UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"BLENDED LEARNING AS A METHOD TO IMPROVE VOCABULARY IN ONLINE ENGLISH TEACHING"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title "BLENDED LEARNING AS A METHOD

TO IMPROVE VOCABULARY IN ONLINE ENGLISH TEACHING" prepared by JULIO

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Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project,

I approve it in its entirety, because it meets the requirements and is sufficient for its submission

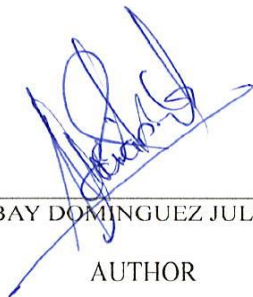to the evaluation of the academic tribunal.

Sincerely,

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ADVISOR

Statement of Authorship

I, GONZABAY DOMINGUEZ JULIO ADRIAN with ID number 2400102915 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a Prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research Project **"BLENDED LEARNING AS A METHOD TO IMPROVE VOCABULARY IN ONLINE ENGLISH TEACHING"** certify that this work is of authorship, except for the quotes and reflections used in this research paper.

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Declaration

THE CONTENT OF THE FOLLOWING GRATUATION WORK IS MY RESPOSABILITY; THE INTELECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.
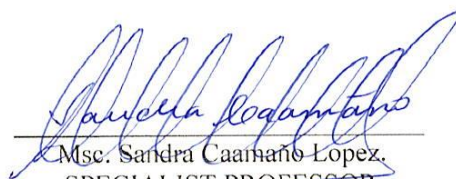
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God

I would like to begin by thanking God because He has allowed me to get this far and to be able to complete my university career and show me that dreams are fulfilled with dedication and effort.

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I appreciate the patience and dedication she has with her students; she was my inspiration and motivation in some moments during my professional preparation, she has become an exemplary being for me and I am very happy that she has been my tutor, MISS ELIANA, THANK YOU!

DEDICATION

This research project is dedicated with all honor and love to **Maximina Dominguez, Julio Gonzabay, and Casimiro Dominguez**, who has been my greatest motivation and strength in this process of professional preparation. To them, I owe everything I am, and I am eternally grateful for the trust they gave me. With this research project and soon my degree I am showing them that everything is possible.

 With love

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ABSTRACT

This research work analyzed the hybrid study method: Blended Learning during the Covid-19 pandemic in English in the province of Santa Elena. The objective of this research was to recognize the results of the learning environment with this new system that was covered nationally, this analysis was highlighted for having in its context coherent, systematic, and critical thoughts. The design of this research work is qualitative, and all the information was obtained from nationally and internationally recognized scientifically. According to the results obtained from the interview with teachers who worked with this system, students adapted to the system favorably, but the only difficulty they had was the internet connection, they mentioned that Blended Learning provides tools that work in the study system because all activities are worked on during the class time. The research provides a general approach to how this learning method was initiated and how favorable it was during the pandemic.

KEYWORDS: BLENDED LEARNING, ELEARNING, ONLINE EDUCATION, EFFECTS DURING PANDEMIC COVID 2019, IMPROVE VOCABULARY, VIRTUAL CLASSES.

RESUMEN

Este trabajo de investigación analizó el método de estudio híbrido: Blended Learning durante la pandemia de Covid-19 en el área de inglés en la provincia de Santa Elena. El objetivo de esta investigación fue reconocer cuáles fueron los resultados del ambiente de aprendizaje con este nuevo sistema que abarcó a nivel nacional, este análisis se destacó por tener en su contexto pensamientos coherentes, sistemáticos y críticos. El diseño de este trabajo de investigación es cualitativo, y toda la información se obtuvo de fuentes nacionales e internacionales reconocidas científicamente. De acuerdo con los resultados obtenidos de la entrevista con los docentes que trabajaron con este sistema, los alumnos se adaptaron favorablemente al sistema, pero la única dificultad que tuvieron fue la conexión a internet, mencionaron que el Blended Learning brinda herramientas que funcionan en el sistema de estudio porque todas las actividades se trabajan en el horario de clase. La investigación proporciona un enfoque general de cómo se inició este método de aprendizaje y lo favorable que fue durante la pandemia.

PALABRAS CLAVES: BLENDED LEARNING, ELEARNING, EDUCACIÓN ONLINE, EFECTOS DURANTE LA PANDEMIA COVID 2019, MEJORAR EL VOCABULARIO, CLASES VIRTUALES.

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INTRODUCTION

In 2020, during COVID 19, the world had different changes in the educational field since they had to suspend face-to-face classes for virtual classes. This has meant that both teachers and students have adapted to a new system with many alternatives and options for teaching and learning. Currently, proficiency in the English language has become a necessity due to the acquisition of a new language provides opportunities in various branches, both study, and work, in this scenario in which globalization predominates, it is necessary to know a second language, in this case, one of the most popular which is English. By acquiring and mastering the language opportunities tend to increase, and any professional will open many doors in the world of work, which would be favorable for the knowledge previously acquired.

The existence of Information and Communication Technologies (ICT) in the Education of the 21st century is a reality that brings with it a series of challenges for both Educators and Learners. However, the advantages and the benefits of using ICTs in the teaching-learning process are immeasurable, and, faced with such a perspective, teachers, and pedagogues cannot remain indifferent. Since its institution ICT has opened new ways for teaching and learning, evidencing its immense potential in the possibility of interaction, communication, and access to information.

ICTs now allow the creation of different learning environments for English classes, giving teachers the capacity to transform the educational process and improve the quality of education. In this context, virtual education emerges as a flexible training modality that allows students not only to access information about different topics but also to transmit and create knowledge from

the data obtained through communication networks. Modern communication, no matter when or where people participate, make greater richness to the educational process.

In Ecuador, the change in the learning environment was complicated since many students did not have the technology to be able to attend classes virtually, little by little this changed thanks to the different strategies that they managed to provide to 90% of the students and these they asked to continue learning every day.

According to (Rodriguez, 2021) Children's and adolescents' educational paths in Latin America have been severely impacted by the pandemic. Video-call interviews conducted in 2020 and 2021 with more than 150 students, teachers, and parents in eight countries in the region—namely, Argentina, Chile, Ecuador, Costa Rica, Honduras, Mexico, and Uruguay—show the difficulties and opportunities associated with the switch to remote and online learning during the lockdown.

For English education in private schools, they chose to acquire a virtual system through links that allowed students to be active during class and give them incentives with each participant, these systems in the subject of English have many options in their content, this includes vocabulary, keywords, activities, homework, reading, listening, writing, and speaking. This is so that the student can learn more efficiently. For public education, it might have been a bit more complicated due to the use of the new platforms introduced during the pandemic where it was complicated to use even for the teacher.

Education continues to change and has been handled according to advances and training in virtual mode, currently, institutions, in general, have returned to face-to-face classes, this to attract the teaching of students to research and continuous preparation of the different learning methods both at home and at school the help of technology is becoming more necessary at the time of teaching since it permits us to carry out continuous monitoring of students.

CHAPTER I

THE PROBLEM

Research Topic

Strategies and EFL teaching

BLENDED LEARNING AS A METHOD TO ENHANCE VOCABULARY IN ONLINE ENGLISH LANGUAGE TEACHING.

Problem Statement

Education is constantly changing, this has caused teachers and students to continue preparing to adapt to the new normality and modality, during the COVID-19 pandemic and then receiving classes through technology. However, for many people, this was a challenge because classes were offered traditionally and technology was not relevant, on many occasions, technology was only used to send homework or prepare for classes. However, it was necessary to act quickly so that the students could continue learning and training future generations, furthermore many

students did not have the opportunity to receive the virtual classes for many reasons, perhaps it was the lack of resources or the use of the internet, the problem connections were a problem that everybody faced during the pandemic situation.

Ninety percent of Summit Denali pupils who participated in a poll claimed they used the school as their main means of socialization before the COVID-19 outbreak. All the responders have resigned themselves to relying mostly on social media or other forms of online communication since those students have not been able to speak to anyone in person since March. (Summit News, 2021)

In Ecuador as in other countries, many students did not learn anything due to lack of motivation, even stress or distraction, one of the most popular platforms that were necessary to receive classes were Zoom, Microsoft Teams, Skype, and even Facebook these platforms help to continue with the learning process, however, the virtual way cannot be compared with face-to-face classes because it has its advantages and disadvantages, of which the interaction can become little.

The Covid19 pandemic has had a significant impact on Ecuador's education system, as well as that of many other countries throughout the world. Students were not allowed to attend school because of the lockdown measures put in place to protect the virus from spreading.

According to (COVID-19 Impact in Education, 2021) Our society is suffering because of Covid 19. Educators are learning to be resilient and to look for ways to keep the teaching and learning process going while the public health crisis continues. The global epidemic raises concerns about how schools convey academic material and program structure. What emerges after months of virtual learning will have a long-term impact on how schools operate.

When the pandemic hit Ecuador, it turned back the clock for many Indigenous and Afro-Ecuadorian families, forcing them to return to their places of origin and rely on themselves as they had in the past. This meant that many students did not have access to online education because they did not have internet or a device with which they can receive classes.

PROBLEM QUESTION

HOW BLENDED LEARNING AS A METHODOLOGICAL STRATEGY CAN INFLUENCE IN THE IMPROVEMENT OF THE VOCABULARY OF 9TH GRADE STUDENTS?

Specific questions

- What are the limitations of the Blended Method that the student faces within his study?

- How does blended learning affect negatively in ninth-grade students?

- How did the blended method help students in ninth grade English language development?

GENERAL OBJECTIVE

TO DETERMINE THE BENEFITS OF BLENDED LEARNING TO IMPROVE VOCABULARY IN 9TH GRADE STUDENTS.

Specific objectives

- To describe the benefits while using blended learning to improve vocabulary.

- To compare the advantages and disadvantages of blended learning

- To reflect the techniques that work best in teaching vocabulary through blended learning in online education for ninth-grade students.

JUSTIFICATION

English language training has become a necessary communication tool in the entire world, from the cleaning area to the big office positions; the need to be able to communicate in the universal English language has been seen. For this reason, in many companies, people with third-level degrees and basic English are required to meet a standard that gives the company more equity with the international public.

English is an especially important language worldwide; it is the most used language in the world as a second language. With a total population of 360 million people who speak it, where 50% speak it as a native language and the other 50% as a second language since it allows us to communicate to hold conversations, agreements, negotiations, etc., with other English-speaking countries.

Out of the world's approximately 7.8 billion inhabitants, 1.35 billion speak English. The majority are not native English speakers, however. About 360 million people speak English as their first language. The most common first language is Chinese, followed distantly by Spanish, and then, third comes English. In addition to being widely spoken, English is by far the most studied foreign language in the world, followed by French at a distant second. (Lyons, 2021)

The power of blended learning methods lies in their ability to enhance the learner experience. Thus, Blended Learning is a way in which failure rates can be reduced, learning can be improved and participation in the development of oral production in English can be increased. Teachers and learners can quickly access new knowledge or information from the Internet or digital texts.

The Blended Learning method combines the best aspects of face-to-face and online teaching to allow students to learn at their own pace so that teachers and students will show interest in the process of learning English successfully and dynamically.

This research will analyze the advantages and disadvantages of Blended Learning the main methods that would benefit the use of Blended Learning will be analyzed, where you will be able to identify its use within the educational and informational environment, with activities related to the skill set.

CHAPTER II

THEORETICAL FRAMEWORK

The theoretical foundations of the relevant approach for teaching foreign languages are presented in this chapter, along with the elements and definitions of the teaching and learning theories that will allow this research work to have foundations and necessary tests as support and evidence for this study.

An explanation of the use of Blended Learning and its impact on the acquisition of second language vocabulary is provided within the context of foreign language acquisition, along with the elements and definitions of the theories of foreign language acquisition and instruction. As a hybrid system, it allows establishing a direct connection from home and therefore from school for more direct control.

When asked what strategy they use in their classes nowadays, many language teachers respond with "the hybrid approach," even though possibly a few of them tend to employ an unusual way. However, the answers were given when they were asked about the perspectives they have on the blended learned and what the interaction will take place in class.

According to (Pantusin-Cedeño, 2021) The students will be involved in a stimulating and entertaining learning environment that will enable them to meet their educational goals in English thanks to the inclusion of this interactive blended learning model. Another key point to emphasize is that as students are strengthening their dynamic learning skills, they are also strengthening each of the English communication skills. It should be noted, however, that speaking, and writing are the skills that students will find easiest to understand.

By correctly implementing the Blended Learning technique, it is possible to implement the psychological traits that should be present in the classroom while simultaneously improving the desired linguistic abilities in activities that are interesting to the students.

It is no secret that since the epidemic caused many people to work remotely in March 2020, how work is done has altered. As COVID-19 has flipped the conventional 9 to 5 model on its head, this change may be permanent in some instances. Because a hybrid strategy gives employees the freedom to alternate between working from home and an actual office, many businesses have determined that it is the best option for them. (Hubstart, 2022)

The new modality presented in the situation that was experienced during times of pandemic opted to apply methodologies that were adapted to the area in which they were working at the time, the hybrid modality was quite essential due to its use where blended learning could be applied.

Thanks to this, education during the pandemic had a solution and this educational system could be implemented so that students can continue learning.

Our society is suffering because of Covid 19. Educators are learning to be resilient and to look for ways to keep the teaching and learning process going while the public health crisis continues. The global epidemic raises concerns about how schools convey academic material and program structure. What emerges after months of virtual learning will have a long-term impact on how schools operate. (COVID-19 Impact in Education, 2021)

During the pandemic, the different shortcomings that existed within virtual education became known; however, little by little these errors were corrected and an education that kept the student interested in continuing to learn in each class was achieved. In the area of the English language, different strategies were applied to facilitate the study of English using technology.

BLENDED LEARNING

The use of technology in teaching and learning has changed significantly, as recognized by modern educators. Blended learning is one of the trends that has started to matter more in the world of education. But what exactly is blended learning?

The concept behind blended learning is that some students can gain from doing some of their learning in a face-to-face setting and some of it online. Many students learn best on their own, at their own pace, and by interacting with digital technology, which is one of the advantages of blended learning. However, face-to-face interactions are frequently the greatest way to reinforce

the learning that is done in this virtual environment. Blended learning effectively incorporates the greatest aspects of both worlds.

"B-learning" or "Blended learning" appears as a response to overcome the difficulties and inconveniences that find "e-learning" in the training process, such as the absence of human contact that makes it difficult to feel part of an educational community, the high level of motivation needed to follow an online course, change of roles of both the teacher and the student, among others. the presented in this section is preliminary information that introduces us to b-learning, the study topic, which is presented below.

According to (Bouchrika, 2021) new delivery methods have been incorporated into the advancements being made in the field of education and training. Due to its accessibility and convenience, conventional learning is still the most popular method, but as technology has developed, new techniques have been developed.

MODELS FOR BLENDED LEARNING

According to (Thompson, 2016) teaching has always been difficult since each kid has different demands. Teachers have found it challenging to meet the needs of gifted, average, and struggling students while also respecting all learning styles because there are only so many minutes in a lesson or hours in a day. One way to overcome these difficulties has been to combine face-to-face delivery with online learning experiences; the evidence supports the effectiveness of these hybrids.

Blended learning can be implemented in the classroom by six fundamental models. The virtual classes driver model is one type of hybrid method. Inside the face-to-face driver blended learning paradigm, students mostly adhere to a traditional, in-person educational approach but use

online learning to advance at their own pace for specific tasks and activities. This makes it possible for teachers to pace and differentiate instruction more successfully.

1. ROTATION MODEL: Students can cycle among numerous stations to learn about various aspects of a topic in the blended learning rotation approach. While some stations use virtual technology, others rely on direct instruction given in person.

2. FLEX MODEL: In the flex model of blended learning, teachers serve as facilitators in the classroom while most of the instruction takes place online. Students control their pace and performance because instruction in this paradigm is self-guided.

3. ONLINE LAB MODEL: Students take part in a conventional, in-person educational program and choose to enhance it with online learning. This arrangement works well for motivated high school students since they can finish challenging coursework on their schedules.

4. ONLINE DRIVER MODEL: Students complete their assignments from home or other remote locations, and they check in with their instructors in person or electronically to see how their online courses are going. The arrangement is ideal for students who study abroad, frequently travel, engage in competitive sports, etc.

Due to the variety of conceptualizations, all forms of education that incorporate some combination of in-person and online instruction are referred to as blended learning in the literature. It is crucial that scholars and practitioners clearly define what blended learning means to them because the term means a variety of things. Although these blends do not adhere to the most popular definitions of blended learning, the term "blended learning" is sometimes used to describe other blends, such as the blending of various pedagogical approaches, instructional methodologies, or technological advancements. (Hrastinski, 2019, pág. 5)

CLASSROOMS USING BLENDED LEARNING

It might wish to get a better understanding of the blended learning classroom setting if it is possible, considering taking part in it as a student or a teacher. Of course, depending on the model being employed, blended learning instances might vary greatly. However, a blended learning setting is typically bustling with activity, differentiation, and technology. Consider a classroom with many stations offering access to laptops, tablets, and even mobile phones. While some students are reading about the same subject online, another small group of students may be engaged in a science exercise with a teacher. While some teams might be utilizing digital tools to create lab reports, another team might be performing a virtual experiment.

All students are considering the same ideas and abilities, but they can work at their speed and ability level, performing tasks and exercises that are specific to their stage of learning. In the same classroom, some advanced students might read and respond to questions at a higher level, while struggling students might use assistive technologies to help them learn remedial skills. reports produced with digital tools.

According to (Pozo, 2021, pág. 30) longer-lasting focus in students: A significant amount of time can be saved by combining the use of machines to look up facts and data with having access to tools like the internet for study. In addition to keeping students interested in longer periods than books or paper materials will, this engagement and connection with the tools promote learning via exploration and research.

All students are considering the same ideas and abilities, but they can work at their speed and ability level, performing tasks and exercises that are specific to their stage of learning. In the same classroom, some advanced students might read and respond to questions at a higher level, while struggling students might use assistive technologies to help them learn remedial skills. reports produced with digital tools.

A BLENDED LEARNING STRATEGY IN ACTION

It is crucial to begin by confirming that you can fulfil all the standards for blended learning. Consider the school's technology capabilities and ability to incorporate information systems into instruction, for instance. The following step is to decide which of the six fundamental blended learning models best suits the needs and instructional goals. The type of technology it can use, the age of your learners, and the specifics of the aims will all play a role in this.

The phrase "blended learning" is not new. It simply refers to utilizing several learning modalities to achieve a goal. This has always meant combining online and in-person interventions, or independent, self-paced learning with synchronous group learning. (Greany, 2021)

The choice of content for blended learning will come next to mind. Although not all material can be presented online, some types of content are more successful when they are. Consider the overall teaching objectives and which curricular topics lend themselves to the various blended learning format options.

Everybody has a crucial part to play in creating a successfully blended learning environment. The ability of students to stay on task, their attention, executive function, and

motivation, as well as their general familiarity and facility with technology and their capacity to switch tasks as they advance in understanding, should all be considered when determining the learners' roles in blended learning. The amount of instruction that should be self-guided and take place outside the classroom as opposed to direct instruction provided by the teacher will be determined in part by these factors.

It is crucial to consider the staff's involvement in blended learning because having the right instructional staff and tech support staff on hand can have a significant impact on how well-received planned modules or activities turn out. For existing employees or extra team members with specialized skills, blended learning may call for training.

The managers could complete all the terminology and background information via eLearning as part of an online blended approach to this same event. To show the managers how critical this training is, the e-learning course materials might contain videos and interactive exercises. There would be exercises in e-learning where managers could put some of the abilities into practice. (Greany, 2021)

BLENDED LEARNING'S EFFECTS ON STUDENTS

While the COVID-19 pandemic begins to ease and students start coming back to campus to finish their courses, blended learning also offers several advantages as a long-term solution. When trying to implement a blended learning approach, it is important to keep in mind that blended learning can impact students in higher education in both positive and negative ways.

According to (Salcedo, 2021) The effectiveness of a hybrid approach in the classroom depends on how convinced the instructor is that TIC is essential to support tools for the current knowledge- and information-based society. The group of teachers from the study here reported believes that using b-learning in the classroom is significant, but a large majority of them claim that using it requires more work than working with the conventional method to which they are accustomed and to which they were trained.

FOR STUDENTS, FAVORABLE IMPACTS

Increased interest on the part of the students.

Some students may find it simpler to participate and learn at their speed using a mixed learning approach. With this type of learning, students who have trouble staying focused during face-to-face instruction can work on their studies on their schedule and at their speed without the assistance of an instructor.

The use of blended learning is appropriate in courses on language proficiency, particularly grammar. The findings of the pre-test and post-test show that the regular online activities assist students in practicing their comprehension of the materials provided. Additionally, there is an agreement between the student's performance on the post-test and their completion of the online assignments. (Isti'anah, 2017, pág. 15)

Enhance student performance

Students' accomplishments will rise as well for those who do feel more interested and motivated with blended learning. When students are interested in their studies, they are more likely to remember information, comprehend concepts, and put effort into assignments and tests. All these factors will be considered when calculating their final course marks.

Learners progress at their rate

The benefit of a mixed educational environment is that it gives students the freedom to complete assignments and educational modules at their own pace. Students who have a different learning style or who might work a little more slowly than others and feel pressured during in-person teaching sessions will find this to be immensely useful.

The activities that take place in the classroom might be more purposeful

Students can complete assignments online or view lectures on their own time in a blended learning setting, freeing up class time for more engaging, instruction-focused classes. This will utilize priceless in-person teaching periods far more effectively.

Enhanced academic experience

Blended learning makes it possible for students to connect with experts in their field of study, access research archives, and more. All these things will help to improve their learning experience. With the guidance that teachers provide, they are opening new ways to adapt to a future where technology will be even more necessary to function in different areas.

Enhanced inclusivity and accessibility

Creating a space that all students can fully utilize, regardless of their ability, lifestyle, or geography, of course, is one of the largest challenges higher education organizations confront.

With a device and an internet connection, students can access the online resources used in a blended learning approach to learning from anywhere in the world, meaning that there are no geographic restrictions on what a student can access during a course.

How to mitigate blended learning's negative effects on students

To provide a valuable learning environment through blended learning and to support students' excellent academic achievement, proper technology utilization is essential. By investing in the right tools, such as apps, anywhere, organizations can enhance the delivery of blended learning with the help of this tool, any device, anywhere, at any time can receive the materials, programs, and apps that people need.

Your participants must have a basic knowledge of technology to take lessons and complete assignments online. If your employees lack the necessary skills or are uninterested, they will not learn too much from a screen. A brief explanation of the advantages of the new training techniques can resolve this problem. (Starrat, 2021)

According to (Olsen, 2020) the education industry will be impacted negatively by COVID-19 in addition to other economic sectors. Lenin Moreno, the president of the Republic of Ecuador, announced the draft of the Organic Law of Humanitarian Support on June 9, 2020[1], which states that parents of children enrolled in private schools who have lost their jobs will be assisted equally to up to 25% of the monthly tuition costs. A space in a public school will be secured for them if they choose not to continue attending a private school.

In Ecuador it was stipulated that schools would move to an online modality for students to continue with their studies, however, being able to access online education for different families

was difficult because the connection was an obstacle. Private schools were also affected, so many students opted to have public education and avoid the expense of private education.

TECHNOLOGY AND EDUCATION

The manner in the people learn has changed because of technological advancements. The best way to describe technology is as a tool that fosters and supports human learning. The use of calculators, tablets (such as the iPad), Smart Boards, video cameras, and, of course, computers can demonstrate this. These all have the potential to significantly affect how students learn in the classroom. Even though some schools strictly enforce the ban on using technology in the modern classroom.

According to (Budhwar, 2017) Technology plays a key role in every field and one such field where its presence is at the utmost is the education sector. Education among people has started to spread thanks to technological advancements, and ongoing research and development are being done to introduce innovative technologies to make education more effective. Education among people has started to spread thanks to technological advancements, and ongoing research and development are being done to introduce innovative technologies to make education more effective.

A greater variety of educational options has been made possible by the appropriate use of technology in education. Different educational technologies have benefited both teachers and students; teachers have learned how to include technology in their classrooms, and students are becoming more enthusiastic about learning with technology. With the help of innovative

educational technologies, there are no longer any barriers between students and teachers when it comes to learning.

In both corporate and educational environments, education is crucial. In the former, workers are assisted in changing their previous behaviors using education or training. The goal of education in the latter is to pique pupils' curiosity. Using technology can improve students' understanding and memory of concepts in either situation. (Raja, 2018, pág. 2)

Long-distance learning and mobile learning have both grown because of technology. Teachers may now connect with pupils across borders thanks to internet technology, and students from developing nations can now sign up for advanced educational courses because of it as well. By establishing virtual classrooms, many universities and colleges have embraced online education. Students can attend classes in their free time, and online courses are flexible and priced. They also could communicate digitally with other students.

Technology has led to an increase in both mobile and long-distance learning. Thanks to internet technology, teachers may now communicate with students across borders, and students from impoverished countries can now enroll in advanced educational courses. Many universities and colleges have embraced online education by constructing virtual classrooms. Online courses are flexible and priced, and students can attend them whenever they want. Additionally, they have access to other students' digital communications.

THE IMPORTANCE OF ACQUIRING VOCABULARY

When learning a second or foreign language, vocabulary is crucial because, without the right and necessary knowledge, learners cannot comprehend others or convey their own emotions. Language teachers and academics increasingly acknowledge the significance of vocabulary learning after a protracted period of focus on the acquisition of grammatical competence.

According to (West, 2022) Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Both written and verbal communication will be muddled or difficult to understand without a solid working grasp of terms and their meanings.

Learning vocabulary amplifies opportunities to gain more knowledge of the English language, knowing the meaning of each word helps to form sentences and thus be able to relate them in every moment. It is a fundamental tool for students to learn the language more concretely and easily.

1. **The structure of communication is vocabulary**

2.

The ability to communicate in a foreign language is the goal of learning for most students. Learning vocabulary is not just helpful, but necessary in a foreign language context if it does not want to rely solely on nonverbal abilities.

Students may favor one vocabulary technique over another depending on the affective and cognitive aspects that are involved. Therefore, for students to choose which vocabulary technique

to utilize, they must think of it as an original, intriguing, stimulating, and enjoyable tool that is also simple to use for word learning and memory. However, the cognitive level of a technique may have an impact on their motivation and lead people to assume that one method is superior to the others in terms of language retention. (Pérez, 2017, pág. 12)

What Is Vocabulary Acquisition?

Learning words to learn a language is known as vocabulary acquisition. It is crucial for learning the first language even though it is frequently linked to learning a second language. Many people are unaware that vocabulary acquisition also includes a child's development of proper speech. Whether it is the first, second, or third language, people must learn enough words to be able to communicate clearly in any language.

Why Is Vocabulary Development Vital?

Poor vocabulary is linked to a few issues, in addition to the one listed at the outset. The basis or building blocks of a language are its vocabularies, which are used to express ideas, transmit information, and carry-on conversations. It is essential for building relationships and communicating.

Communication

One incredible benefit of vocabulary is that it allows us to communicate even when we lack correct grammar skills (something most people do while in a foreign country). Consider how children initially learn to speak, not just adults. They first pick up the language by listening to the older people. Then they try to pronounce it similarly.

Knowing more vocabulary improves communication. Big words are not required, but the meanings should make clear what the speaker is attempting to get through. Giving directions to others or understanding them may be challenging when people cannot communicate clearly and precisely. (West, 2022)

They can utter words like "doll," "mum," "feed," etc. to communicate at that point even though they are unable to compose entire, meaningful sentences. They get better at expressing themselves as they pick up more innovative words.

LEGAL BASIS

According to (LOEI, 2017) mentioned in Article 111 - Bilingual Educational Institutions - Public educational institutions, and private educational institutions may include the qualifier "bilingual" in their name, as long as they include at least forty percent (40%) of their name, as long as they include at least forty percent (40%) of their teaching load in the foreign language of the educational (40%) of their teaching load in the foreign language of the educational institution.

The teaching team that teaches the subjects in the foreign language of the institution must demonstrate proficiency in the respective language. For this purpose, they must present the results of a result of an international standardized test that accredits that they maintain at least a minimum level of knowledge of the language proficiency equivalent to level B2 of the Common European Framework of Reference for Languages. European Framework of Reference for Languages. The Central Level of the National Education Authority will publish a list of recognized tests for the accreditation of the level.

This article offers each student the possibility of having a bilingual education in the institution he/she decides to study. For this reason, it was stipulated that each institution should have in its curriculum the subject of English and thus ensure that future generations always have the teaching of the English language.

VARIABLES OF THE STUDY

Dependent Variable

Improve Vocabulary in online English teaching

Independent Variable

Blended Learning.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This study strives towards a qualitative approach:

Social science research known as qualitative aims to interpret meaning from non-numerical data to better understand social life by focusing on specific groups or locations. It is frequently framed as being in opposition to quantitative research, which makes use of statistical procedures to establish causal and correlative links between variables and uses numerical data to identify broad trends. (ThoughtCo, 2022)

To better comprehend ideas, views, or experiences, qualitative research collects and analyzes non-numerical data. It can be applied to get a comprehensive understanding of a situation or to produce fresh research concepts. Data collection and analysis for statistical analysis are part of qualitative research. Qualitative research does not. In fields like anthropology, sociology, education, the health sciences, history, etc., qualitative research is frequently employed in the humanities and social sciences.

PHENOMENOLOGY STUDIES

Phenomenology aids in our comprehension of the significance of people's actual experiences. In a phenomenological investigation, the focus is on how people saw a phenomenon and what they went through.

A qualitative research strategy called "phenomenological research" aims to comprehend and characterize a phenomenon's fundamental elements. The methodology examines human experience in daily life while putting aside the researchers' prior notions about the phenomenon. In other words, phenomenology research investigates actual events to learn more about how people interpret them. (Delve, 2022)

DESCRIPTIVE RESEARCH

This research allowed us to describe the conditions in the classroom for communicative language teaching for the enhancement of pronunciation skills, as well as the traits, activity types, and advantages that it offers, to highlight all the essential elements of the issue.

A population, circumstance, or phenomenon is intended to be correctly and methodically described through a descriptive study. What, where, when, and how inquiries can be answered, a descriptive research strategy can study one or more variables using a wide range of research techniques. Contrary to experimental research, the researcher just observes and measures the variables in this type of study. (Scribbr, 2022)

EXPLORATORY RESEARCH

By identifying the problematic situation within the educational unit through exploratory research, it was possible to approximate the study's aspects and gain new knowledge that will make it easier to identify potential causes and effects that could improve the Blended method.

Exploratory research is done on issues that have not been well examined and do not have a lot of information. There is no guarantee that exploratory research will produce any definitive results; instead, its goal is to increase understanding of the issue at hand. (Bhasin, 2020)

BIBLIOGRAPHIC RESEARCH

Sources of information were used to complete the study and answer any queries about the topic at hand, including theories-concepts, methodologies, instruments, and outcomes, among others. This method of research assists in the gathering of data, which is then arranged, examined, and assessed considering its applicability. This method also makes all research operations more understandable and points the researcher in the direction he wants to take his work.

RESEARCH TECHNIQUES AND INSTRUMENTS

To gather pertinent data for the current study project, various tactics were used, including:

Interview Technique

Nine-grade EGB teachers were asked a series of open-ended questions as part of this technique to understand her viewpoint on the use of the blended method, as well as the various activities to improve her skills and her level of knowledge about the topic. This will help to validate or disprove the objectives and questions of the research.

Population And Sample

Teachers from the ninth grade of the Liceo Naval Capitan Rafael Moran Valverde make up the population for this study.

CHAPTER IV

ANALYSIS OF FINDINGS

 Interpretation of data from the interview

The interview data, as well as its interpretation, will be presented in greater detail below. The following information was obtained from the sample students during the blended method interview, with a slight emphasis on pronunciation. Nonetheless, it is important to note that this process was conducted in Spanish because this is the native language of the sample, which facilitated the process of data collection more feasibly without any kind of language problem.

Does the institution provide training to its students in the use of the technological platform?

 To what extent has the use of the virtual platform contributed to improving your class time?

How many hours of training did you receive to teach online classes?

How was your experience organizing your time to work online?

Regarding the online modality in English, do you think that this modality gives the student more practice time?

What are the most common problems when trying to interact with the platform?

The research that was carried out through interviews revealed that it is not as easy as it seems, you need to be trained to deal with everyday problems that arise in a classroom, at first it was not easy for anyone to adapt, but the pandemic changed lives, routines, especially in education, teachers had to do their best to achieve favorable results, about adapting to a new modality for many, within the use of platforms.

The classes within the hybrid modality have not been easy, motivating virtual and face-to-face students is demanding work, which requires dedication, especially when learning to cope with things and trying to motivate them.

In addition, with the use of technology, teachers and students have had to adapt to its daily use, which suggests that hours of work in front of a computer can partially affect a person's state of health.

 Interpretation of Bibliographic Review

The process of education and learning is critical for people to change their circumstances. As a result, many researchers have conducted studies to propose alternatives for better understanding and improving this process in all areas of learning. The teaching of English as a foreign language has also been investigated, and various theories and methods for improving

students' English learning have emerged. For example, using technological resources can be accomplished through interaction with platforms, and operant conditioning is essential in the classroom.

In terms of English teaching methods, the blended method or hybrid mode employs technological resources and practices to create a habit of conditioning students to speak the target language as if they were children, both virtually and face-to-face. Communicative Language Teaching is another method based on the idea that a suitable learning environment will make students feel more relaxed and concentrated, making them much more receptive and willing to learn and using platforms that are interactive with the student and their learning.

Learning methods are constantly being improved, with an increasing reliance on modern technology. This improves communication, makes it easier to obtain information, and makes it easier to explain the subject matter. These are but a few instances of how technology is now used in education

.

eLearning

Distance education has been used for decades, but its importance has grown with the rapid advancement of communication technology. It is now possible to participate in class in real-time from the other side of the world. An internet connection, a computer or other smart device, and adequate communication software are required for online education.

Education technology enables virtual attendance, live chat, and real-time face-to-face communication between teachers and students. Additionally, a multitude of other study resources can be accessed, along with previously recorded classes.

This learning method is used in many American schools, sometimes as an additional teaching method and sometimes as a full-time online learning option. The options have grown so vast that it is now possible to participate in extracurricular activities at school in this manner. Finally, many schools in the United States allow students to graduate in this manner.

Computers and tablets in classrooms

What would education be like without books? This is a simple question to answer: all information would be stored on a tablet (or computer). The digitization of educational content would make information more accessible, while hard-copy textbooks would become obsolete.

Furthermore, computers and tablets aid in the following ways: they make education lighter (no heavy bags) and easier to access at any time and from any location; they provide a prominent level of computer literacy, and they facilitate learning by allowing children to use multimedia materials.

Getting acquainted with modern technologies at an early age is excellent preparation for further education. Computer-based testing simplifies knowledge assessment for teachers.
Of course, for all of this to be possible, students and teachers must have access to tablets or computers, allowing modern educational methods to be equally accessible to all.

Cloud technology

The use of cloud technology is one of the best examples of the utility of learning technology. Previously, the use of computers in education was limited due to the difficulty of data sharing. Nowadays, school devices are linked using online software that stores data in the cloud. This means that all the information on the server is available to all students.

Using cloud services such as Office365 or Google Drive, it is now much easier to solve team tasks and share information and multimedia. There are also educational apps for children that introduce them to this type of data exchange. The price of these cloud services is significantly lower than the cost of purchasing specific software for each school device. This technology is particularly important in eLearning, where teachers upload assignments and multimedia content for students to view.

Technology is an indispensable part of modern education

Education technology is the foundation of modern student development and advancement. Early exposure to gadgets, programming, and modern modes of communication makes it much easier to adopt new work standards and methods later in life. Therefore, to keep up with 21st-century education methods, an increasing number of schools are modernizing. This is an excellent way to prepare children for future challenges, as well as an asset in terms of making it easier for them to fulfill their school obligations.

Analysis and Discussion of the Interview vs Bibliographic Review.

The research was conducted based on the variables presented in the research project with the theme Blended Method as a Method to Improve Vocabulary in Online English Teaching, to determine the use of the blended method and how it is used to increase vocabulary in language teaching.

Technology is used in education for a variety of purposes, including research, communication between students and teachers, sharing resources across the curriculum in various disciplines, and facilitating individualized learning through technology-enhanced product lines such as apps that can be personalized for each student. (Technology Education, 2022)

Education technology has enabled students to learn more about the world and how technology can improve learning. Students can watch lessons online, take distance courses, and learn more about technology by using technology-enhanced products such as apps that personalize content to each student's needs and interests.

What role does technology play in education? The COVID-19 pandemic is quickly demonstrating why online education is an essential component of teaching and learning. Teachers can harness online learning as a powerful educational tool by integrating technology into existing curricula rather than using it solely as a crisis-management tool.

Digital learning tools used effectively in the classroom can increase student engagement, help teachers develop better lesson plans, and facilitate personalized learning. Additionally, it helps pupils acquire vital 21st-century skills. Virtual classrooms, video, augmented reality (AR),

robots, and other technological tools can not only make learning more engaging but also promote cooperation and curiosity while enabling teachers to gather data on student performance.

However, it is important to remember that technology is a tool for education, not an end. What educators do with it and how they employ it to best serve their students' needs will determine if educational technology lives up to its potential.

Today's educational system incorporates a plethora of innovative technologies, including online learning, social networking, interactive whiteboards, podcasting, class blogs and wikis, and mobile devices. Education technology can improve engagement with course materials and make learning more interactive and collaborative for teachers and students. Collaboration, communication, organization, efficiency, virtual experiences, additional support, and other benefits are provided by educational technology. (World, 2022)

Technology in education

What role does modern technology play in education?

How is a modern technology used for learning and teaching in the educational system?

Educational technology is a leading science that constantly updates its concept and content to meet the needs of the emerging scientific field and the changes of the age.

CHAPTER V

REFLEXIONS OF THE STUDY

This research project, whose theme is BLENDED LEARNING AS A METHOD TO IMPROVE VOCABULARY IN ONLINE ENGLISH TEACHING, discovered that hybrid classes influence students' language learning and its characteristics such as vocabulary acquisition, as students who participated in it as a sample expressed, that they have progressively improved their English by learning in virtual English classes. Furthermore, the use of technology provides a variety of benefits in various aspects of human life. For example, the process of teaching and learning English can be improved using interactive platforms where the language is taught, as this can create an appealing class that makes students practice English and its characteristics, such as vocabulary, through repetition to improve it.

Furthermore, the technology used as a didactic resource can be beneficial when learning vocabulary in a new language because it causes people to concentrate when using a resource that they already use in daily life and can make the classroom a quiet place where students feel good and willing to learn, and fosters trust between the teacher and students. These factors drive this process, which makes learning the contents of any subject more appealing.

Motivation, vocabulary production, and retention are some of the challenges that learners face when developing their English in general. Motivation is essential because it is the key to achieving any goal; the more motivated people are, the harder they work to achieve it. Motivated people find the best way to realize a dream, and one way to master pronunciation is through

practice, which takes time, but this time can be found without complaint if motivation is present. Subject-specific vocabulary is another issue because some words are easy to remember while others are not.

One method for teaching vocabulary acquisition that uses technology in the classroom is the interactive platform approach, which uses vocabulary building in their classes to improve word retention. Another example is the use of a technological approach, which focuses on developing the use of internet resources. Pronunciation is, of course, emphasized as one of the sub-skills of speaking. The repetition exercise can be used to improve vocabulary acquisition by constantly repeating correct words while trying to imitate the way a song does.

Based on my experience while conducting this work, I can say that it was enriching because it allowed me to understand deeper and better some conceptions regarding the art of teaching and learning a foreign language like English, which inspired this project to make me aware of it. Furthermore, this experience was required for me to immerse myself in the world of research.

At the start of the research, I assumed that technology had an impact on language learning, but I had no idea that it could improve our performance in a variety of areas in our society, which people can use to improve the way they do various activities. Another change from my pre-research assumptions was that I assumed students had never experienced the process of learning English as a foreign language through online classes. The sample students, on the other hand, shared that they had this experience, which helped them to improve their knowledge of features of this language, such as vocabulary, grammar, or sound patterns in English, unconsciously.

One of the difficulties I encountered while conducting research was locating reliable sources of information, as there is a lot of information on the internet that has not been approved by any scientists. Another way to find pages with unrestricted access is because some previous research works required payment to access them, which delayed my completion of chapter two. Another challenge was that I had some issues formulating the questions because I assumed students were familiar with aspects of language learning.

The most important life lesson I learned while working on this research project is that I should not assume facts that have not been proven in other research works, i.e., I should not affirm a statement based on my subjectivity. Furthermore, I am currently aware of the research process, which requires perseverance to work on it without giving up and patience to find information because time is an essential part of research to finish it.

Finally, for future research on the same topic, I will choose a larger sample size because the one chosen consisted of only seven people; however, the larger the sample, the more data to analyze, which can lead to a better knowledge of the subject matter.

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ANNEXE#1

ANALYSIS OF THE INTERVIEW QUESTIONS

- **Does the institution provide training to its students in the use of the technological platform?**

Interview 1: Very good evening, if before starting the hybrid classes as such, since we had two years at home, I teach the student and the parent to use the platform, not only the platform to teach, but other types of very interactive platforms.

Interview 2: Good evening, I comment that the training if given by the institution, especially in the platform of teams, because this platform can become complicated which of the training should be considered for a good development of hybrid classes.

Interview 3: Good afternoon regarding the questions, the training by the institution was given, due to the virus that we were not facing, we had to opt for virtual classes, something new for the teachers because it was a challenge that we had to face, with the use of applications, ways to reach students, qualify, our way of connecting, how to connect in a correct way, all those details were very necessary for the training I received.

Analysis: In conclusion, both teachers received training in the institution to have good use of the Teams application.

- **To what extent has the use of the virtual platform contributed to improving your class time?**

Interview 1: First the educational institutions began to implement virtual classes through zoom but remember that Zoom is only used to make video calls, instead we implemented the use of the application of teams, where you can interact with the student through the platform, with notes, assignments, internal messages, scheduling necessary tasks and within this platform have other applications to make the class not so flat.

Interview 2: Well in the time that I have been in the institution, to be honest, it has been a little complicated to use the hybrid mode as I mentioned before the use of the team's platform, can become complicated if you do not know how to use it, but something that I like is to know that both as students and parents have access to classes that are recorded day by day, to see how the progress of your son or daughter, to have the use of the application the modality imparts that we use technological resources.

Interview 3: Hybrid classes are necessary because the student will not be left with gaps, because each class given each recorded class, the student as well as the parent can review the video of the class again, at their discretion. Sometimes when the student presents difficulty in attending in person, they can opt for the virtual modality**.**

- **How many hours of training did you receive to teach online classes?**

Interview 1: In my case, I started to be a teacher since the beginning of covid and the training, obviously the questions, if we put from per weeks, I could say that there were 4 hours per day for two months because they taught us the use of applications, platforms.

Interview 2: In my case it is different because as I mentioned before, I have not been working in the teaching world for a long time but I can speak from the perspective of a student, during the time of pandemic both teachers and students, it was hard for us to adapt to the classes, to the use of platforms, when I had the opportunity to do my pre-professional internship as a teacher of modules, I was trained to manage the use of platforms.

Interview 3: I do not have a set schedule, but I do remember that it was during the entire time of the pandemic, the training was constant due to the adaptability of the teacher and the student of this modality.

- **How was your experience organizing your time to work online?**

Interview 1: We spent a year at home teaching online classes, which was a little bit affordable because we were at home, we finished our work activities, and then we did other activities at home, which was a little bit more affordable, and when it was time to return to the institution, only the teachers went to the institution to teach English classes.

Interview 2: When I started working with the hybrid mode, I did not have to go through the same adaptation as the other teachers, because the process of the mode had already been established within the institution, but what I can say is that my experience was a great key to develop knowledge within the technological environment that may serve me for the future.

Interview 3: Using planning, which allows us to abide by a schedule where you can divide the hours of both face-to-face and virtual students.

- **Regarding the online modality in English, do you think that this modality gives the student more practice time?**

Interview 1: I have a way of seeing things, there is something positive and negative about it, the experience that I have in this area, I could say that the student who is receiving classes at home retains very little information, the face-to-face student obviously will have a greater development within the acquisition of the language because I as a teacher can be supervising him, seeing if he is doing the activity, controlling and supervising his pronunciation.

Interview 2: I agree Gthat the best way to learn is face-to-face because you have more control over the student, but with the implementation of technology that uses can be applied the resource of interactive pages so that both virtual and face-to-face students can learn at the same pace or try to follow the same pattern.

Interview 3: Unlike face-to-face students, virtual students must be supervised by an adult during class, allowing time to practice and pay attention in each class if there is one.

- **What are the most common problems when trying to interact with the platform?**

Interview 1: The use of the Internet can be a major factor that can affect the modality because if there is not a good signal and a stable computer, the virtual student can have a less than complete learning experience.

Interview 2: Interaction is a key to communication, if it is not considered, it is difficult to identify or promote the correct use of it, with the virtual student it is very complex to interact, not all the time teachers are aware of the platform.

Interview 3: I believe that these are problems that all users of technology face within this area, such as not having a good connection, that the student does not listen to us, and that we cannot share the screen, among others.

ANNEXE#2

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA
Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 15 de mayo de 2023

-MSC ELIANA LEON ABAD-2022

En calidad de tutor del trabajo de titulación denominado "**Research Project : Blended Learning As a Method to Improve Vocabulary in on line English Teaching**" elaborado por la / el (las / los) estudiante (s) **Gonzabay Domínguez Julio Adrián** egresada / o (s) 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, pr a la obtención del título de **Licenciatura en Pedagogía de** evio **los Idiomas Nacionales y Extranjeros** , me permito declarar que una vez analizado en el sistema anti plagio URKUND, 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.

Adjunto reporte de similitud.

Atentamente,

f) _____

MSc. León Abad Eliana Geomar

C.I.:030130875

DOCENTE TUTOR

ANNEXE#3

Fuentes de similitud

Document Information

Analyzed document	GONZABAY DOMINGUEZ JULIO ADRIAN- URKUND.docx (D142780183)
Submitted	8/10/2022 1:22:00 AM
Submitted by	Eliana León
Submitter email	eleon@upse.edu.ec
Similarity	1%
Analysis address	eleon.upse@analysis.urkund.com

ANNEXE#4

APROBACION DE TEMA DE TITULACION

De: Carrera Ingles UPSE <pine@upse.edu.ec>
Enviado: viernes, 3 de junio de 2022 16:47
Para: JULIO GONZABAY <julio.gonzabaydominguez@upse.edu.ec>; Leon Abad Eliana Geomar <eleon@upse.edu.ec>
Asunto: MEMORANDO REFERENCIA: PINE-059-2022 - Aprobación de tema de Trabajo de Integración Curricular

MEMORANDO

REFERENCIA: PINE-059-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Julio Adrián Gonzabay Domínguez
CC: Eliana León Abad, MSc

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Blended learning as a method to improve vocabulary in online English teaching"; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSc. Eliana León Abad	eleon@upse.edu.ec	0999705203

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).