes, because the online classes became repetitive and did not give us motivation, they were somewhat boring and that influences the fact that sometimes we do not want to continue or do our activities well.

7. What have been the disadvantages of studying PINE major under this modality?

There are a large number of disadvantages, from the failure of mobile devices, to burning eyes, anxiety and so on.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

In the exam I took, I did not reach the level but I do not share the idea that methodologies or modalities influence our academic achievements, I believe that if one wants to achieve something, they will do so on their own merits.

Annex D.7: Responses of interviewee7

1. What has been your experience in studying PINE major under the Blended Learning modality?

Ha sido una experiencia buena con ventajas y desventajas ya que se ha aprendido mucho pero igual existen carencias en ciertas habilidades que hacen que el aprendizaje no sea satisfactorio.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

A desenvolverme sin miedo ante los maestros y pude mejorar mi capacidad para captar conocimientos

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

Ayudaron mucho porque se pudo mejorar la manera de aprender el idioma.

4. What have been the advantages of studying PINE major under this modality?

Porque se podría estudiar en cualquier lugar y de esa manera sería más flexible el aprendizaje.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Si, porque no permite interactuar haciendo que nosotros nos volvamos menos sociales.

6. How did blended learning affect your learning process according to your academic performance results?

En la forma de aprender, la manera en que cada alumno capta la información.

7. What have been the disadvantages of studying PINE major under this modality?

La desventaja sería la poca interacción que hay con el docente.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

Mi certificación no salió como esperaba y considero que sería mejor si todo fuera presencial porque ayudaría a un mejor aprendizaje,

Annex D.8: Responses of interviewee 8**1. What has been your experience in studying PINE major under the Blended Learning modality?**

Como estudiantes se nos hace mucho más fácil aprender de manera directa, la interacción directa considero que es la mayor ventaja que se puede apreciar en esta modalidad.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

Pues es muy práctico el combinar ambas modalidades, por un lado, nos ayuda a centrarnos más en lo que son las clases presenciales y a la vez nos da libertad y comodidad al estar en el ambiente virtual.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

Las plataformas suelen ser un poco confusas ya que no todos sabemos cómo manejarlas de manera correcta.

4. What have been the advantages of studying PINE major under this modality?

Una ventaja muy notoria es el control de la clase que tiene el docente, de esta manera logra un mejor desenvolvimiento con los estudiantes llegando así a obtener mejores resultados en la enseñanza.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Al no tener interacción directa nos limitaba a tener una idea clara de la información que se impartía en clases, incluso entre compañeros se complicaba realizar trabajos grupales.

6. How did blended learning affect your learning process according to your academic performance results?

En ocasiones las asignaciones que se imparten de manera virtual afectan un poco ya que en ocasiones como estudiantes se nos pasan por alto al no estar familiarizados en el ambiente virtual.

7. What have been the disadvantages of studying PINE major under this modality?

En ocasiones el manejo del tiempo, ya que compartimos horarios que son muy justos al escuchar las clases, ya que no nos da tiempo de escucharlas presencialmente porque algunos vivimos demasiado lejos.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

Aunque nos adaptamos un poco a la virtualidad por la pandemia, aún sigue habiendo cosas que mejorar, pero se va viendo un avance mejorable por las clases híbridas.

Annex D.9: Responses of interviewee 9**1. What has been your experience in studying PINE major under the Blended Learning modality?**

The Blended Learning modality was not for me. This is an opinion, but I hate online classes because they carry different disadvantages and I think that all these disadvantages are attached to home.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

Following the last answer and answering this question, I consider that online classes affect the performance of students. In my personal experience, there were many factors that affected my concentration level. Since I received online classes at home, there was much noise and people around me. It is different when receiving face to face classes because there is a classroom and this is a specific place to enhance knowledge and abilities, it is easier to learn here.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

These just contributed to my technological skills. Honestly, I do not consider them very necessary nowadays when I am receiving face to face classes.

4. What have been the advantages of studying PINE major under this modality?

As I said before, blended learning helped me to improve my technological skills and provided new forms of communication. However, they are left once students start to attend face to face classes.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Yes, since I am a very nervous person, I need to talk and interact with people to gain confidence to enhance, for example, speaking skills. Blended learning, on the online side, does not allow for great communication most of the time since sometimes, people are not really paying attention.

6. How did blended learning affect your learning process according to your academic performance results?

Speaking skills had been affected by this since I did not improve or enhance my self confidence in real face to face communication in the target language.

7. What have been the disadvantages of studying PINE major under this modality?

It could be the lack of development of communicative abilities in a real environment.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

Again, speaking skills are the most affected due to the above-mentioned factors.

Annex D.10: Responses of interviewee 10**1. What has been your experience in studying PINE major under the Blended Learning modality?**

Blended learning is a modality in which I was able to learn about the advantages and disadvantages of virtual and face-to-face learning, among the important points that I can mention is that in the virtual modality it contains many more DIFFICULTIES, mainly influencing the concentration of the student, a positive aspect is that it allows the use of many more tools. On the other hand, in the face-to-face modality, it is 100% created so that there are no difficulties in concentration and a more interactive environment can probably be created.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

In a certain part there were difficulties when learning or understanding the virtual modality, there are certain subjects that it is much better to receive them virtually and on the other hand there are others that it is necessary to receive them in person. My performance has been low due to the poor selection of subjects in the modalities.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

It has contributed positively because there are a greater number of resources in which each skill can be practiced and improved, and it is also necessary to be familiar with the technology and platforms that support our training.

4. What have been the advantages of studying PINE major under this modality?

A clear advantage within the PINE career is having been virtually with the subject of ICTs because we could have better resources for the subject, on the other hand, other important subjects such as English, it was good to receive it in person to better understand each grammatical part.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Yes, because there was no good communication due to various factors such as internet problems or lack of electricity and on the other hand the lack of group work.

6. How did blended learning affect your learning process according to your academic performance results?

Probably in a bad way, since I had certain difficulties in certain subjects, for which I obtained a low performance due to a bad management of the distribution of subjects in which I did not understand due to the learning environment.

7. What have been the disadvantages of studying PINE major under this modality?

That there were certain subjects that were important to receive in person and others that were not and for that reason it was not possible to improve certain skills.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

It has not influenced well therefore if I could choose, I would choose only the face-to-face modality since there is better teaching in terms of the environment and the interaction between student and teacher.

Annex D.11: Responses of interviewee 11.

1. What has been your experience in studying PINE major under the Blended Learning modality?

For me it was regular, it was not positive at all since I did not learn much to develop my English skills.

2. In what ways has the combination of online and face-to-face learning enhanced or worsened your performance in PINE major?

It was worse because I believe that I achieved my high performance because my last face-to-face semesters were very useful, although it was difficult for me to adapt.

3. How has the integration of platforms as Zoom and Moodle, and digital resources in blended learning contributed to the development of your skills?

It was something innovative although I think it was the only solution to continue with the classes, I also developed the technology very well.

4. What have been the advantages of studying PINE major under this modality?

From virtual to face-to-face we continue with the Flexibility in the delivery of tasks, so the teachers were empathetic in this process.

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

Yes, it limited it because in virtual mode I did not speak English very well or put English into practice and when I returned to face-to-face it was difficult for me to continue with the high-level classes that teachers taught me.

6. How did blended learning affect your learning process according to your academic performance results?

Little interaction with my classmates and little vocabulary learned, my performance dropped a bit in virtual life but has increased since I returned to face-to-face.

7. What have been the disadvantages of studying PINE major under this modality?

Stress from adapting to another new methodology from one moment to another.

8. How have influenced the B-Learning modality in your English academic performance?

Answer this question based on your English Level obtained.

It influenced my high performance but that was thanks to the face-to-face classes, if I had continued in virtual, I would not have obtained my b2.

***RESULTS OF
THE
ANSWERS TO
THE
QUESTIONNA
IRES***

***1. What has
been your
experience in
studying
PINE major
under the
Blended
Learning
modality?***

***2. In what
ways has the
combination
of online and
face-to-face
learning
enhanced or
worsened
your
performance
in PINE
major?***

***3. How has
the
integration
of platforms
as Zoom and
Moodle, and
digital
resources in
blended
learning
contributed
to the
development
of your
skills?***

***4. What have
been the
advantages
of studying
PINE major
under this
modality?***

*INTERVIEWE
E 1*

Well, it has been difficult, as it came with the pandemic time, it **was hard to adapt** to this new modality, but now I think it is useful and practical even when it comes with some disadvantages too.

At first, I thought it **worsened my abilities regarding speaking**, and class participation, but now I think it was just me, it was pretty much the same.

It was **interesting to learn how to use these platforms** but at the same time it was challenging. However, I think these programs have contributed in a positive way while providing me with knowledge about technology and current ways of learning.

We had **more time** to study and to present homeworks.

*INTERVIEWE
E 2*

According to my experience blended learning is **comfortable** because you are in the place you want listening

I believe online modality **worsened my performance because was difficult to pay attention** to the classes, on the other

Those digital resources **developed my skills** because as student I practiced with the activities I should

The main advantage was that many **students did not waste money to move at university.**

class but in the same way it has many limitations such as the interaction among students and teachers.

hand, face-to-face learning has the hook that an English class should have. It enhanced my English skills.

upload to Moodle, such as audios for speaking, movies for listening, essays for writing and pdf books for reading.

**INTERVIEWE
E 3**

It was a very **pleasant** and **practical** experience, and I can say that blended learning was very helpful, a very advantageous modality, it allows us to see the education from the best of both sides, face-to-face and virtual.

In my experience, it **helped me to increase my performance**, helped me to improve my language skills and allowed me to have self-discipline.

I could say that although it is a **good way to include technologies**, on many occasions I had problems that made the learning process tedious and stressful, due to bad connectivity, among other factors.

As I already mentioned, it was a very **flexible** modality that allowed me to **learn from both sides of the education** by combining face-to-face interaction with the implementation of resources, it was a modality that was able to make me develop skills that I did not know about myself.

*INTERVIEWE
E 4*

It was a **formidable** experience; I think it was very helpful for all of us and **it will help us in the future to know how to implement and mix teaching** in the face of any adversity.

I think it was positive and very **adaptable**, we faced challenges and taking part in the **pine major** helped us **find other ways to study**, within class hours as well as by ourselves.

I think it was the **battle** of many, the platforms that sometimes **collapsed**, the connectivity, among others.

We develop skills, now we can know how to implement good resources and not get lost in the monotony of a class.

*INTERVIEWE
E 5*

If you ask me, of course I would study another career under this modality, because it is very **flexible**, it helped me a lot to **educate myself and be self-disciplined**.

For me I think that I have improved a lot, **my skills have improved in quantity** and all thanks to the practice that I have had not only in the classes but also in links, and activities that the teachers provide us.

Integrating platforms is very good, I believe that in all areas, however, for education it is very careful because we must **be prepared in case something fails**, not only rely on that, it took a bit to adapt because there were platforms that were slow or their compression It was **difficult**, they helped us, but it took time and patience.

I would focus on the advantages personally, they helped me a lot during my university stage **in self-education, cautiously looking for information, being creative, being innovative and always having support**.

**INTERVIEWE
E 6**

Very good, blended learning combined the best of education, where we can interact with each other as human beings need it, as well as incorporate technology into our pleasant study.

Under my experience, it was very enriching, blended learning helped me to be more organized, cooperative, innovative, and I have put that into practice in my student life in the classroom and I know it will serve me as a future teacher.

In my opinion, they were helpful, but I consider that the bad times were more due to the unavailability of many colleagues, the places without good connection quality, so my answer is not so favorable in this question, I feel that other platforms could be better used and more creative.

The advantages are extensive, I think that part of them is the flexibility in the pace of learning as well as helping us to retain our studies and the diversification of the uses of some technological resources.

**INTERVIEWE
E 7**

Ha sido una experiencia buena con ventajas y desventajas ya que se ha aprendido mucho pero igual existen

A desenvolverme sin miedo ante los maestros y pude mejorar mi capacidad para captar

Ayudaron mucho porque se pudo mejorar la manera de aprender el idioma.

Porque se podría estudiar en cualquier lugar y de esa manera sería más flexible el aprendizaje.

carencias en
ciertas
habilidades
que hacen que
el aprendizaje
no sea
satisfactorio.

conocimiento
s

INTERVIEWE
E 8

Como
estudiantes se
nos hace
mucho más
fácil aprender
de manera
directa, la
interacción
directa
considero que
es la mayor
ventaja que se
puede
apreciar en
esta
modalidad.

Pues es muy
práctico el
combinar
ambas
modalidades,
por un lado,
nos ayuda a
centrarnos
más en lo que
son las clases
presenciales
y a la vez nos
da libertad y
comodidad al
estar en el
ambiente
virtual.

Las
plataformas
suelen ser un
poco
confusas ya
que no todos
sabemos
cómo
manejarlas
de manera
correcta.

Una ventaja
muy notoria
es el control
de la clase
que tiene el
docente, de
esta manera
logra un
mejor
desenvolvimi
ento con los
estudiantes
llegando así a
obtener
mejores
resultados en
la enseñanza.

*INTERVIEWE
E 9*

The Blended Learning modality was not for me. This is an opinion, but I **hate** online classes because they carry different disadvantages and I think that all these disadvantages are attached to home.

Following the last answer and answering this question, I consider that online classes **affected** the performance of students. In my personal experience, there were many factors that affected my **concentration** level. Since I received online classes at home, there was much **noise** and people around me. It is different when receiving face to face classes because there is a classroom

These just contributed to my technological skills. Honestly, I **do not consider them very necessary nowadays when I am receiving face to face classes.**

As I said before, blended learning **helped** me to improve my technological skills and **provided** new **forms of communication**. However, they are left once students start to attend face to face classes.

and this is a
specific place
to enhance
knowledge
and abilities,
it is easier to
learn here.

**INTERVIEWE
E 10**

Blended learning is a modality in which I was able to learn about the advantages and disadvantages of virtual and face-to-face learning, among the important points that I can mention is that in the virtual modality it contains many more DIFFICULTIES, mainly influencing the concentration of the student, a positive aspect is that it allows the use of many more tools. On the other hand, in the face-to-face

In a certain part there were difficulties when learning or understanding in the virtual modality, there are certain subjects that it is much better to receive them virtually and on the other hand there are others that it is necessary to receive them in person. My performance has been low due to the poor selection of subjects in the modalities.

It has contributed positively because there are a greater number of resources in which each skill can be practiced and improved, and it is also necessary to be familiar with the technology and platforms that support our training.

A clear advantage within the PINE career is having been virtually with the subject of ICTs because we could have better resources for the subject, on the other hand, other important subjects such as English, it was good to receive it in person to better understand each grammatical part.

modality, it is 100% created so that there are no difficulties in concentration and a more **interactive environment** can probably be created.

**INTERVIEWE
E 11**

Regular, it was not positive at all since I did not learn much to develop my English skills.

It was **worse** because I believe that I achieved my high performance because my last face-to-face semesters were very useful, although it

It was something innovative although I think it was the only solution to continue with the classes, I also **developed** the

From virtual to face-to-face we continue with the **Flexibility** in the delivery of tasks, so the teachers were empathetic in this process.

was **difficult** **technology**
 for me **to** **very well.**
adapt.

**RESULTS OF
 THE ANSWERS
 TO THE
 QUESTIONNAIR
 ES**

5. Do you think Blended Learning has limited your exposure to real communication situations in the English language, such as interacting among classmates? Why? Why not?

6. How did blended learning affect your learning process according to your academic performance results?

7. What have been the disadvantages of studying PINE major under this modality?

8. How have influenced B-Learning modality in your English academic performance? Answer this question based on your English Level obtained.

*INTERVIEWE
E 1*

At first yes, it was like that, but when I got used to it, it stopped being a problem.

Well, I had problems with that, **my academic scores went down during blended modality** at first.

The lack of teacher's communication and help in some cases and doubts that could emerge in classes.

I think it did influence on my level obtained because while blending learning modality I had more time to prepare and learn by myself all the English skills.

*INTERVIEWE
E 2*

Of course, it is a limited modality because **students do not have interaction** to put into practice and develop their skills.

It affects the situation when I wanted to listen an audio for listening in any test, due to its **limitations I had that problem that affected my performance.**

The main disadvantage is **the little interaction** among students.

It didn't have influence on my level, I just practiced in my way to achieve a good level.

*INTERVIEWE
E 3*

In a certain way, yes, because it is true that technology saves us from many things, but it **does not help us to develop certain skills that require face-to-face**, perhaps being in front of other people, one can flow better than being in front of the screen.

I could mention that I feel it affected me in part because when I practiced listening or speaking the **connection was lost or was interrupted** and in the end it did not reach the purpose that was expected, in listening it was a bit difficult for me to understand sometimes the age of the equipment or electronics either They helped, when I had to take my certification I was **afraid**

At some point in my degree, **I felt lost** because I needed to go to university and I felt that there were subjects that were much more practical than others, which made their development difficult, perhaps **a mishandling of the subjects** or little creativity compared to spaces or resources. tell them.

I obtained my B2 certification, and if I consider this modality, it helped me because it allowed me to trust myself and adapt to being able to educate myself under my times, spaces, and resources, it was very pleasant to study for a while under this modality.

that
something
like this
would
happen.

*INTERVIEWE
E 4*

Probably a bit due to the **lack of creativity** or uncomfortable interaction through a screen, which of course is not the same as doing it in person.

It was very **stressful**, as the classes were very repetitive, they became somewhat difficult and boring to understand, perhaps it did not allow me to achieve the desired results because it did not motivate me to

Perhaps many agree with me, but **the lack of connection**, the stress, the fatigue, the tiredness of sitting for hours doing tasks and jobs in which not many cooperated, were tedious.

I didn't get my certification at the required level, but I don't think it was because of the blended learning but because of my lack of preparation.

function in
my best way.

***INTERVIEWE
E 5***

I think not because I have always tried to develop my skills in every way I can, with my colleagues it is more informal because many times we even end up speaking Spanish but apart from that, this modality gave us the power to generate texts and conversations using other

I do not consider that the modality has affected my academic performance, I think that this depends on the effort of each person in the face of any obstacle, in this case either with face-to-face classes or online.

There are many disadvantages, in external factors such as poor connectivity, lack of interaction, the monotony of the classes, and on a psychological level, fatigue, mental exhaustion, and the anxiety of often not being able to fulfill the assignments.

I managed to obtain my b2 level, however in this type of case I do not believe that the modalities influence so much, I consider it was my effort and perseverance in achieving it.

tools and
resources.

**INTERVIEWE
E 6**

Yes, because the **interaction is not the same** and it allows us to achieve a good development of our skills, neither inside the classroom nor outside it.

In one part, yes, because the **online classes became repetitive and did not give us motivation,** they were somewhat boring and that influences the fact that sometimes we do not want to continue or do our activities well.

There are many disadvantages, from the **failure of mobile devices, to burning eyes, anxiety** and so on.

In the exam I took, I did not reach the level, but I do not share the idea that methodologies or modalities influence our academic achievements, I believe that if one wants to achieve something, they will do so on their own merits.

**INTERVIEWE
E 7**

Si, porque **no permite interactuar** haciendo que nosotros nos volvamos menos sociales.

En la forma de aprender, la manera en que cada alumno capta la información.

La desventaja sería la **poca interacción que hay con el docente.**

Mi certificación no salió como esperaba y considero que sería mejor si todo fuera presencial porque ayudaría a un mejor aprendizaje,

**INTERVIEWE
E 8**

Al **no tener interacción directa nos limita** a tener una idea clara de la información que se impartía en clases, incluso entre compañeros se complicaba realizar trabajos grupales.

En ocasiones las **asignaciones que se imparten de manera virtual afectan un poco** ya que en ocasiones como estudiantes se nos pasan por alto al no estar familiarizados en el ambiente virtual.

En ocasiones **el manejo del tiempo**, ya que que compartimos horarios que son muy justos al escuchar las clases, ya que no nos da tiempo de escucharlas presencialmente porque algunos vivimos demasiado lejos.

Aunque nos adaptamos un poco a la virtualidad por la pandemia, aún sigue habiendo cosas que mejorar, pero se va viendo un avance mejorable por las clases híbridas, sin embargo, el obtener mi certificación ha dependido

únicamente
de mis
esfuerzos.

**INTERVIEWE
E 9**

Yes, since I am a very nervous person, I need to talk and interact with people to gain confidence to enhance, for example, speaking skills. Blended learning, on the online side, does not allow to have great communication most of the time since sometimes, people are not

Speaking skills had been affected by this since I did not improve or enhance myself confidence in real face communication in the target language.

It could be the lack of development of communicative abilities in a real environment.

Again, speaking skills are the most affected due to the above-mentioned factors.

really paying attention.

**INTERVIEWE
E 10**

Yes, because there **was no good communication** due to various factors such as internet problems or lack of electricity and on the other hand the lack of group work.

Probably in a bad way, since I had certain **difficulties in certain subjects**, for which I obtained a low performance due to a bad management of the distribution of subjects in which I did not understand due to the learning environment.

That there were certain subjects that were important to receive in person and others that were not and for that reason it was **not possible to improve certain skills**.

It has not influenced well therefore if I could choose, I would choose only the face-to-face modality since there is better teaching in terms of the environment and the interaction between student and teacher.

**INTERVIEWE
E 11**

Yes, it limited it because in virtuality I did not speak English very well or put English into practice and when I returned to face-to-face it was difficult for me to continue with the high-level classes that teachers taught me.

Little interaction with my classmates and little vocabulary learned, my performance dropped a bit in virtual life but has increased since I returned to face-to-face.

Stress from adapting to another new methodology from one moment to another.

It influenced my high performance but that was thanks to the face-to-face classes, if I had continued in virtual, I would not have obtained my b2.
