

Empowering Student-Centered Learning in a Blended Learning Environment in a
Colombian Secondary Public School

Facultad de Educación, Universidad Santo Tomás
Maestría en Ambientes Bilingües de aprendizaje

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1. Introduction

There are many reasons why students do not feel engaged in language learning, which not only delays their progress but can also lead to academic dropout. The participants of this research group have identified that among the most common reasons are the lack of rhythm in learning and diverse interests and experiences. Addressing this problem is complex, but a possible solution is the development of innovative learning environments that combine face-to-face and virtual learning. However, to design these environments, it is crucial to first identify the experiences and needs of students. Likewise, it is essential to investigate how practices and methodologies have evolved over time to propose an effective hybrid environment.

In Fonseca's words (2018), education in Colombia tends to emphasize a teacher-centered approach, where teachers play a central role in guiding students' learning, often following external goals and motivations that may not always align perfectly with students' individual needs. This reduces students' commitment to their language learning process. According to Fonseca Cely and Cano García (2018), This pedagogical perspective is described as “a pedagogical practice that places the child's interests and learning needs at the center of education” (Shackelford & Weekes-Shackelford, 2021).

Therefore, there is a need to transition from the long-dominant teacher-centered models to learner-centered approaches. Implementing an innovative learning environment (ILE) would facilitate this shift, as ILE principles place learners at the core, encouraging their active engagement (OECD, 2013) In order to align with new teaching trends,

Colombia should prioritize student-centered learning in elementary schools to cultivate bilingual citizens (Fonseca, 2018).

A study conducted by Ali (2019) analyzed the effects of student-centered learning on the academic performance and social skills of second-grade primary school students, showing a very positive impact. This is because students played an active role, taking responsibility for projects and gaining practical experience, while teachers facilitated, rather than directed, learning. For their part, Shackelford & Weekes-Shackelford (2021) highlight that this pedagogical philosophy, which prioritizes the active and independent role of students, has been promoted in the 21st century. This research seeks to propose a student-centered learning environment design, where they are the core of the educational process.

To implement such environments, it is crucial to first identify students' experiences in a blended learning environment from a Colombian public secondary school. Additionally, it is essential to apply different activities that foster student-centered learning. Another key objective is to establish students' perceptions through the pedagogical intervention of language learning lessons in this blended environment. Understanding the perspectives of learners regarding language learning processes will further support the development of a blended learning environment design that effectively supports students' learning. Considering the reality of this research, the study addresses this question: **How does integrating a blended learning environment rooted in student-centered learning principles influence the development of English as a Foreign Language (EFL) skills in 11th-grade students at a public school?**

General objective:

To determine the influence that a blended learning environment based on student-centered learning has on the EFL competencies of 11th-grade students at a public school.

Specific objectives:

- To identify students' experiences in a blended learning environment from a Colombian public secondary school.
- To analyze students' response and learning scope through the pedagogical intervention of language learning activities in a blended language learning environment of a public school.
- To determine some features that a blended language learning environment might have based on learners' competences and outcomes.

2. Literature Review

Considering the proposal to design a student-centered blended environment that strengthens English language learning among high school students, it is key to integrate different concepts such as learning environments, student-centered learning, and blended learning, since from this premise, the environment conforms to the principles of personalization and autonomy of student-centered learning, while the blended model provides the tools and flexibility to make this approach possible in a variety of contexts. Taking into account the contributions of Rodriguez and Araque (2020), learning environments encompass any space, physical or virtual, where students interact and learn, integrating both the physical environment (classrooms, laboratories) and digital platforms and social aspects. In this framework, student-centered learning places students as active protagonists of their learning process, promoting autonomy, personalization, and

collaborative work, adapting methodologies and resources to their individual needs. For its part, blended learning combines the best of face-to-face and online teaching, offering flexibility and taking advantage of technology to facilitate access to content, allowing students to learn at their own pace and in different contexts. These concepts are integrated to create more dynamic and personalized educational experiences, adapted to the challenges of contemporary education.

Learning Environments for understanding English as a Foreign Language.

In the field of foreign language learning, and especially English as a foreign language, learning environments encompass a variety of physical, social, and cultural spaces that enrich the teaching and learning processes. These environments range from classrooms and libraries to online platforms, museums, community spaces, and outdoor sites. Together, these settings offer a rich and diverse context that facilitates both language acquisition and the development of intercultural competencies. Núñez and Zamora (2017) point out that learning is not limited to the classroom, but also occurs in non-traditional and community spaces, where social and cultural experiences play a crucial role. Thus, these learning environments offer a basis for interaction and cultural exchange, essential aspects in the acquisition of a foreign language.

Rodríguez et al. (2022) emphasize that interaction strategies and the communicative approach are essential to strengthen communicative competence in English. These dynamics are essential to improve students' oral expression skills and foster collaborative learning, where interaction and communication play a key role in creating dynamic and

effective learning environments. In a well-structured environment, students can practice their language skills together, which facilitates the development of confidence and communicative competence. In language learning, on the other hand, a conducive environment should foster active participation, empathy, and cultural understanding, providing students not only with the necessary language skills, but also with the preparation to interact in a globalized world.

In the digital age, the integration of technology in learning environments allows language teaching to be personalized and adapted to the needs of each student. Fernando (2015) points out that online platforms, educational applications, and digital collaboration tools have transformed access to resources, allowing foreign language students to practice the language in simulated situations, listen to native speakers, and receive immediate feedback. Gutiérrez et al. (2022) highlight that optimizing these environments through technology encourages participation and improves academic outcomes, which is particularly beneficial in foreign language learning. Technology allows for constant exposure and autonomous practice that complements formal instruction, which is crucial in acquiring communication skills in a foreign language.

Adapting learning environments also involves addressing challenges, such as the digital divide and the need to ensure equitable access to all students. Teaching English as a foreign language greatly benefits from virtual environments that allow students from different locations and conditions to access learning materials and interactive activities. However, as Aza Ussa (2020) emphasizes that achieving equity in technology access is vital, as disparities in resources and infrastructure can significantly hinder the effectiveness of technology-based education in public schools.

In an increasingly connected society, networked interaction and digital competence are essential, and virtual learning environments offer effective tools to practice the language in authentic and collaborative contexts. The interaction between the physical, social, cultural, and technological aspects of learning environments, as discussed by Núñez and Zamora (2017), Rodríguez et al. (2022), Gutiérrez et al. (2022), Fernando (2015), and Ussa (2020), can align with the ILE principles mentioned by OECD (2013).

Teaching English as a foreign language particularly benefits from a comprehensive approach that incorporates traditional and virtual spaces, technological resources, and a solid foundation of interpersonal and cultural interaction. This approach enriches the learning experience and prepares students to face the challenges of a globalized world where mastery of a foreign language is a key tool for academic and professional success.

Student-Centered Learning (SCL) and Its Role in Transforming EFL Learning

Innovative teaching strategies continue to profoundly impact teaching and learning practices in the field of foreign language education. In this context, student-centered learning (SCL) has emerged as an essential approach, especially in teaching English as a foreign language, where fostering active participation, autonomy and the development of communicative skills is critical. Nurmahawi (2020) examines the implementation of this approach in a secondary school classroom in Indonesia, identifying key components of SCL such as learning outcomes, flexibility in curriculum design and the adoption of innovative methodologies. Although most students value SCL positively, challenges such as variations in teaching skills, time constraints and the appropriateness of materials arise,

underlining the importance of strategic planning and ongoing support to maximize learning outcomes.

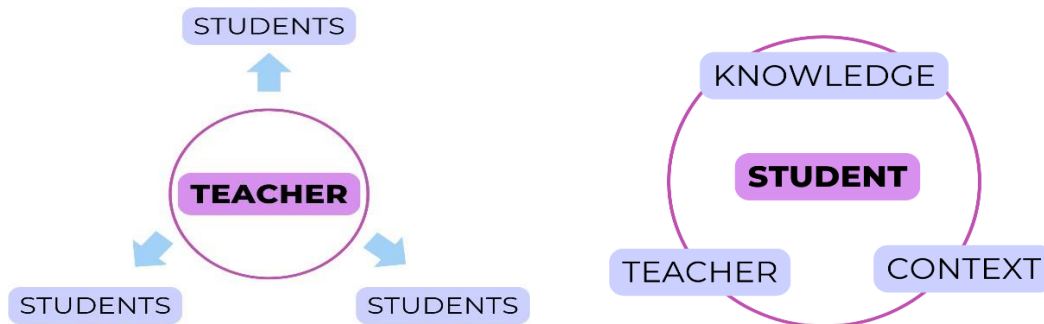
Similarly, Badjadi (2020) discusses the interplay between theory and practice in student-centered learning (SCL), highlighting that context, student characteristics, and teaching tactics play a pivotal role in the success of SCL strategies. In the context of foreign language teaching, these aspects are critical, as each student brings a unique cultural and linguistic experience that influences their learning. This perspective is especially relevant in English language learning, where personalization and adaptation of content are essential to address the specific needs and proficiency levels of each student.

The transition from teacher-centered to student-centered approaches represents a significant shift (Figure 1), where students move from being passive recipients of knowledge to active participants. In English language teaching, this approach fosters skills such as collaboration, independence, and responsibility, facilitating a more dynamic and motivating learning experience. García and Mora (2020) explore how blended learning can promote autonomy in students in a language teacher training program in Mexico. While this approach can be challenging due to students' lack of familiarity and need for motivation, it proves to be effective in foreign language teaching, by allowing students to practice autonomously, interact in digital environments, and receive immediate feedback.



Figure 1.

Student-centered learning comparison to teacher-centered learning.



Note: researchers' design

On the other hand, Bremner (2022) investigates the perceptions of English language teachers in Colombia about SCL, observing that teachers prioritize the practical aspects of this approach, such as collaborative work and participation in classroom activities, over epistemological shifts. This study underlines the importance of a flexible interpretation of SCL to adapt to specific contexts and local needs. In foreign language teaching, where contexts and needs can vary greatly, it is crucial for teachers to adopt a contextualized, student-centered approach to learning, rather than applying the model rigidly. Likewise, studies by Shackelford and Weekes-Shackelford (2021) and Ali (2019) support the idea that SCL enhances academic performance and social skills, encouraging students to take active roles in the classroom, which is crucial in language learning. Arif (2021) shows how allowing students to choose topics related to their interests improves their motivation and engagement. In English language teaching, this practice can help students connect the language to their own experiences and realities, generating greater personal investment in the learning process and encouraging practical use of English in everyday situations.

However, effectively implementing student-centered learning in foreign language teaching contexts presents challenges. According to Bremner (2020), SCL includes elements such as the development of real-life skills, equitable distribution of power in the classroom, and a humanistic approach, although these elements may require adjustments to better reflect local contexts. That is, student-centered learning in foreign language teaching, and in particular in English language learning, should be considered as a flexible and adaptable approach. As it is implemented, it is essential for language teachers to address the individual and collective needs of their students, promoting an inclusive and relevant learning environment that fosters not only the development of language competencies, but also the confidence, autonomy, and motivation necessary for meaningful and sustained learning over time.

That is why this research aims to propose some characteristics that a student-centered learning environment (SCL) could have and that respond to the specific realities of students in a Colombian context with high school students in the city of Medellín.

Blended Learning as a Tool for the Development of Communicative Skills and Competencies in English as a Foreign Language.

In the current educational context, the integration of technology is profoundly transforming traditional teaching methods, especially in the development of English as a Foreign Language (EFL) skills. Blended learning, which fuses face-to-face instruction with online activities, is presented as an innovative methodology that responds to the need to modernize language teaching practices. This approach not only enriches academic

outcomes, but also facilitates a more active, collaborative, and student-centered learning experience, offering multiple benefits for the development of English language skills in an increasingly digital era (Rodríguez & Araque, 2020).

According to Graham (2006), Moradimokhles and Hwang (2020) Blended learning in educational technology typically involves intentionally combining face-to-face and online instructional methods to enhance and facilitate the learning process. This complementary approach follows Holovatska's study (2023), is especially relevant in language teaching, as it integrates virtual platforms and multimedia materials that help students practice and improve their language skills in practical and meaningful contexts. Through blended learning, EFL learners can, for example, interact in online conversation simulation exercises (thus developing speaking skills) or receive real-time feedback through pronunciation correction apps, facilitating active learning and continuous improvement of their speaking skills. At the same time, interactive reading exercises and writing on digital platforms foster the development of English reading and writing skills, allowing students to practice and hone these skills autonomously.

The digital transformation in education highlights the need to adopt methodologies that optimize EFL learning. Moradimokhles and Hwang (2022) highlight how the rise of e-learning has driven a global shift towards technology in language teaching, especially by allowing students to access resources and self-assessment activities at any time. Furthermore, Haleem et al. (2022) observe that traditional environments often present limitations in conducting assessments and active student engagement, whereas digital tools allow for interactive and personalized assessments, encouraging immediate feedback. Holovatska (2023) highlights that blended learning in EFL is a powerful tool for increasing

engagement, offering flexibility and a wide variety of resources that facilitate continued practice and student motivation.

Furthermore, blended learning encourages a student-centered approach to learning by giving students a more active and participatory role in their learning process. Majeed (2022) highlights how this approach in English classrooms has shown significant improvement in students' language proficiency, compared to traditional methods. From a pedagogical perspective, Ho (2019) highlights that this model not only improves learning outcomes, but also facilitates the development of self-learning, autonomy, and organization skills in students, which are fundamental qualities for learning a language.

On the other hand, Rodríguez and Araque (2020) highlight that the integration of technologies and blended learning methods allows students to develop essential 21st-century skills, such as collaboration, communication, and critical thinking, key elements in the bilingual and multilingual context. Aza (2020) confirms, through a study in a Colombian public school, that the use of mobile platforms and applications not only increases motivation in EFL learning, but also improves language retention and mastery. Interactive platforms and gamified learning, such as the use of apps to practice vocabulary and grammar, allow students to immerse themselves in the language in a dynamic and personalized way, providing them with an attractive and effective alternative to conventional methods. These tools also promote the development of listening and writing skills through listening comprehension and text writing activities.

Despite the opportunities offered by blended learning, the transition to a more technological environment presents challenges for both students and teachers. Adapting to new technologies requires training, time, and a willingness to change the way language

learning is conceived. However, the benefits of this methodology are clear, as mentioned by Dey and Bika (2023) blended learning in EFL offers a flexible learning environment, tailored to individual needs, and with much broader access to educational resources than traditional methods, thus creating a more complete and inclusive educational experience. In this way, the four communicative skills (speaking, listening, reading, and writing) are developed in an integrated way, preparing students to interact effectively in real and diverse contexts.

3. Methodology

This study adopts a qualitative approach, focused on thoroughly understanding the experiences and perspectives of participants in their educational context. The qualitative approach allows for an in-depth exploration of the interactions, perceptions, and processes involved in the intervention, paying particular attention to the meanings and dynamics that emerge in the learning environment. Through action research, which is both participatory and reflexive, we seek to generate tangible change in educational practices while building a more complete understanding of students' needs and strengths. This method offers the flexibility needed to adapt to real classroom situations and encourages a continuous cycle of action, reflection, and adjustment.

In this context, participatory action research (PAR) takes on special relevance. As a variant of action research, PAR emphasizes the active participation of the subjects involved, i.e., students and teachers, who are not only recipients of changes in the teaching-learning process, but also co-researchers. This collaboration fosters a democratic approach in which participants' experiences and perceptions are valued, allowing for a joint construction of knowledge. This qualitative approach was implemented to examine participants'

experiences and gain insight into the dynamics of the learning environment, as proposed by Alvesson (2019). By involving students in decision-making, the intervention not only impacts their individual trajectories but also promotes the development of critical and reflective skills, essential for their autonomous learning.

Therefore, the intervention, based on these action research principles, leverages student-centered learning theories to empower students and give them an active role in shaping their educational trajectory. As Clark et al. (2020) point out, action research fosters both personal and professional growth. Furthermore, the intervention, conducted in a blended learning environment, integrates face-to-face and online activities, maximizing the strengths of both methods (Namyssova et al., 2019), and providing students with a richer and more flexible learning experience.

Participants

This study focuses on a group of 13-eleventh grade students, aged between 15 and 17 years old, from a public secondary school in Medellín. The subjects were carefully selected to represent a wide range of demographic traits and socioeconomic backgrounds.

Table 3 is a detailed description of the participant group:

Table 1.

Participant's characterization

CRITERIA	CATEGORY	PERCENTAGE
AGE	16-17 years old	90%
	18 years old or older.	10%
SEX	Male	60%



	Female	40%
SOCIAL STRATUM	1	45%
	2	35%
	3	20%
NATIONALITY	Colombian	95%
	Venezuelan	5%
ETHNIC COMMUNITY	Afrodescendant	20%
	None	80%

Note. Researchers' creation

As shown in Table 1, the participants were selected using purposive sampling to guarantee that a variety of socioeconomic and cultural backgrounds were represented in the study.

Among the selection criteria were:

- **Grade Level:** To guarantee a focus on a particular educational stage, only eleventh-grade students were taken into consideration.
- **Age range:** To guarantee alignment with the study's objectives related to developmental and academic factors typical for this age group.
- **Socio-economic and Demographic Diversity:** To reflect on the diversity of the student population, participants were selected from different social strata and included individuals from various ethnic backgrounds and nationalities.

4. Data collection and Instruments

The interventions were refined based on student feedback from surveys and questionnaires, aligning materials with the English curriculum to promote student-centered learning. By offering students choices in demonstrating their learning, it enhances ownership, critical thinking, and communication skills (Worthington, 2018). Over a semester, the intervention evolved iteratively with regular sessions designed to optimize learning outcomes and meet students' needs using a central design model.

English language learning at the school traditionally follows a teacher-centered approach, where teachers are the primary knowledge bearers and students passively receive content. To transition to a learner-centered approach, implementing an innovative learning

environment (ILE) could be beneficial, as ILE principles encourage active student engagement (OECD, 2013). To determine the impact of a student-centered blended learning environment on the English as a Foreign Language (EFL) skills of 11th-grade students in a public school.

In this chapter, the data collection methods for the study are described, highlighting the use of online surveys and questionnaires. These tools were designed to address the research questions effectively, allowing for a thorough examination of the individuals' responses. Participants in the blended learning environment, including 13 students, were asked to provide their opinions, experiences, and preferences regarding how well the environment prioritizes student-centered methods for English language instruction. The implementation of this study required approval from various members of the educational community, including parents, the school director, and the principal. [See Appendix 4: Informed consent.](#)

Table 2.

Data collection instruments

Instruments: definition.	Instrument and/or Participant Purpose:	Data Collection Schedule:
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Observation: This method allows researchers to collect direct and detailed information about the behavior, interactions, and environment of study subjects in their natural context.

As highlighted by Denzin & Lincoln (2017), the effectiveness of observation depends on careful planning, ethical implementation, and rigorous analysis to minimize bias and maximize the validity of the results obtained.

[More details appendix 1: Observations](#)

Gather data in subjects' natural environments, offering an authentic and unobtrusive perspective on their behavior and social dynamics.

Validate collected information and achieve data triangulation, enhancing the reliability and validity of the findings.

Identify behavioral patterns and interaction trends, leading to a deeper understanding of the studied phenomena.

-Intervention 1:
February 27th,
2024

-Intervention 2:
April 25th,
2024

-Intervention 3:
May 16th –
May 23rd, 2024

-Intervention 4:
September 5th -
September
18th, 2024

-Intervention 5:

October
18th-November
1st, 2024

Online survey/questionnaire:

The questionnaire is a powerful tool for gathering information from large groups, offering benefits such as increased statistical power, extensive data collection, and access to validated models (Jones, 2013). Online surveys, due to their anonymity, promote respondent honesty, enhancing data quality and reliability. Their organized format also facilitates systematic analysis, allowing for clear conclusions. As Sajjad (2016) notes, surveys use predetermined questions applied to a representative sample, reflecting the broader

Perceive effectiveness of student-centered approaches in the blended learning environment, satisfaction with the autonomy provided to students, impact of student-centered practices on English language learning outcomes.

-Online survey:
April 12th,
2024

-Questionnaire:
November 1st



population (p. 244). [More details appendix 2: Online Survey](#)

Student Artifacts

An artifact is the tangible outcome students create in a project, resulting from thoughtful and meaningful design processes (Wong, 2018). This can take the form of a portfolio, which Gupta (2016) describes as valuable documentation of a student's academic journey, including assessments, assignments, and projects. Traditionally used to showcase the best work of students or teachers, portfolios have evolved into e-portfolios in the modern era. Lorenzo (2005) defines an e-portfolio as a digital collection of artifacts, incorporating text, graphics, or multimedia, stored online or on electronic media. [More details Appendix 3: Artifacts](#)

Offer evidence for assessing student learning and achievement, enabling the monitoring of progress over academic sessions.	-Online classroom documents: From February 27th to November 1st, 2024
Encourage student self-reflection by highlighting growth, accomplishments, and talents, thus boosting engagement, motivation, and ownership of their work.	Oral vision word: April 25th, 2024
Serve as a valuable tool for evaluating, guiding, and enhancing the educational experience for both students and educators.	-News broadcast video: November 1st

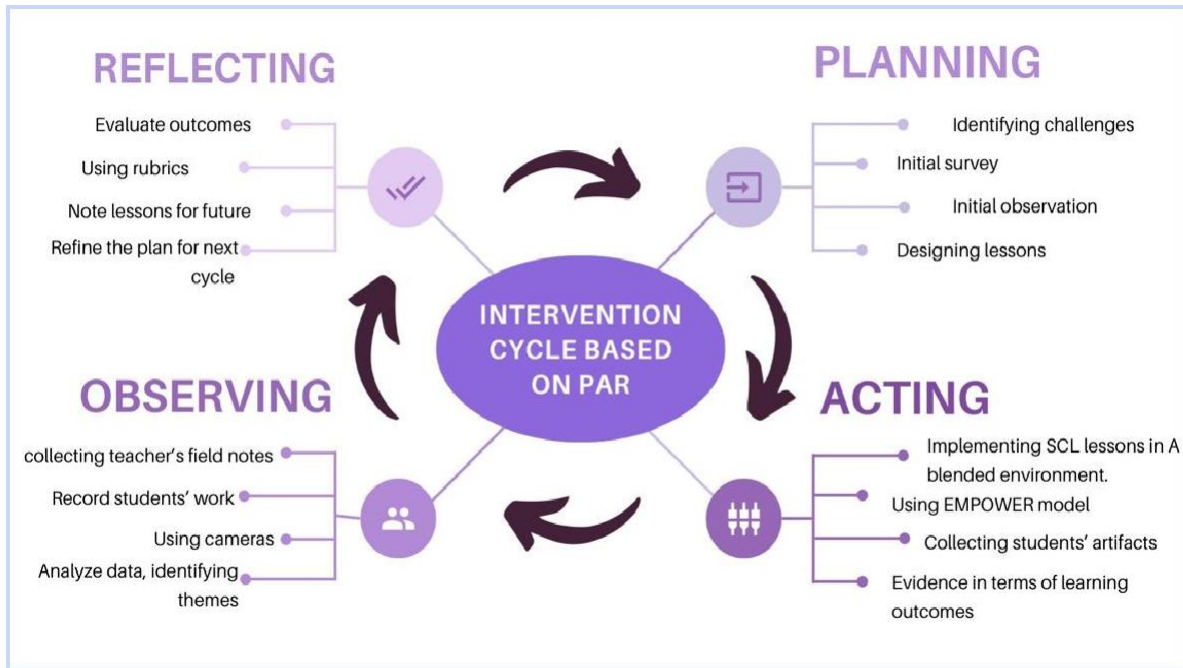
Note. Table designed by researchers

Pedagogical approach synthesis

The structured implementation of this pedagogical design is guided by an Intervention Cycle Based on PAR, this cycle, originally proposed by **Kurt Lewin (1946)** and later adapted by **Alvesson (2019)** , was customized by the authors to align with the specific context of this study. The cycle comprises four interconnected stages—Planning, Acting, Observing, and Reflecting—ensuring a systematic approach to lesson implementation, observation, and reflection as illustrated in the graphic below.

Figure 2.

Intervention cycle based on Participatory action Research (PAR)



Note: Researchers' design.

This study implemented 5 lesson plans following the cycle in figure 2, conducted by one of the three researchers to foster student-centered learning specifically focused on the concepts of future tenses to express plans and goals, as well as modal verb structures to provide advice and rules for future contexts. The activities are designed to cater to students of varying abilities, providing appropriate levels of support and challenge. The lessons incorporated engaging and interactive elements, such as song lyrics, online games, vision board creation, video recording, and peer collaboration. These activities aim to make learning more enjoyable and relatable for students, encouraging them to actively participate and apply the target language concepts in meaningful contexts.

The lessons follow a structured format, typically starting with a warm-up discussion to activate prior knowledge and engage students in the topic. The main activities are differentiated based on ability levels, with lower-ability students receiving more guidance and support, while higher-ability students are challenged with more advanced tasks and opportunities for creative expression. Assessment is integrated throughout the lessons, with students submitting artifacts such as written documents, vision boards, and oral presentations. The assessments not only evaluate students' understanding of the language concepts but also encourage self-reflection and metacognitive skills. By incorporating a variety of resources, including digital tools like online games and multimedia content, the lesson plans align with contemporary pedagogical practices and enhance student engagement. Overall, they exemplify a student-centred, differentiated, and engaging approach to language learning, combining traditional and modern teaching methods to effectively facilitate the acquisition of English language skills related to future tenses and expressions.

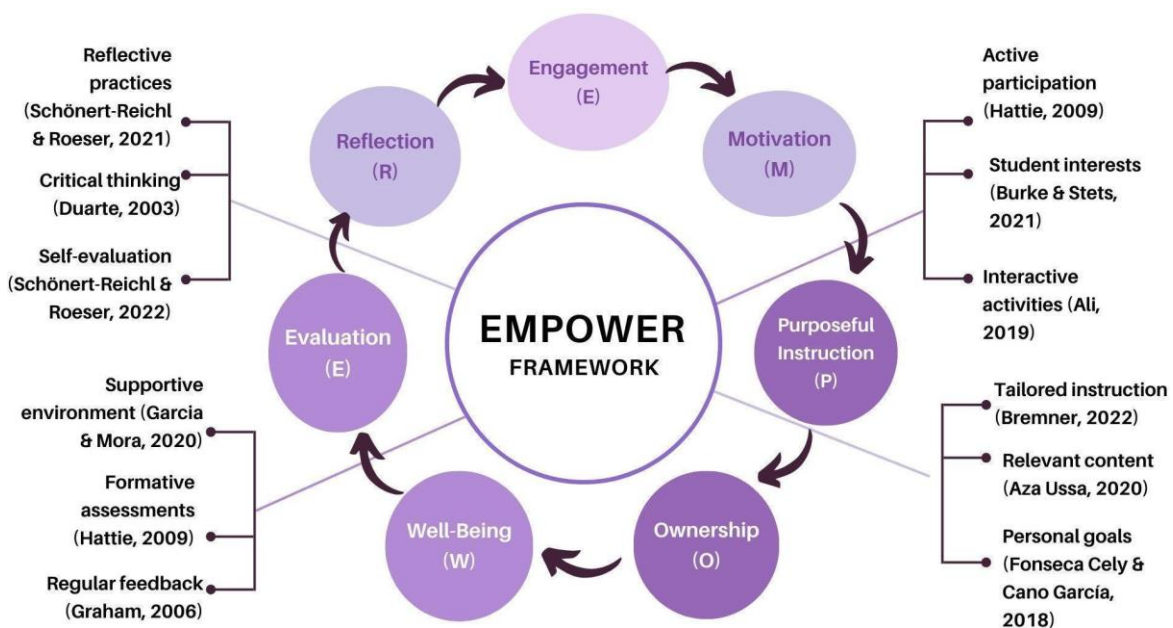
Furthermore, a student-centered approach was considered to conduct the 5 BLE sessions to support learners throughout the virtual and face-to-face learning process. This approach seeks to place students at the center of their educational experience, encouraging them to engage deeply with content and actively shape their learning process.

As noted by Nurmahawi (2020), student-centered learning encourages students to actively participate and take responsibility for their learning, making the process more meaningful and tailored to their needs. In the blended context, this approach empowers students to engage with content independently online while benefiting from collaborative in-person sessions. Tang (2023) further explains that a student-centered approach allows

educators to foster autonomy and prioritize the preferences and perspectives of each learner, creating a supportive environment that respects individual differences. Within a blended setting, this adaptability is essential, as it allows educators to create personalized pathways that cater to individual learning paces. Therefore, the proposal of a student-centered framework was proposed to develop the sessions, integrating the learners' interests alongside the academic learning outcomes, as shown in the next figure:

Figure 3.

Student-centered learning (SCL) proposal: EMPOWER framework.



Note. Researchers' design

In Figure %, the EMPOWER Framework serves as a guiding model to enhance student-centered learning experiences within a blended learning environment. This framework aligns with blended learning sessions by promoting engagement, motivation,



purposeful instruction, ownership, well-being, evaluation, and providing reflective learning. Integrating blended learning further enriches the EMPOWER Framework, ensuring not only learning outcomes but also the diverse needs of students. Ultimately, implementing the EMPOWER Framework aims to create an innovative learning environment where all students can thrive and realize their unique potential.

Table 3.

Pedagogical chart components

<i>Approach:</i>	<i>Learning outcomes</i>	<i>Sessions</i>	<i>Activities</i>	<i>Evidence</i>
EMPOWER framework	and evaluation process			



<p>(E) Engagement: Fostering active participation through interactive activities and technology integration is essential for student engagement. According to Nurmahawi (2020), increased engagement significantly enhances the effectiveness of language learning.</p>	<p>Outcome: Students will improve their listening comprehension by identifying key vocabulary and phrases related to the future simple "will" in the song "We Will Rock You." (Listening and writing)</p>	<p>#1 February 27th, 2024</p>	<p>Lesson 1: Exploring the Future with "Will" Future prediction discussion; lyrics training song activity; Word document questionnaire.</p>	<p>Lesson plans: appendix 1.1 Lesson plans Observations: appendix 1: Observations Artifact: Appendix 3.1: Artifact</p>
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<p>(M) Motivation: connecting learning to students' interests and providing choices boosts intrinsic motivation. Tang (2023) emphasizes that fostering intrinsic motivation leads to greater investment and commitment to education.</p>	<p>Outcome: Comprehend the difference between "going to" and "will" in forming future tenses in contexts (reading and writing).</p>	<p>#2 April 25th, 2024</p>	<p>Lesson 2: Understanding Future Tenses: "Going to" vs. "Will" -"Going to" vs "will" introduction; -Gimkit game; -Word document questionnaire</p>	<p>Lesson plans: appendix 1.1 Lesson plans Observations: appendix 1: Observations Artifact: Appendix 3.2: Artifact</p>
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Appendix 4.2
Rubric #2.

(P) Purposeful

Instruction; tailoring instruction to meet diverse learning needs is crucial. Ali (2019) argues that purposeful instruction, which relates content to students' experiences, promotes deeper understanding and relevance.

Outcome:

Describe future plans after your graduation using "will" and "going to." (writing and speaking).

#3

May 16th – May 23rd, 2024

Lesson 3: My Dreams and Goals: Using "Will" and "Going to" for Future Plans—Vision Board Creation. -Speech presentations

Lesson plans:

[appendix 1.1 Lesson plans](#)

Observations:

[appendix 1: Observations](#)

Artifact:

[Appendix 3.3: Artifact](#)

(O) Ownership:

Encouraging students to set personal learning goals and engage in self-assessment fosters a sense of ownership. Bremner (2022) notes that when students take responsibility for their learning, they demonstrate higher levels of engagement and success.

Outcome:

Students will use modal verbs (must, should, could, etc.) to create rules, give advice, and describe conditions for living on a fictional planet based on their likes and dislikes. (writing and speaking)

#4

September 5th - September 18th, 2024

Lesson Plan #4: My Planet, My Rules: Using modal verbs to get along with my reality.

Lesson plans:

[appendix 1.1 Lesson plans](#)

Observations:

[appendix 1: Observations](#)

Artifact:

[Appendix 3.4: Artifact](#)



(W) Well-being:

Creating a supportive environment that prioritizes mental health and emotional intelligence is vital. Hattie (2009) states that students' well-being is closely linked to their academic success and overall learning effectiveness.

(E) Evaluation:

Implementing formative assessments and regular feedback helps students monitor their progress. Schunk et al. (2008) highlight the role of formative assessments in enhancing self-regulation and continuous improvement.

(R) Reflection:

Encouraging reflective practices, such as journaling and group discussions, promotes personal growth and critical thinking. Zhai et al. (2023) emphasize that structured reflection, such as journals or self-assessment, has a positive effect on students' metacognitive skills and academic achievements.

Outcome:

Students will use future forms (e.g., "will," "going to," "must," "should") to create and present a news report that outlines the rules and advice for living on their fictional planet. (Listening, writing, speaking, and reading).

Evaluation:

summative assessment using Appendix 4.2 Rubric #5, and Appendix 4.3 a **final test** on the institutional platform, MASTER 2000 online test.

#5

October
18th-

November
11th, 2024

Lesson Plan

#5: News
Discovering
a Planet:
Using modal
verbs to visit
a new place.

Lesson plans:

[appendix 1.1 Lesson plans](#)

Observations:

[appendix 1: Observations](#)

Artifact:

[Appendix 3.5: Artifact](#)



Note. Table designed by researchers

As shown in Table 3, the academic interventions used the EMPOWER framework detailed in Figure 2 to address student-centered learning in blended learning environments. According to Tang (2023), this model shifts the responsibility for learning from teachers to students, with teachers serving as facilitators. Moradimokhles and Hwang (2020) add that blended learning combines face-to-face instruction with online resources and digital tools. Making education more engaging and accessible through multimedia lessons, online discussions, and virtual simulations.

The data collection from the surveys, students' artifacts and observations related to blended learning experiences is analyzed using triangulation to highlight the findings from the interventions. The 13 eleventh graders provided the answers based on each lesson implemented. These results are crucial in identifying learners' experiences in a blended learning environment from a Colombian public secondary school and implementing activities that foster student-centered learning. Furthermore, they help establish students' perceptions through the pedagogical intervention of language learning activities in this blended environment using the student-centered EMPOWER framework in each lesson. Students worked during a 2-hour synchronic session in each intervention and one estimated hour on the classroom platform to receive mentorship and feedback. In this regard, they were allowed to finish the assignment at home to foster autonomous virtual work. Afterwards, they completed a bilingual online survey (in English and Spanish) regarding their opinions on the initial intervention, with the consent of the school director; see Appendix 4.

5. Analysis of the results

This qualitative research employed thematic analysis as a central methodology to explore and unravel patterns of meaning in the collected data. This method, widely recognized and developed by authors such as Braun and Clarke (2021), allows for the systematic identification and analysis of recurring themes that emerge from the data, providing a structured framework for interpreting participants' experiences and perspectives. According to the authors, thematic analysis is crucial for pattern recognition, as it offers a flexible and rigorous approach, facilitating the identification of key aspects that reflect both convergences and divergences within the experiences studied. This approach allows researchers to deeply and meaningfully explore the most relevant dimensions of the data which is key to understanding the complexity of the phenomenon in its context.

When starting the data analysis, both deductive and inductive coding are adopted, as these are complementary approaches used in qualitative analysis to identify and organize relevant categories in our research. In the deductive approach, we start with predefined categories based on existing theories or literature. For example, when investigating preferences for student-centered approaches and preferences for blended learning environments, we can use previous educational theories to guide the identification of specific elements within those categories. This approach is useful for confirming hypotheses and providing a structured framework for analysis (Patton, 2015). On the other hand, inductive coding allows categories to emerge directly from the data collected during the study through interviews, participant observation of the different interventions, and

student artifacts, facilitating the identification of patterns and themes without pre-established biases.

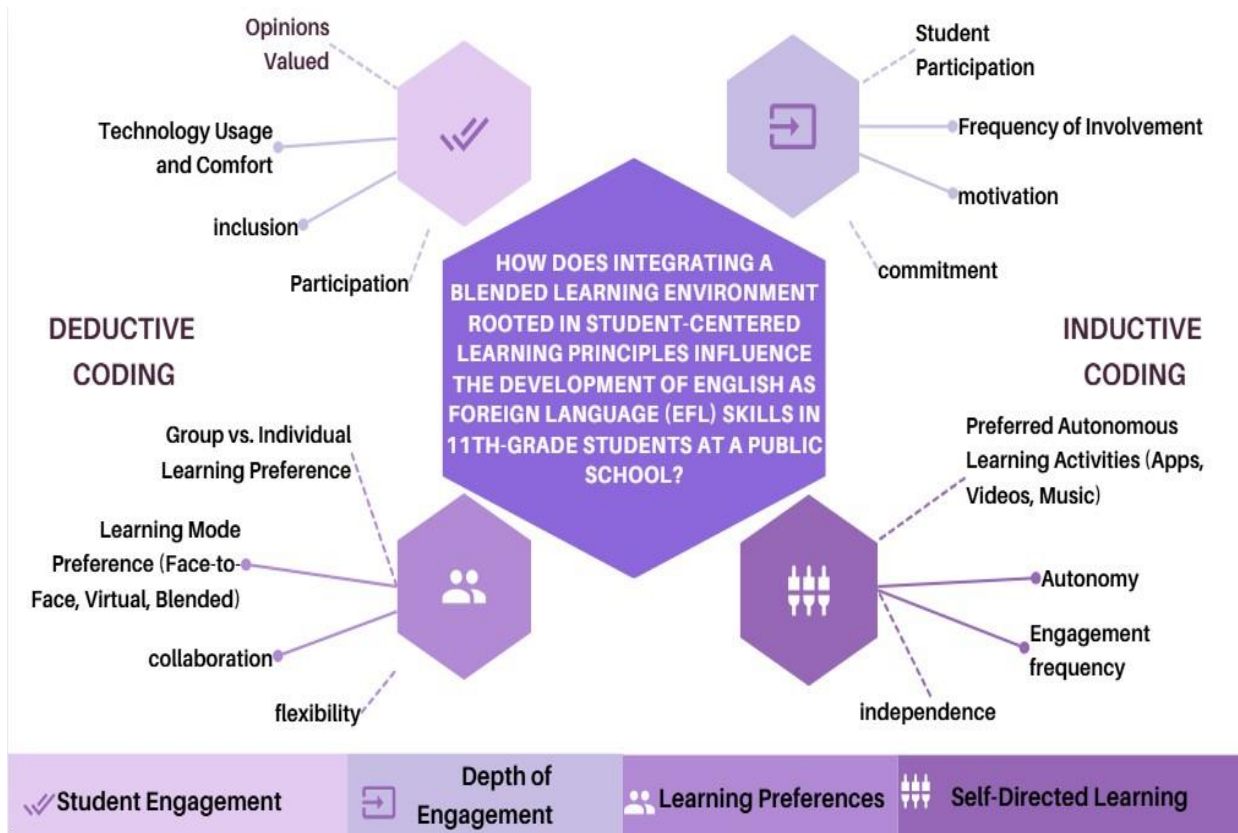
That is, through the deductive approach, certain predefined codes based on theory and prior knowledge were kept in mind. These codes, thought of as general concepts or categories, were initially proposed to guide our analysis, to observe how they manifested themselves in the data we were going to review. However, during the analysis, an inductive approach was also applied, as unexpected codes that we had not anticipated began to emerge. These emerging codes, derived directly from the data collected, reflected themes or patterns not initially anticipated and allowed the data to reveal additional aspects on their own. The integration of both approaches enriched the interpretation: on the one hand, pre-existing codes were adjusted and confirmed; on the other, unexpected findings broadened our understanding of the phenomenon. This combination allowed us to validate initial ideas and discover new perspectives, achieving a more complete view that can lead to generalizations or reinterpretations of the topic.

The following mind map serves as a visual representation of the research findings, organized around the central research question. This approach facilitates a clearer understanding of the various themes identified in the study thanks to deductive and inductive coding. Deductive codes establish “valued opinions,” “technology use,” “comfort with technology,” “group vs. individual learning preference,” and “blended learning,” as articulated by authors such as Floden (2016) , who highlight the importance of student feedback and technology integration to enhance educational experiences. Inductive codes that emerged from the data reveal themes such as “student participation in class” and

“preferred autonomous learning activities,” which reflect the changing dynamics of student participation in contemporary educational settings, as discussed by Rakhmawati (2020).

Figure 4.

Deductive and inductive coding of data collection.



Note: Researchers' design.

This mind map in turn reveals important insights into the educational environment and student engagement. Deductive coding themes illustrate the critical role of student feedback in shaping teaching practices and course improvements. Floden (2016) highlights that valuing student opinions not only fosters a receptive learning atmosphere but also improves motivation and performance. Furthermore, positive responses regarding

technology use align with the perspectives of Eden et al. (2024) and Raja (2018), underscoring the importance of integrating technology into the curriculum to create interactive learning experiences. Inductive coding themes shed light on the nuanced dynamics of engagement and autonomous learning preferences. The data indicate a strong commitment to active participation, as highlighted by Márquez et al. (2023), where students express their ideas and collaborate effectively. Furthermore, the preference for autonomous learning activities, as noted by Rakhmawati (2020), highlights a shift towards personalized learning experiences that allow students to take control of their educational journeys. Taken together, the mind map illustrates an overview of the learning environment, emphasizing the interconnection of feedback, technology, participation, and autonomy to foster a dynamic and effective educational experience.

Axial coding

Once the mind map was organized and analyzed, the deductive analysis proceeded, where five predefined codes were established that guided the first phase of data categorization. The deductive codes were *valued opinions on student feedback, use of technology, comfort with technology, preference for group vs. individual learning, and blended learning*. These codes were based on theoretical concepts and research objectives, helping to classify the responses according to the pre-established themes.

Then, in the inductive process, some emerging patterns that were not initially foreseen were identified. For this, the data was reviewed in depth, looking for recurring themes and trends that reflected the experiences and perceptions of the participants. From this analysis, five new inductive codes were obtained that group emerging categories and help to explain the phenomenon studied more precisely. These were: student participation

in class, frequency of participation/engagement, learning mode preference (in-person, virtual, blended), preferred autonomous learning activities (practicing with apps, watching videos, listening to music), and student performance. In the end, a total of five Inductive codes were identified, which enrich and complement the initial deductive analysis.

By exploring all of these a priori themes, along with the emerging ones, and by combining both deductive and inductive approaches, a robust analysis was built that not only reflects existing theories and conceptual frameworks but also integrates the unique realities and perspectives of students. This results in a more complete and nuanced understanding of how students interact with different learning methods and their relationship to their academic performance, more specifically in learning English as a foreign language, which are expressed in three broad categories, each with their respective subcategories. This process can be seen in the matrix data analysis ([Appendix 6](#)) and is summarized in the following table.

Table 4.

Matrix Axial coding

<i>TYPE OF ANALYSIS</i>	<i>Emerging Topics (Categories)</i>	<i>Clustered Themes (subcategories)</i>
<i>DEDUCTIVE</i>	<i>Student perceptions and motivations</i>	<i>1. Active Participation and Involvement</i> <hr/> <i>2. Preferences for Student-centered approaches</i> <hr/> <i>3. Opinions valued</i>
<i>INDUCTIVE</i>	<i>Academic Achievement</i>	<i>1 English learning outcomes</i>



		<i>2. Accessibility and flexibility</i>
INDUCTIVE	<i>Technology and Integration of Blended Learning Environments</i>	<i>1. The use of technology for learning English</i>
		<i>2. Preferred Learning Methods</i>
		<i>3. Personalization of Learning</i>

Note. Researcher's design

According to Table 4, the integration of student-centered approaches and blended learning environments, along with the use of technology, has shown a significant impact on students' motivation and academic achievement. When active participation and involvement are prioritized, students feel more engaged in their learning, which increases their frequency of participation in class activities and their completion of assignments. This engagement is enhanced when their opinions are valued, fostering an environment where students feel heard and motivated to contribute. Student motivation is crucial to academic success.

Students who have a positive perception of their educational environment tend to be more actively engaged, which is reflected in their willingness to participate and complete assigned activities (Schunk, Pintrich, & Meece, 2008). Furthermore, the perception of the use of technology for learning, especially in English language learning, can influence students' attitudes towards the classroom. When students see technology as a useful tool, this can lead to a positive opinion about learning, improving their engagement and academic performance.

Academic achievement is intrinsically related to educational quality and students' study and self-discipline skills. An appropriate school environment and effective use of technology provide the necessary foundations for the development of these skills, resulting in a more enriching and effective learning experience (Hattie, 2009). Together, the combination of these elements enhances motivation, engagement, and academic achievement, suggesting that educators should design learning experiences that are both effective and inspiring.

Finally, technology and integration of a blended learning environment facilitate collaborative learning, creating a sense of community that can enrich the educational experience. Personalization of learning through technological tools allows students to progress at their own pace, adapting to their individual learning styles (Means et al., 2010). This personalization not only motivates students but can also significantly improve their English learning outcomes.

6. Results and discussion

The following chapter presents the results and potential of a blended learning environment with a student-centered approach. Through research, various categories emerged to explain how this environment may influence students' academic paths. The main categories are: Student perception and motivation, academic achievement and technology and integration of blended learning environments

6.1 Student Perception and Motivation

When talking about Student Perception and Motivation, it describes how students' perceptions of their educational environment influence their motivation to learn,

considering factors such as teacher support, relevance of content, environments and resources, self-efficacy, and sense of belonging. Motivation can be classified as intrinsic, when it arises from personal interest or enjoyment, and extrinsic, when it is guided by external rewards. Wang et al. (2024) reaffirm the principles of self-determination theory, highlighting that supporting autonomy, competence, and relatedness in the educational context significantly improves students' intrinsic motivation, promoting more active participation in their learning. Burke and Stets (2021) argue that establishing supportive learning environments, where strong relationships are fostered, is essential for enhancing student engagement and motivation in educational settings. These perspectives highlight the importance of designing environments that strengthen positive perceptions and promote sustained motivation.

From the analysis of the relationship between student perception and motivation, the following three key subcategories emerge that explain how these dimensions impact learning.

6.1.1 Active participation and involvement

The subcategory of active participation and involvement highlights students' engagement in the learning process, which is critical in a student-centered approach. Active participation not only boosts understanding and retention but also develops essential skills like **autonomy and critical thinking**. The importance of **this engagement** is particularly evident in a blended learning environment where both virtual and face-to-face activities provide multiple avenues for students to interact and express themselves.

In this category, active participation is seen through students' involvement in various tasks, especially those that require creativity and personal expression. For instance, during **Classroom Observation 3**, students demonstrated **autonomy and creativity** when engaging in the vision board activity. They had the opportunity to reflect on their personal goals, making the activity meaningful to them. Some students also took the initiative to seek guidance on how to structure their presentations, showing their desire to enhance their participation. As observed, “students exhibited autonomy and creativity in expressing their dreams and goals” (Obs 3.2).

The evidence for active participation is also drawn from classroom observations, student artifacts, and survey results. Classroom Observation 3 further illustrates that students not only engaged in individual work but also collaborated and sought feedback: “Some students showed interest in asking for the speech structure, and examples were provided to model articulating their aspirations effectively” (Obs 3.4). These actions highlight a high level of involvement and engagement.

Artifacts such as the vision boards and planet posters (Artifact 3 and 4) reflect the students' commitment and the effort they put into their learning. These pieces of work are tangible representations of their active participation in the learning process, showing both creativity and reflection on personal goals.



Figure 5.

Artifact 3: Vision boards, 2024



Note. The students expressed their dreams and goals.

Figure 6.

Artifact 4: Planets posters on a wall, 2024



Note. Results of student participation

Survey data supports this, showing that a majority of students consider themselves active participants. When asked, “If so, what percentage of the class do you actively participate in?” (Surv 1.7), most students responded with percentages indicating significant participation. For instance, one student reported over 50% participation, and seven students chose a 50% participation rate, suggesting that there were ample opportunities for engagement. However, four students reported participating at a 30% rate, and one student indicated no participation, signaling areas that need further attention. As noted in Observation 1, despite initial difficulties, “students remained motivated and eager to participate” (Obs 1.2), which reflects their continued engagement even when facing challenges.

The findings align with existing research on student-centered learning and active participation. Shackelford and Weekes-Shackelford (2021) argue that active participation enhances not only comprehension but also autonomy and critical thinking. This was observable in students’ engagement with the vision board activity, where they demonstrated personal creativity and initiative.

The proactive nature of the students, seeking clarification and participating in discussions, is supported by Zhou et al. (2021), who emphasize the importance of student-initiated actions for fostering engagement. Marquez et. al (2023) further suggest that contributions in the classroom are key indicators of participation, as seen in the students’ creation of vision boards and planet posters (Artifact 3 and 4), which represent their academic journey and personal involvement.

Moreover, peer collaboration was an essential component of the tasks, echoing the findings of Mundelsee and Jurkowski (2021), who note that such collaboration enhances students’

confidence and encourages further participation. This was particularly evident during group tasks, where students helped each other, thereby fostering a more inclusive and participatory learning environment.

In conclusion, the findings underscore that a student-centered blended learning environment encourages active participation by providing students with opportunities to express themselves and engage in collaborative tasks. This approach not only enhances academic skills but also promotes a deeper connection to the learning process, as students take ownership of their learning experiences.

6.1.2 Preferences for Student-centered approaches

The analysis of this other subcategory reveals a strong preference among students for student-centered learning approaches that emphasize autonomy, engagement, and personalization in learning experiences. These findings reflect how such approaches foster active participation, personal expression, collaboration, and creativity in educational settings.

Following this same idea Shackelford and Weekes-Shackelford (2021) highlight that student-centered environments promote active participation, a preference reflected in the survey. For example, in response to the question, "Are you an active participant in the class?" (Surv 1.6), 92% of students reported active involvement in their learning. This participation fosters deeper understanding and retention of content, as well as critical thinking and autonomy, which are crucial skills for lifelong learning.

That is, students value opportunities to express their personal goals and identities within academic tasks. In Observation 3, students engaged in a vision board activity, which

allowed them to exhibit autonomy and creativity while articulating personal aspirations. This connects with the approach of Cely and Cano García (2018), who highlight the importance of assigning responsibility to students, fostering both engagement and independence.

In line with the perspectives of Rodríguez and Araque (2020), students showed a preference for learning approaches that feel relevant to their own lives and experiences. Activities that allowed for personal expression, such as Activity 3, demonstrated this. Students articulated their dreams and future plans, practicing English while setting personal and academic goals. For instance, one student shared:

“The other year I will work to buy a motorcycle, and then I will enter the university to study my career of engineering in systems, With much effort and dedication, I will finish it and I know that I will be very successful, all with time and patience, I’m going to work very hard because I have expensive tastes and I want my family to have everything without moving a single finger” (Art 3.2).

As student-centered principles foster collaborative and interactive learning, students demonstrated a preference for group tasks. During activities observed in Observation 4, students appreciated working in pairs as it allowed them to share ideas and balance the task of generating rules and advice. For instance, some students initially struggled with the correct usage of modals (e.g., "must" vs. "should"), but peer support and teacher modeling helped them overcome this challenge (Obs 4.4). Burke and Stets (2021) argue that collaborative environments enhance relational connections, motivating students to actively participate and support one another’s learning. This aligns with survey results where 8

students reported collaborating with classmates "very often," while the rest said "occasionally."

Students in this study responded positively to Artifact 3 (vision boards), where they could showcase their commitment to learning through creative expression. Cremin et al. (2021) similarly argue that creativity in learning boosts emotional and cognitive engagement, making lessons more engaging and impactful. Students' preferences for student-centered approaches highlight the importance of autonomy, engagement, and collaboration in EFL learning. These principles create environments that not only motivate learners but also equip them with critical skills for academic and personal success.

6.1.3 Opinions Valued

Providing opportunities for feedback has shown to be a critical factor in fostering respect and motivation among students. This section explores how feedback opportunities influenced student engagement and learning experiences, supported by data collected through observations, artifacts, and surveys.

Opportunities for feedback allowed students to engage more deeply with challenging activities. For instance, during Observation 3, students felt comfortable seeking clarification, as evidenced by the statement: "Some students showed interest in asking for the speech structure" (Obs 3.3). This willingness to ask questions contributed to a positive view of the task and enabled real-time adjustments to the activity. Students demonstrated an understanding that their feedback was valued. In Artifact 2, they openly shared challenges related to "going to" and the verb "to be" (Art 2.1). Such input helped identify areas where additional support was needed, reinforcing the importance of an inclusive and adaptive

teaching approach. Observation 3 noted that “some students showed interest in asking for the speech structure” (Obs 3.3). Artifact 2 highlighted students’ difficulties with "going to" and the verb "to be" (Art 2.1). In the survey, in response to the question “How often do you feel that your opinions and ideas are valued in the classroom?” one student answered “never” (Surv 1.1), suggesting the need for more inclusive engagement strategies.

Floden (2016) emphasizes the transformative impact of valuing students’ input on teaching quality. By actively considering student feedback, educators can refine their courses and address specific areas of improvement, enhancing the overall learning experience. Shackelford & Weekes-Shackelford (2021) further support this perspective, noting that SCL acknowledges the child as an active learner who has a voice. This recognition helps create environments where students feel their opinions are genuinely valued, significantly boosting their motivation and participation. In this case, the feedback mechanisms enabled real-time adjustments and fostered a sense of respect and inclusion among most students. However, the survey revealed a gap in inclusivity, as one student reported feeling unheard.

This aligns with Floden’s and Shackelford & Weekes-Shackelford’s assertions that creating an environment where all voices are valued requires deliberate and SCL strategies. Incorporating student feedback in the classroom positively influences engagement and the learning environment. While most students felt respected and motivated, as shown in observations and artifacts, the survey highlighted the need for strategies to ensure inclusivity. Addressing this gap can further enhance the effectiveness of teaching practices and foster a supportive environment for all learners.



6.2 Academic Achievement

The student-centered, blended learning environment described in this research might foster academic achievement by enhancing engagement, autonomy, and access to resources. The following chart summarizes the average scores for each lesson activity, including the final test (Appendix 3.5) highlighting their effectiveness:

Table 5.

Average score per activity.

<i>DATE</i>	<i>LESSON PLAN AND SKILLS</i>	<i>ACTIVITY</i>	<i>AVERAGE SCORE (1.0-5.0)</i>
<i>February 27th, 2024</i>	<i>Lesson 1 Skills: Listening and writing</i>	<i>Listening lyrics training</i>	<i>3.58</i>
<i>April 25th, 2024</i>	<i>Lesson 2 Skills: Reading and writing</i>	<i>Gimkit playtime</i>	<i>4.53</i>
<i>May 16th – May 23rd, 2024</i>	<i>Lesson 3 Skills: writing and speaking</i>	<i>Vision Boards</i>	<i>4.72</i>
<i>September 5th - September 18th, 2024</i>	<i>Lesson 4 Skills: writing and speaking</i>	<i>Planets posters</i>	<i>4,80</i>



<i>October 18th- Lesson 5</i>	<i>News listening</i>	<i>4.22</i>
<i>November 11th, 2024 Skills: Listening, writing, speaking, and reading</i>	<i>News Script</i>	<i>4.18</i>
	<i>News video</i>	<i>4.31</i>
	<i>Final test</i>	<i>4.4</i>

Note. Own design based on the average results of the students

Table 5. highlights the progression of student performance across five lessons conducted between February and November 2024, with activities targeting different language skills. Early lessons, such as Lesson 1 (listening and writing), show the lowest average score (3.58), reflecting initial challenges or complexity, while later lessons demonstrate steady improvement, with Lesson 4 achieving the highest score (4.80) through creative activities like "Planets posters." Lesson 5 stands out for integrating all four skills (listening, writing, speaking, and reading), yielding consistently high scores across its activities (4.18–4.4). The overall average score across all lessons is 4.3, underscoring the effectiveness of interactive, multimodal, and skill-integrated approaches in enhancing student engagement and performance over time.

However, it is necessary to analyze the progress for each skill, to reflect the clear achievement of learning objectives across listening, writing, reading, and speaking skills contributing to their academic growth and success. Also, it is essential to consider how the accessibility and flexibility in lesson planning allow students to engage with the content in various ways, catering to different learning styles and promoting continuous development.

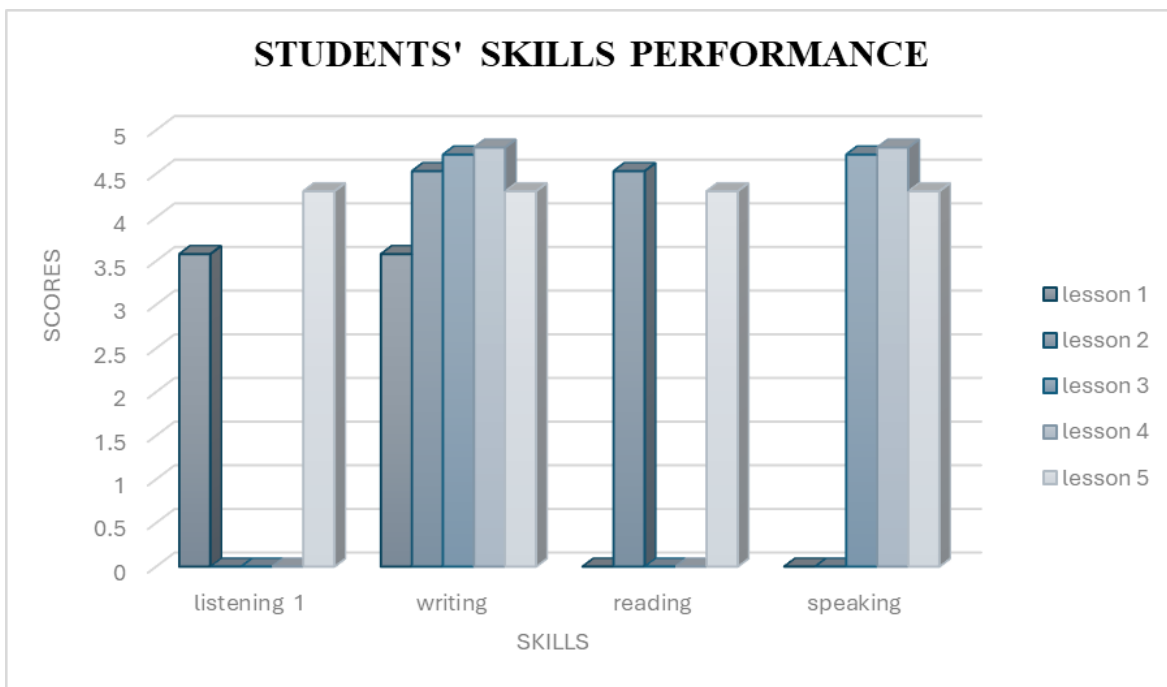
With this in mind, two key categories were identified: **English Learning Outcomes** and **Accessibility and Flexibility**.

6.2.1 English Learning Outcomes

The findings in this sub-category emphasize the effectiveness of student-centered, contextualized activities in enhancing English language skills. Across lessons, students excelled in writing and reading, showed notable progress in listening, and maintained steady speaking scores. Innovative activities, such as grammar songs, interactive games, and reflective projects, fostered engagement and skill development. The EMPOWER framework effectively combines virtual and in-person learning to support skill acquisition and collaboration, creating a meaningful learning environment. As shown in the following figure:

Figure 7.

Students' Skills Performance, 2024





Note. Researchers' design

The figure 6 illustrates the performance of students in four language skills—listening, writing, reading, and speaking—evaluated across multiple lessons. On a scale of 0 to 5, performance is evaluated; higher scores denote greater accomplishment. Overall, the figure shows strong student performance, particularly in writing and reading, which consistently receive higher scores. Compared to other skills, listening demonstrates improvement over time, while speaking scores are stable and slightly lower. In terms of skill-specific analysis, listening, targeted in Lessons 1 and 3, improved from around 3.5 to 4.0. Writing consistently worked on in Lessons 2, 3, and 5, achieved the highest scores ranging from 4.2 to 4.5. With a focus on reading in Lessons 3 and 4, students consistently scored in the range of 4.2 to 4.3. Speaking, addressed in Lessons 4 and 5, had steady scores between 4.0 and 4.2, indicating solid performance but potential for further improvement.

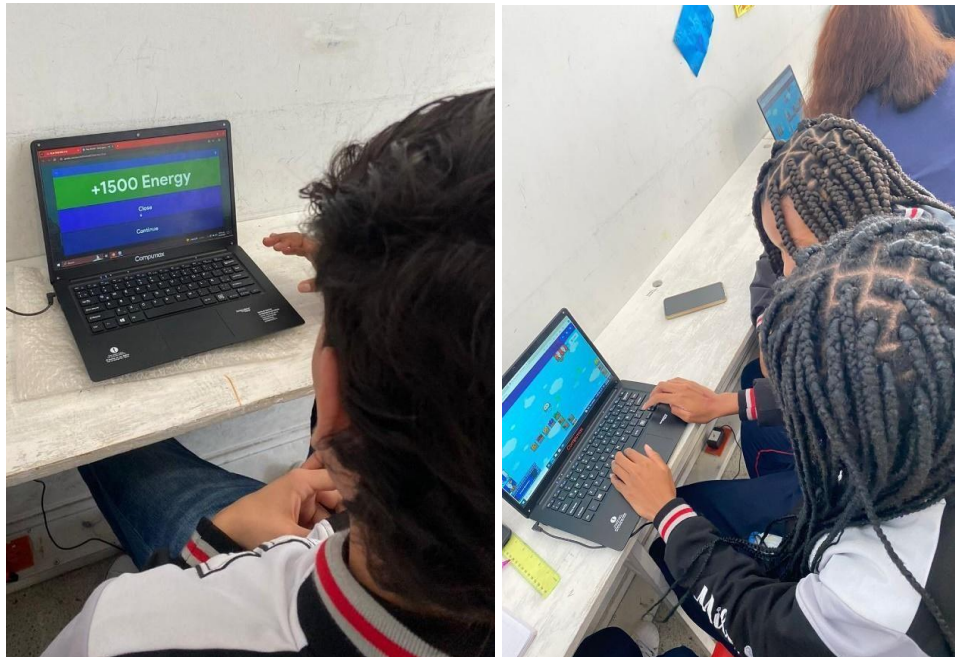
Overall, students performed strongly, with writing as the most skilled ability. While listening improves with focused attention, speaking scores indicate potential for further development to match the levels of writing and reading.

Moreover, one example of effective language learning comes from *Observation 1*, which highlighted a song activity using “We Will Rock You” to help students practice the future tense. This activity reinforced grammar concepts while providing students with a fun and memorable way to use English in a context they enjoyed (Appendix 1). Despite its innovative nature, the activity received a moderate score of 3.58 in Lesson 1, suggesting that while engaging, it could be improved by better aligning with students' interests.

In addition, *Observation 2*, which involved the Gimkit game, allowed students to receive immediate feedback on grammar and vocabulary, helping them correct mistakes in real time and solidify their understanding (Obs 2.3). Ajogbeje (2023) argues that such instant feedback is essential for skill development, as it enables students to recognize and address language errors quickly.

Figure 8.

Photos working in class with Gimkit, 2024



Note. Image captured by researchers about evidence of student work

Furthermore, the Vision Board project in Lesson 3, with an average score of 4.72, demonstrated strong engagement and language use as students connected learning with personal goals. This success reflects the importance of integrating reflective and creative tasks into language learning. This type of activity aligns with Arif (2021) who demonstrates that giving students a voice is beneficial in their academic path. This student-centered



activity fostered collaborative tasks as mentioned in *Observation 3*, where students with meaningful opportunities to discuss their personal goals in English, encouraging them to speak in a way that felt personally relevant. As An & O, (2024) highlight peer collaboration is an effective strategy for improving speaking proficiency.

Finally, this environment cultivated positive attitudes toward language learning. The observations reveal that students were highly engaged, particularly when activities aligned with their personal interests or encouraged teamwork. In the final survey (Appendix 2), students shared how these activities helped them expand their vocabulary, enhance their speaking skills, and prepare for future objectives. Responding to the question, “How have the activities and tools implemented, focused on the student and combined virtual and in-person learning, influenced your development of English language skills?”, one student remarked, “La verdad sus clases me han ayudado mucho en el tema del ICFES y siento que me sirvió mucho.” (Surv 2.4), while another commented:

“Han influido mucho, ya que, la docente no solamente explica sino que nos pone a ponerlas en práctica y a ejercerlas en diferentes actividades, siendo nosotros quienes inventamos oraciones, planetas, etc., usando todos los recursos y herramientas enseñados por la bella miss.” (Surv 2.4)

In summary, the EMPOWER framework effectively enhances English learning outcomes by integrating contextualized student-centered activities. This subcategory aligns with the research question, supported by Moradimokhles and Hwang (2022), who highlight the effectiveness of blended learning environments in developing language skills by integrating interactive activities. The student's comment illustrates how this approach

fosters skill development by emphasizing active participation in creative tasks, such as designing vision boards and creating sentences. This method mirrors the findings of Namyssova et al. (2019), which show that combining virtual and in-person learning provides a structured yet flexible environment conducive to EFL skill acquisition which leads to the next subcategory.

6.2.2 Accessibility and Flexibility

The results reveal how a carefully designed learning environment fosters student engagement and performance. By integrating diverse resources and strategies, the classroom not only fostered academic and personal growth, but also promoted a shift in the perception of the teacher's role, transforming him or her into a facilitator or mentor for learning. This dynamic approach created an enriched space where students could thrive.

This environment allowed the students to reach their academic performance achievement by offering several options for them to choose and ease their processes. Students had access to a range of digital and traditional resources that enriched their learning experiences. As noted in observation 3: "Students had the autonomy to choose between working with online or paper dictionaries; they could also choose what tasks to do at home or in the classroom, utilizing online platforms for research and collaboration" (Obs 3.1), offering flexibility based on individual preferences and needs.

Similarly, in Observation 4, "The classroom was equipped with paper, coloured pencils, and reference materials like posters on modal verbs to aid students as they created fictional planets" (Obs 4.5). This variety of resources, from digital learning platforms to in-class materials, supports high-quality education by accommodating different learning

styles. Núñez and Zamora (2017) note that a well-equipped learning environment, inclusive of physical and digital resources, is essential for effective learning.

The classroom's physical setup also encouraged collaboration and comfort. Obs 1.3 and Obs 4.5 describe seating arrangements that support both group and individual tasks, helping students collaborate with peers while also having space to focus on individual activities when needed.

On the other hand, the comparison of the two surveys reveals a significant shift in how students perceive their teacher, underscoring the impact of this environment in fostering accessibility and flexibility in achieving academic success. In the first survey (Surv 1.11), 84.6% of students identified the teacher as an innovator, while 15.4% viewed them as a curriculum designer, and no students selected "mentor" or "facilitator." This indicates an initial recognition of innovative teaching practices but a limited acknowledgment of the teacher's role in providing support or adaptability.

After the implementation of the EMPOWER strategy, the final survey (Surv 2.1) showed a more diverse distribution of perceptions: 51.6% of students still viewed the teacher as an innovator, 29% recognized them as a mentor, and 19.4% as a curriculum designer. This evolution aligns with Tang's (2023) observation that shifting responsibility for learning from teachers to students encourages a more student-centered approach. Similarly, Ali (2019) found that such environments, where teachers guide rather than direct, positively influence academic performance and social skills, as students take an active role and gain practical experience.

These findings suggest that the EMPOWER strategy not only reinforced the teacher's innovative practices but also enhanced their role as mentors, offering personalized guidance and adapting strategies to meet diverse learning needs. This adaptability is vital for creating an environment that supports academic achievement for all learners. Thoughtful classroom setups, resource-rich tools, and creative tasks create a supportive and dynamic atmosphere. This approach offers several tools contributing to a diverse learning experience that aligns with modern needs and inclusivity.

Finally, the blended learning model also promotes self-paced learning, enabling students to engage with English content outside of class and at their own rhythm. By leveraging digital tools such as online dictionaries and applications like Gimkit, students can review material and practice independently, fostering greater control over their learning process (Obs 4.2, Obs 2.1). This autonomy is advantageous, as Hrastinski (2019) emphasizes, by supporting learner empowerment and enhancing language acquisition outcomes.

6.3 Technology and Integration of Blended Learning Environments

The Language Learning Framework focuses on the design, implementation and evaluation of blended educational models that integrate face-to-face teaching methods with technological tools to enrich the learning experience. These environments are composed of digital platforms, multimedia resources, interactive applications, and online communication tools, strategically integrated with pedagogical practices. In this sense, the integration of these technologies supports a student-centered approach, enhancing engagement and personalization of learning. As noted by Dziubaniuk (2020), integrating blended learning in English language teaching offers various advantages, including the flexibility to engage

students through multiple digital resources, though it also presents challenges that educators must navigate to ensure effective implementation. Therefore, it fosters flexibility, interactivity and collaboration, allowing students to actively participate in their educational process and adapt to their individual needs.

6.3.1 The use of technology for learning English

The study highlights the importance of integrating technology into the educational process to enhance learning experiences. Technology is seen as a transformative tool that supports personalized, dynamic, and contextually rich learning environments.

Technology as an Educational Innovator: The use of tools such as adaptive platforms, mobile applications, and multimedia resources allows for the creation of personalized learning paths. Students reported a strong preference for technological methods. For example, one student stated, "I prefer practicing through video and music apps" (Surv 1.9). The survey also revealed that practicing with apps was chosen by five students, watching videos and movies by four, listening to podcasts or music by two, and reading books or articles by two. These tools optimize autonomous practice and provide immediate feedback, which strengthens specific language skills such as grammar, pronunciation, and writing. Furthermore, all surveyed students indicated that technology is implemented in their academic process, as highlighted by the response, "All 13 students confirmed that technology is implemented in their academic process" (Surv 1.2). This underscores the central role of technology in modern education.

Observations also supported these findings. For instance, using authentic materials like videos and podcasts exposed students to real and culturally rich contexts, fostering both engagement and deeper cultural understanding.

The integration of technology in education aligns with Eden et al. (2024), who highlight the numerous advantages of technological tools in learning, including enhanced personalization and engagement. Raja (2018) emphasizes how technology makes the transfer of knowledge more convenient and effective, which is evident in the flexibility and accessibility offered by digital tools. Haleem et al. (2022) further argue that this implementation offers advantages over traditional learning environments, particularly in terms of interaction, personalization, participation, and other key aspects..

6.3.2 Preferred Learning Methods

In this subcategory, the survey and observations reveal important insights into student preferences and the effectiveness of blended learning approaches. Students overwhelmingly prefer a combination of virtual and in-person learning environments, highlighting the value of flexibility, structure, and technology integration in education. Additionally, gamified tools and creative digital activities play a crucial role in enhancing engagement and fostering autonomy. This in-depth analysis underscores the transformative potential of combining traditional and digital methods to create dynamic and personalized learning experiences.

For example, the survey reflects that over half of students prefer a combination of virtual and in-person environments, with 7 students indicating this preference and 6 selecting in-person learning. Notably, no student preferred virtual learning alone (Survey

1.5). This highlights the importance of a balanced approach that leverages both digital and in-person learning. This preference aligns with Moradimokhles and Hwang's (2022) reflections on the growing trend to adopt e-learning technologies. Furthermore, Namyssova (2019) highlights that favouring blended learning over purely virtual or traditional methods demonstrates the effectiveness of combining the best features of both modes. Obs 1.2 and Obs 2.1 show a positive response to gamified learning tools; activities such as Gimkit and Lyrics Training, which incorporate gamified elements, have been particularly well received, reinforcing the idea that digital resources make learning enjoyable and relevant.

Blended learning enables students to benefit from "both direct classroom engagement and access to digital resources" (Rodríguez & Araque, 2020). Students enjoy this dual approach because it provides "structure along with flexibility" through digital tools. For example, in Observation 4, "They also had the flexibility to research and access resources in the classroom or at home to finalize their project posters. Access to these tools allowed students to take more ownership of their learning process and use various modalities to represent their ideas" (Obs 4.2).

The use of technological tools in this context not only favors research and access to information but also facilitates the multimodal representation of ideas (Mayer, 2020). This is particularly important because students can use different formats (text, images, videos, infographics, etc.) to express their thoughts, which encourages the development of more complex and varied communication skills. In addition, the possibility of working both in and out of the classroom contributes to the creation of a more flexible and continuous learning environment, where students are not limited by time or physical space.

The survey results reveal that students engage in various autonomous learning activities, with practicing with apps being the most popular choice among five students, followed by watching videos and movies (4 students), listening to podcasts or music (2 students), and reading books or articles (2 students) (Surv 1.9). These preferences align with the idea that such activities enable learners to control their own pace, as noted in the analysis. Observation data supports this: "They could also choose what tasks to do at home or in the classroom, utilizing online platforms for research and collaboration" (Obs 3.3). This flexibility in the blended learning environments aligns with Rakhmawati's (2020) findings on the benefits of "personalized learning experiences that allow students to take control of their educational journeys."

When asked what their favorite ICT (Information and Communication Technologies) activity was, the responses were: vision board (45.2%); Gimkit (16.1%); Lyrics Training (12.9%); poster about planets (22.6%); news about planets (3.2%) (Surv 2.2) (Surv 2.3). This suggests that students highly value activities that allow them to combine creative expression with technology, especially tasks that align with their interests and provide opportunities for personalization as shown in figures 7, 8, and 9.



Figure 9.

Artifact 3; All vision boards on the wall, 2024



Note. Image captured by researchers showing the students' work



Figure 10.

Artifact 4; Music landia, 2024



Note. Evidence of student work

Figure 11.

Artifact 5; News report.



Note. Researchers' design

Besides, many students in the study indicated a strong preference for group activities that involve peer collaboration, as these provide opportunities to share ideas and learn from each other. This aligns with Burke and Stets's (2021) assertion that collaborative environments strengthen relational connections, motivating students to support each other's learning.

“The enthusiasm displayed by the students outweighed the initial challenges encountered, highlighting a positive learning experience, and asking for more activities with games or collaborative environments.” (Obs 2.2) Collaborative activities also allow students to practice essential communication skills. For instance, during observation 4 “students appreciated working in pairs, as this allowed them to share ideas and balance the task of generating rules and advice” (Obs 4.5). Thereby improving both their language skills and their ability to articulate ideas within a group setting. Survey results indicate that students appreciate having frequent opportunities to collaborate, with some describing it as "very often" while others said "occasionally"— (Surv 1.4) highlighting a strong preference for peer interaction as part of their learning experience.

The preference for blended learning, combined with autonomous and collaborative activities, enhances EFL skills by offering flexibility, creativity, and engagement. Students value digital tools like Gimkit and Lyrics Training, as well as group tasks, which foster communication and critical thinking. These approaches align with research emphasizing the benefits of blending traditional and digital modalities, promoting personalized and meaningful learning experiences.



6.3.3 Personalization of Learning

The research highlights the importance of personalizing learning experiences to meet student's individual needs and preferences, with personalization being a key element in effective learning environments.

Adaptive Learning through Technology: Digital tools offer students the opportunity to tailor their learning to their own pace, style, and level of proficiency. As mentioned by students in the survey, they prefer to practice through video apps and music (Surv 1.9). In Observation 1, a listening practice activity using music succeeded in engaging students, demonstrating how personalized tasks can boost engagement (Obs 1.2). However, its success depended on adapting the task to align with students' interests and needs.

Another example of personalization can be seen in the Podcast activity, which used technology to create audio content specifically tailored to this group. The topics and difficulty levels were carefully adapted to meet their needs (Obs 5). Similarly, in Observation 3.5, during a plenary question session, students were asked, "What did you enjoy most about creating your vision board?" It was revealed that they appreciated the creative process and, most importantly, felt valued when their work was displayed on the wall. As a result, another similar activity was developed to ensure they could engage in diverse learning experiences aligned with their preferences and needs.

Building on this approach, the final activity incorporated all the topics covered during the course, centered around the theme of planets, fostering a sense of connection among all lessons. This approach aligns with Coll's (2018) assertion that there are multiple ways to personalize learning: a) students' interests b) promoting decision-making and c)

reflection on the learning journey and one's role as a learner. In this case, a) the activities were tailored to students' interests, using their preferences and feedback to inform future tasks. Additionally, b) personalization was supported by encouraging decision-making, as students were allowed to choose where they wanted to perform their tasks. Finally, c) this approach promoted reflection on the learning process and self-awareness as learners, as students were allowed to share their goals, opinions and hardships. The adaptive approach adopted in these activities aligns with Hrastinski (2019), who emphasizes how platforms can adjust to varying levels of difficulty, providing a personalized learning experience that supports engagement. It also resonates with Eden et al. (2024), who argue that technology enables the creation of learning experiences customized to address different needs of students.

7. Conclusion

The implementation of a student-centered blended learning environment in this research has shown promising results in improving both academic performance and the overall learning experience, particularly in the context of language acquisition. In today's global era, technology is indispensable for learning, providing students with access to a wealth of resources, tools, and platforms that enrich the educational process and facilitate interaction and collaborative learning. The combination of face-to-face and online teaching modalities, which characterizes the blended learning approach, enables students to be more autonomous and responsible in their learning process, which is key in the contemporary educational context.

The Empower framework, which emphasizes empowerment, motivation, participation, appropriation, and reflection, served as a guide for the design and execution of this approach. By empowering students through activities that promote active participation and collaboration, this approach has proven effective in fostering greater autonomy, engagement, and responsibility in language learning. The Empower model is particularly useful in the context of blended learning, where students have the opportunity to be more proactive in their learning, with teacher guidance, but with a more self-directed approach. Students mostly prefer methodologies that develop their autonomy, while providing guided learning, which reinforces the importance of integrating this model into more flexible and interactive learning environments.

These results align the works of Graham (2006) and Moradimokhles & Hwang (2022), who emphasize that blended learning environments facilitate a more balanced and inclusive educational experience by leveraging the strengths of both face-to-face and online teaching modalities. Furthermore, the findings support the idea that these environments encourage students to take ownership of their learning, which is a key concept in contemporary educational paradigms. In this sense, the use of technology not only facilitates access to content but also offers tools for students to take an active role in their learning, personalizing their educational paths according to their interests and needs.

On the other hand, the research also identified areas for improvement, particularly the need to continuously integrate the assessment of the opinions and needs of all students, as each has different learning rhythms and styles. This requires constant support from teachers to adjust pedagogical strategies so that all students can fully benefit from the combined approach. Likewise, the importance of expanding the role of the teacher was

highlighted, who must act as a facilitator and mentor, rather than simply a transmitter of knowledge. This transition in the teacher's role responds to the OECD's (2013) position regarding the need to promote innovative learning environments in which students are active participants and teachers act as guides of the educational process. Teachers must not only deliver content, but also support the development of critical thinking, problem-solving, and autonomy skills in students.

This study supports the potential of student-centred blended learning environments as an effective strategy to enhance autonomy, engagement and effectiveness in learning through the EMPOWER framework, which provides a structured yet flexible model which not only supports language learning but also promotes the development of skills necessary for lifelong learning in an increasingly interconnected and technological world.

Nevertheless, some limitations should be acknowledged. First, the sample size was small, comprising 13 eleventh-grade students from a single public secondary school in Medellín, which limits the generalizability of the findings to larger or more diverse populations. Another limitation lies in the technological disparities among participants. While technology played a significant role in the blended learning approach, access to devices and familiarity with digital tools varied, potentially affecting student engagement and outcomes. Time constraints were also a challenge, as the study was conducted over a semester, limiting the ability to observe long-term impacts of the interventions

Despite the progress made, this research represents only a first step in implementing a student-centered blended learning model. To assess the long-term effectiveness of the proposed model, it would be necessary to conduct periodic assessments of students' experiences and analyze how these environments impact their sustained learning and

adaptability to more complex language learning contexts. These assessments would enable the fine-tuning of pedagogical materials and strategies, ensuring they are better adapted to the diverse needs of students and consolidating a truly student-centered approach.

Additionally, increasing the sample size to include a broader and more diverse group of participants would enhance the generalizability of the results. Conducting longitudinal studies to evaluate the long-term effects of blended learning on language acquisition and academic performance would provide deeper insights into its impact. The EMPOWER framework could also be applied and tested in cross-cultural contexts to evaluate its adaptability and effectiveness across diverse educational settings. While this study included participants from different communities, a larger study encompassing more cultural diversity could offer a more comprehensive understanding of the framework's effectiveness.

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9. Appendixes

Appendix 1. Formato de observaciones

Class observation #1: February 27th	Reflection Derived from Class #1 February 27th
<p><u>Characteristics of the Physical Learning Environment:</u></p> <p>Desks are arranged in a manner that encourages collaboration, facilitating group activities and discussions. Visual aids and resources related to the lesson topic are prominently displayed on a TV, supporting student learning.</p> <p><u>Learning Possibilities with Virtual Resources:</u></p> <p>Virtual resources complement traditional learning methods. For instance, computers, and headphones were offered to students in order to have access to a wide range of educational materials, such as Gmail, classroom, Google docs, lyricstraining app, and online dictionaries, including interactive exercises and multimedia content. Additionally, the classroom virtual resource supports differentiated instruction, allowing students to learn at their own pace and level in the classroom or at home.</p>	<p>Reflections on the Activity “Practice Listening Lyricstraining”</p> <p>During the activity, students demonstrated enthusiasm and engagement, particularly due to the familiarity of the song "We Will Rock You." Despite initial challenges with the fast melody, students remained motivated and eager to participate. They actively engaged with the lyrics, filling in the gaps with the correct words and identifying instances of the "will" structure. Furthermore, students displayed emotional engagement with the song's meaning, offering insightful interpretations and reflections such as, saying it was a song of power, depression, glory, and even killing. All of these were valid answers, and verified by sharing the author's main message through this song: “don’t give up”.</p> <p>What Was Done to Reach the Next Activity?</p> <p>To transition to the next activity, students were provided with support and guidance to reinforce their understanding of the "will" structure. Examples and explanations were provided to help students identify and analyze instances of "will" in the song lyrics. More details: Lesson plan #1 / Artifact</p>



Class observation #2 April 25th	Reflection Derived from Class #2 April 26th
<p>Characteristics of the Physical Learning Environment: The classroom is spacious and well-lit, providing a conducive environment for learning. Desks are arranged in a way that encourages collaboration and interaction among students. Moreover, the presence of computers or cellphones with internet access allows for the integration of virtual resources into the lesson.</p> <p>Learning Possibilities with Virtual Resources: The use of virtual resources, such as the Gimkit game, enhances student engagement and motivation. Virtual resources offer opportunities for interactive and immersive learning experiences.</p> <p>Students could Access to a wide range of materials, including the Gmail, classroom platform, gimkit link, and Google or wordreference translators.</p>	<p><u>Reflections on the Activity “Playtime with Gimkit”</u> In the observation conducted, several strengths and weaknesses were identified during the activity. Students exhibited a high level of engagement and motivation, particularly due to the gamified nature of the Gimkit activity. They actively supported each other, fostering a collaborative learning environment. However, some students initially struggled with distinguishing between "will" and "going to," leading to confusion. Despite this, after some incorrect answers they identified the key grammar structures to demonstrate significant improvement in their understanding since the game provides immediate feedback with the correct answer. Additionally, some students required assistance with questions related to "going to" and the verb "to be". Overall, the enthusiasm displayed by the students outweighed the initial challenges encountered, highlighting a positive learning experience, and asking for more activities with games or collaborative environments.</p> <p><u>What Was Done to Reach the Next Activity?</u> To prepare for the next activity, learners were guided to understand the "going to" and “Will” structures for both predictions and future plans. Through the Gimkit game, students practiced using the structures in various contexts. Additionally, they were encouraged to reflect on how they could apply these structures to their plans after high school. This approach ensured that students were well-equipped to transition from the lesson to planning their future with confidence. More details : Lesson plan#2/ Artifact</p>



Class observation #3 May 16th	Reflection Derived from Class#3 May 23rd
<p>Characteristics of the Physical Learning Environment: The classroom environment was organized with desks in two rows facilitating individual and group work. Visual aids such as magazines, pictures, and dictionaries are readily available, catering to diverse learning needs. Students have access to both online and paper dictionaries, showcasing the integration of technology and traditional resources.</p> <p>Learning Possibilities with Virtual Resources: Students had the autonomy to choose between working with online or paper dictionaries, also they could choose on what tasks to do at home or in the classroom, utilizing online platforms for research and collaboration.</p>	<p><u>Reflections on the Activity “Playtime with Gimkit”</u> During the vision board activity, students exhibited autonomy and creativity in expressing their dreams and goals. Some students showed interest in asking for the speech structure, and examples were provided to model articulating their aspirations effectively. For students unsure of their future plans, support was offered to help them identify and articulate their goals, emphasizing the use of "going to" for uncertain plans. Despite initial challenges, such as difficulty in articulating dreams or choosing among various aspirations, students engaged enthusiastically in manual activities like cutting, coloring, and pasting. Many students utilized both online and paper dictionaries to find key words in English to include on their boards. Overall, the vision board activity provided students with a meaningful opportunity to reflect on their goals and take ownership of their future aspirations..</p> <p><u>What Was Done to Reach the Next Activity?</u> To prepare for the next activity, students were guided in speech preparation and vision board creation. Examples and support were provided to help students articulate their aspirations effectively. Students had the autonomy to decide where to work on tasks, based on their needs. During the vision board creation process, students actively engaged in manual activities and utilized both online and paper dictionaries for assistance. More details: Lesson plan #3 / Artifact At the end of the activity the plenary questions were asked Lesson plan #3, Students mentioned that the activity was challenging but enjoyable because it allowed them to express themselves on topics related to their lives. However, they found the hardest part was speaking in front of others. Additionally, they expressed feeling valued and appreciated when they saw their work displayed on the wall.</p>

Class observation #4: September 18th, 2024	Reflection Derived from Class #4
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Characteristics of the Physical Learning Environment:

Desks were arranged to encourage pair work and collaboration, supporting the activity's needs. The classroom was equipped with paper, colored pencils, and reference materials like posters on modal verbs to aid students as they created fictional planets. Visual aids and sample sentence structures were available to reinforce understanding and support creativity.

Learning Possibilities with Virtual Resources:

Students used online resources, including image searches for inspiration, while drafting rules and cultural elements for their planets. They also had the flexibility to research and access resources in the classroom or at home to finalize their project posters. Access to these tools allowed students to take more ownership of their learning process and use various modalities to represent their ideas.

Reflections on the Activity “Playtime with Gimkit”

The activity engaged students deeply, sparking creativity and discussion as they designed unique planetary societies using modal verbs for rules and advice. Students appreciated working in pairs, as this allowed them to share ideas and balance the task of generating rules and advice. They especially had the opportunity to share their cultures, likes, and dislikes; for example, some of them shared the same likes for music, so they created a planet called "Musicland." Some students initially struggled with the correct usage of modals (e.g., “must” vs. “should”), but peer support and teacher modeling helped them overcome this. By creating posters to display their work, students were able to visually and verbally articulate their ideas, fostering both linguistic and creative skills.

What Was Done to Reach the Next Activity?

This activity laid a foundation for using modal verbs effectively, which prepared students for future work with more complex grammatical structures, like using future forms for reports. Visual examples of planetary rules and advice further reinforced language skills, making the transition to structured news reports smoother. More details: [Lesson plan #4](#) / Artifact

<p>Class observation #5 October 18th-November 11th, 2024</p>	<p>Reflection Derived from Class #5</p>
<p><u>Characteristics of the Physical Learning Environment:</u> The classroom remained organized in rows, allowing students to work individually on listening and group projects on scripts. Computers with headphones were available for individual listening, and students could work in teams on digital platforms for their news report scripts and video production. The setup supported both focused work and collaboration.</p> <p><u>Learning Possibilities with Virtual Resources:</u> Students used computers and the internet to access various digital tools, such as online dictionaries, video editors, and audio recording software. This access to technology allowed students to enhance their reports with multimedia elements, giving them the freedom to choose how and where to work, as well as which tools to use. The flexibility to upload assignments at home or in class facilitated a hybrid learning experience.</p>	<p><u>Reflections on the Activity “Playtime with Gimkit”</u> This multi-session activity encouraged students to employ future forms while crafting a structured, realistic news report. The listening activity on planetary podcasts developed their understanding of both content and grammatical structures. During scriptwriting, students actively discussed which elements (rules, advice, future plans) were important to feature, using future forms to structure their narratives effectively; most of them found it difficult to understand the pronunciation of “will, or 'll," “should and shouldn't,” but “must” was the most accurate answer . Moreover, they expressed that the different accents on the podcasts made the activity more difficult. Practice sessions in pronunciation enabled students to develop confidence, and their final video productions reflected a strong grasp of both language skills and technical multimedia abilities.</p> <p><u>What Was Done to Reach the Next Activity?</u> Through this activity, students practiced integrating language and technology, honing skills in listening, speaking, and collaborative project planning. The structured approach of scripts and digital tools will support them in future activities requiring both language and digital competencies, setting a strong foundation for more complex projects. More details: Lesson plan #5 / Artifact</p>



Appendix 1.1 Lesson plans student centered and central design.

LESSON PLAN #1 Exploring the Future with "Will": English Language Learning through Music		
English	11th graders- Group: 2	Resources and Curriculum Links
Learning Objective		
Students will improve their listening comprehension skills by listening to the song "We Will Rock You" and identifying key vocabulary and phrases related to future simple "will".		<ul style="list-style-type: none"> • TV to display the song lyrics modeling. • Headphones for listening. • Dictionaries. . • Lyrics training song: https://es.lyricstraining.com/play/future-will-/UzhhW8nMCz#Csw/c!Miss_Nohe • Classroom room: https://classroom.google.com/c/NjYyMTk2ODM2MTEx?cjc=jakt4s6 • Wheel of names website: https://wheelofnames.com/
Warm Up		
<ul style="list-style-type: none"> • Begin by introducing the concept of future predictions, discussing different methods people use to predict the future such as, a fortune teller. • Engage students by asking them to share their thoughts on the topic and any experiences they've had with predicting the future. 		
Main Activity		
Lower Ability	Middle Ability	Higher Ability
Present the selected song "we Will rock you" using the Lyrics Training app on classroom. Ask the students to choose the correct Words	Play the song "we Will rock you" on the lyricstraining app On classroom at home. Ask students to fill in the blanks in the lyrics as	Challenge students to interpret the emotional meaning of the song "we Will rock you" and discuss how it relates to the theme of making predictions and future plans at home and share their thoughts in the classroom. Encourage creative use of the future simple in sentences related to the song.



<p>to complete the song lyrics. Provide additional support for understanding vocabulary and grammatical structures.</p>	<p>they listen to the song. Facilitate understanding of unfamiliar words and phrases.</p>	
<p>Assessment</p>		
<p>Student Artifact: Document Submission.</p> <ul style="list-style-type: none"> Collaborate with your partner to create a Word document at home Include the following sections: Lyricst Training Progress Assessment: Provide your individual scores and discuss any observations. Word Bank of Unknown Words: List the selected words and the sentences created using them. Personal Emotional Interpretation: Reflect on the emotional impact of the song and share your interpretations.. Encourage students to reflect on how they can apply the future simple in their own everyday lives. Summarise the key concepts learned during the class to reflect on the learning objectives achieved. 		
<p>Plenary</p>	<p>Reflective Questions for the plenary</p>	
<p>-Play the song once more, encouraging students to listen actively and reflect on the future predictions they have identified. -Use the Wheel of Names to randomly</p>	<ul style="list-style-type: none"> Can you identify any specific phrases or imagery in the lyrics that suggest future outcomes or events? Can you identify at least three unfamiliar words or phrases from the song and explain their meaning in context? How does analysing the song's lyrics contribute to your understanding of future predictions and resilience? 	



<p>select students and allow them to share their thoughts on the song and the use of the future simple.</p>	
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LESSON PLAN #2 Understanding Future Tenses: "Going to" vs. "Will"		
English	11th graders-Group: 2	Resources and Curriculum Links
Learning Objective		
<p>Comprehend the difference between "going to" and "will" in forming future tenses in contexts.</p>		<ul style="list-style-type: none"> • Computers and headphones with internet access. • Gimkit game link: https://www.gimkit.com/join/66292d3e08723cb73e2727a4 • Google Docs on Classroom platform.
Warm Up		
<p>📖 Start with a brief discussion about future plans. Ask students to share one thing they are planning to do in the future.</p> <p>📖 Introduce the difference between "going to" and "will" using simple examples.</p> <ul style="list-style-type: none"> • "Going to" is used for plans and intentions: "I am going to study tonight." • "Will" is used for spontaneous decisions or predictions: "I will help you with your homework." 		
Main Activity		
Lower Ability	Middle Ability	Higher Ability



<p><u><i>Gimkit Game:</i></u> Play the Gimkit game focusing on "going to" and "will."</p> <p><u><i>Writing Exercise:</i></u> After the game, each student writes three sentences using "going to" and three sentences using "will" based on examples from the game.</p>	<p><u><i>Gimkit Game:</i></u> Play the Gimkit game with the entire class.</p> <p><u><i>Comparison Exercise:</i></u> Students work in pairs to write a brief explanation of the difference between "going to" and "will." They then create five sentences for each structure.</p> <p><u><i>Reflection:</i></u> Each pair discusses and writes about their difficulties and strengths while answering the Gimkit questions.</p>	<p><u><i>Gimkit Game:</i></u> Play the Gimkit game.</p> <p><u><i>Advanced Writing:</i></u> Individually, students write a detailed explanation of the difference between "going to" and "will." They then create five complex sentences for each structure.</p> <p><u><i>Personal Reflection:</i></u> Students write a paragraph (up to four lines) about their future plans post-graduation, incorporating both "going to" and "will."</p>
ASSESSMENT		



Student Artifact: Document Submission.

- Collaborate with your partner to create a Word document at home
- Include the following sections:
- **Gimkit Progress Assessment:** Provide your scores in a screenshot.
- **Written examples:** write down examples using “will” and “going to” to select the main difference between them.
- **Personal reflection:** Write your strengths and weaknesses while doing the activity.
- Encourage students to reflect on how they can apply the future simple in their own everyday lives.

Plenary	Reflective Questions for the plenary	
<p>-Discuss as a class the common mistakes and challenges faced during the activities. -Ask volunteers to share their future plans and how they used "going to" and "will" in their paragraphs.</p>	<ul style="list-style-type: none"> • What is the main difference between "going to" and "will"? • Can you think of a situation where "going to" is more appropriate than "will"? • When do you think you would use "will" instead of "going to" in real life? • What did you find most challenging about today's lesson? • How do you think this knowledge will help you in the future? 	
<p>LESSON PLAN #3 My Dreams and Goals: Using "Will" and "Going to" for Future Plans</p>		
English	11 th graders- Group: 2	Resources and Curriculum Links
<p>Learning Objective</p>		
<p>Describe future plans after your graduation using "will" and "going to."</p>		<ul style="list-style-type: none"> • Poster board or carton paja • Magazines, printed images, or drawing materials (markers, colored pencils, etc.) • Glue, scissors • Computers/tablets for research (optional) • Index cards or paper for speech notes
<p>Warm Up</p>		



- Begin with a discussion on the importance of setting goals and dreaming big. Ask students to share a few of their dreams and goals.
- Explain the usage of "will" for expressing plans with uncertainty and "going to" for plans with certainty. Provide examples:
- "I am going to study engineering at university."
- "I will probably travel around the world after graduation."

Main Activity

Lower Ability	Middle Ability	Higher Ability
<p><u>Vision Board Creation:</u> Provide students with poster board, magazines, and drawing materials. Ask them to find or draw images that represent their dreams and goals.</p> <p><u>Sentence Writing:</u> Students write simple sentences using "going to" and "will" to describe their images. Example: "I am going to become a teacher. I will visit Paris someday."</p>	<p><u>Vision Board Creation:</u> Students create their vision boards with images and drawings.</p> <p><u>Sentence Writing:</u> Students write a mix of sentences using "going to" and "will," explaining their goals and dreams. Example: "I am going to start my own business. I will learn a new language."</p>	<p><u>Vision Board Creation:</u> Students create detailed vision boards with images, drawings, and captions.</p> <p><u>Paragraph Writing:</u> Students write a paragraph for each major goal or dream using "going to" and "will" to indicate certainty and uncertainty. Example: "Hello, my name is _____. I will tell you about my dreams and goals. I want to be a _____. To make my dreams come true, I have these goals: first, I will graduate from school; second, I will apply to the university; then, I will find a job and build my dream house. Thank you for listening."</p>



ASSESSMENT

Student Artifact: Vision board.

- Vision Board: Create a vision board on carton paja with images or drawings representing your dreams and goals for after graduation.
- Sentence/Paragraph Writing: Use "will" and "going to" to write sentences or paragraphs describing your future plans.
- Speech Preparation: Prepare a speech to present your vision board to the class.

Plenary	Reflective Questions for the plenary
<p>Have students present their vision boards to the class, explaining their goals and dreams. Provide feedback and highlight examples of correct usage of "going to" and "will".</p>	<ul style="list-style-type: none"> • What did you enjoy most about creating your vision board? • How do "going to" and "will" help you express different levels of certainty about your future plans? • Which goal are you most certain about and why? • How did this activity help you think about your future? • What was the most challenging part of preparing your speech?

LESSON PLAN #4 My Planet, My Rules: Using modal verbs to get along with my reality.

English	11 th graders Group: 2	Resources and Curriculum Links
<p>Learning Objective</p>		
<p>Students will use modal verbs (must, should, could, etc.) to create rules, give advice, and describe conditions for living on a fictional planet based on their likes and dislikes.</p>		<ul style="list-style-type: none"> • Curriculum Links: Aligned with language objectives for expressing rules, suggestions, and advice. • Resources: Paper, colored pencils/markers, sample modal verb sentence starters, and poster-making supplies. • Slides: power point presentation to model the activity.



Warm Up		
<ul style="list-style-type: none"> • Activity: Discuss with students real-life examples of rules and advice in different environments (e.g., school, home, country). • Engagement: Brainstorm rules students know well and list examples of modal verbs that fit these rules (e.g., “We must recycle,” “You should wear a helmet when biking”). • Purpose: Connect modal verbs with real-world applications 		
Main Activity		
Lower Ability	Middle Ability	Higher Ability
<p>Task: Have students brainstorm planet names, environmental conditions, and population descriptions using modal verbs (e.g., “There could be lakes made of soda,” “The population must respect the oceans”).</p> <p>Goal: Understand basic modal uses in describing possibilities and essentials.</p>	<p>Task: Students describe three cultural norms or practices, giving advice and using modals (e.g., “You should eat only fruits on Tuesdays,” “People must celebrate with dances under the moon”).</p> <p>Goal: Extend modal use to social norms and advice-giving.</p>	<p>Task: Pairs create a set of rules that ensure peaceful coexistence on their planet, stating reasons with modals (e.g., “All citizens must participate in peace ceremonies to maintain harmony”).</p> <p>Goal: Apply modals in the context of rules for society-building.</p>
ASSESSMENT		
<p>Student Artifact: Poster of the planet</p> <ul style="list-style-type: none"> • Method: Evaluate posters based on clarity of modal verb usage, creativity, and how well each aspect (rules, advice, culture, etc.) is represented 		
Plenary	Reflective Questions for the plenary	
<p>Activity: Gallery walk where students display their posters. They should use modal verbs to explain one rule and one piece of advice from their planet to peers.</p>	<ul style="list-style-type: none"> • What was the most interesting rule you created for your planet, and why? • How did using modal verbs help you describe your planet’s values and lifestyle? • Which modal verbs did you find the most useful for creating advice or rules? 	



LESSON PLAN #5 News Discovering a Planet: Using modal verbs to visit a new place.		
English	11th graders—Group: 2	Resources and Curriculum Links
Learning Objective		<ul style="list-style-type: none"> • Curriculum Links: Develops listening, writing, speaking, and digital media skills aligned with language goals for future forms. • Resources: Computers, headphones, internet access, Classroom platform, video/audio editors, and image creation software.
Students will use future forms (e.g., "will," "going to," "must," "should") to create and present a news report that outlines the rules and advice for living on their fictional planet.		
Warm Up		
<ul style="list-style-type: none"> • Begin with a news report to identify the main aspects of a news broadcast and reflect on which are the ones to consider in their own. https://www.youtube.com/watch?v=KhStuOp4-v0&list=PLd9hCvj34W5gf8KTJUvLuc9dLTTWFahC&ab_channel=VOALearningEnglish 		
Main Activity		
Session 1	Session 2	Session 3



<p>Activity: Students listen to a series of five podcasts where speakers describe various fictional planets.</p> <p>Task: Complete fill-in-the-blank exercises in a provided script, focusing on accurate use of future forms ("going to," "will," "must," "should," etc.).</p> <p>Extension: Students can complete and submit the assignment online within two days, allowing for flexibility and further practice.</p>	<p>Activity: Show a sample news report video to identify features (e.g., tone, structure, and use of future forms for reporting predictions, advice, and rules).</p> <p>Brainstorming: Class discussion on essential aspects to include in their news report script (e.g., rules, environment, cultural norms).</p> <p>Task: In groups of up to four, students draft a news script using future forms and plan the scenes they'll include in their report.</p> <p>Submission: Students upload their draft scripts to Classroom for feedback.</p>	<p><u>Vision Board Creation:</u></p> <p>Activity: Practice pronunciation in class with teacher guidance, focusing on intonation and clarity for a news report style.</p> <p>Task: Finalize the script and decide on recording locations (in school or at home).</p> <p>Tools: Introduce the list of digital tools available (video/audio editors, image creators), discussing how to use them to enhance their report.</p> <p>Goal: By the end of this session, students are ready to record, edit, and produce their 2–5-minute video.</p>
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ASSESSMENT

Student Artifact: News report video

- **Method:** Evaluate based on language accuracy, creativity, clarity, and proper use of future forms in the news report using a rubric in the classroom. After video submission, host a “news broadcast day” where each group’s video is shown in class, followed by peer feedback.

<p>Plenary</p>	<p>Reflective Questions for the plenary</p>
<p>Activity: Students present an online final test to check up on all the structures worked during these 5 lessons.</p>	<ul style="list-style-type: none"> • What was the most challenging aspect of creating a news report, and how did your team overcome it? • How did the digital tools impact the final presentation of your news report? • How did you feel in the exam?



Appendix 2.

Initial survey:

1. Are you an active participant in the class?

[Más detalles](#)

[Información](#)

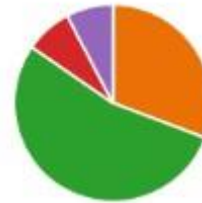
Yes	12
No	1



2. If so, what percentage of the class do you take active participation? (Participación activa)

[Más detalles](#)

10%	0
30%	4
50%	7
More than 50%	1
No participation	1

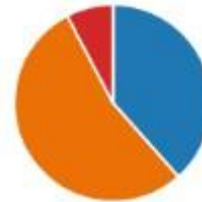


3. How often do you feel that your opinions and ideas are valued in the classroom? (tu opinión cuenta)

[Más detalles](#)

[Información](#)

Very often	5
Occasionally	7
Rarely	0
Never	1



4. How often are you given the opportunity to collaborate with your classmates on learning activities? (Trabajo en equipo)

[Más detalles](#)

[Información](#)

Very often	8
Occasionally	5
Rarely	0
Never	0





5. How do you perceive the role of your teacher? (Rol de tu docente)

[Más detalles](#)

[Información](#)

- Currículum designer (planea cla... 2
- Mentor (da consejos y apoyo a... 0
- Facilitador (guía tu participaci... 0
- Innovator (trée estrategias nuev... 11
- None of the above 0

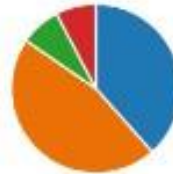


6. How would you rate your learning experience in this course in terms of student-centeredness? (Tu experiencia con aprendizaje centrado en el estudiante)

[Más detalles](#)

[Información](#)

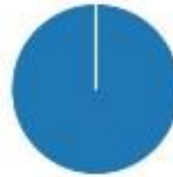
- Excellent 5
- Average 6
- Below average 1
- Very poor 1



7. Is technology implemented in your academical process? (Uso de tecnología)

[Más detalles](#)

- Yes 13
- No 0



8. ¿Qué tan cómodo te sientes usando technology para aprender inglés?

[Más detalles](#)

[Información](#)

- Muy cómodo 7
- Nada cómodo 0
- Neutral 6



9. ¿Cuál es tu preferencia de aprendizaje?

[Más detalles](#)

[Información](#)

- Aprendizaje virtual 0
- Aprendizaje presencial 6
- Combinación de aprendizaje virt... 7



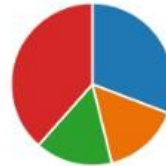


10. ¿Qué tipo de actividades prefieres para Aprender idiomas de manera autónoma?

[Más detalles](#)

[Información](#)

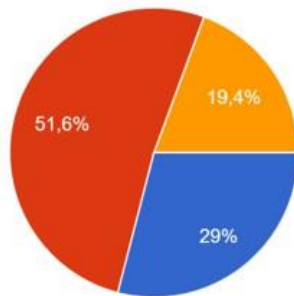
- Ver videos y películas 4
- Escuchar un podcast o música 2
- Leer libros o artículos 2
- Practicar con aplicaciones 5



Final Survey:

¿Cómo percibes a tu docente?

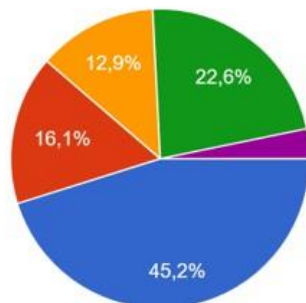
13 respuestas



- a) Mentor (da apoyo académico o en tu vida personal)
- b) Innovator (usa recursos variados, didácticos como uso de tecnología, y trabajo colaborativo)
- c) Curriculum designer (planea clases con contenido y estructuras de unidades)
- d) NINGUNO

De las siguientes actividades realizadas con uso de TIC o centradas en el estudiante, ¿cuál te gustó más?

13 respuestas



- a) Vision Board (Tablero de Visión con tus sueños y metas)
- b) Gimkit (videojuego)
- c) Lyrics Training (entramiento con canción)
- d) Poster About Planet (Póster sobre el planeta)
- e) News About Planet (Noticias sobre el planeta)



Desde tu perspectiva, ¿cómo las actividades y herramientas que combinan el aprendizaje virtual y presencial mencionadas en la pregunta anterior, centradas en el estudiante, han influido en tu desarrollo de habilidades en inglés?

13 respuestas

De una muy buena manera, y siento que tengo más capacidad para comprender el inglés gracias a todos eso

Han influido mucho, ya que, la docente no solamente explica si no, que nos pone a ponerlas en práctica y a ejercerlas en diferentes actividades, siendo nosotros quienes inventamos oraciones, planetas, etc, usando todos los recursos y herramientas enseñados por la bella miss.

Me an servido de mucho

Me gusto mucho el aprendizaje virtual

Pues gracias a esas actividades he mejorado mi conocimiento y he aprendido bastante y también la pronunciación

Desde tu perspectiva, ¿cómo las actividades y herramientas que combinan el aprendizaje virtual y presencial mencionadas en la pregunta anterior, centradas en el estudiante, han influido en tu desarrollo de habilidades en inglés?

13 respuestas

Si,ha influido mucho y me a ayudado a mejorar

Me han ayudado mucho ya que descubrí y aprendí muchas palabras las cuales siempre oía y nunca entendía

Si y mucho

Si, ya que la profe explica muy bien

Han influido positivamente en mis habilidades de inglés ya que ayudan de una forma divertida a aprender dicho idioma



Desde tu perspectiva, ¿cómo las actividades y herramientas que combinan el aprendizaje virtual y presencial mencionadas en la pregunta anterior, centradas en el estudiante, han influido en tu desarrollo de habilidades en inglés?

13 respuestas

Me ayudo a comprender mejor algunos temas los cuales se me dificultaban

La verdad sus clases me han ayudado mucho en el tema del icfes y siento que me sirvió mucho

Muy positivamente ya que he aprendido a como expresarme mejor, y me ha ayudado en mi vida personal

Appendix 3.1. Salome Guiraldo-Listening practice 11-2

11-2

Roger Pareja

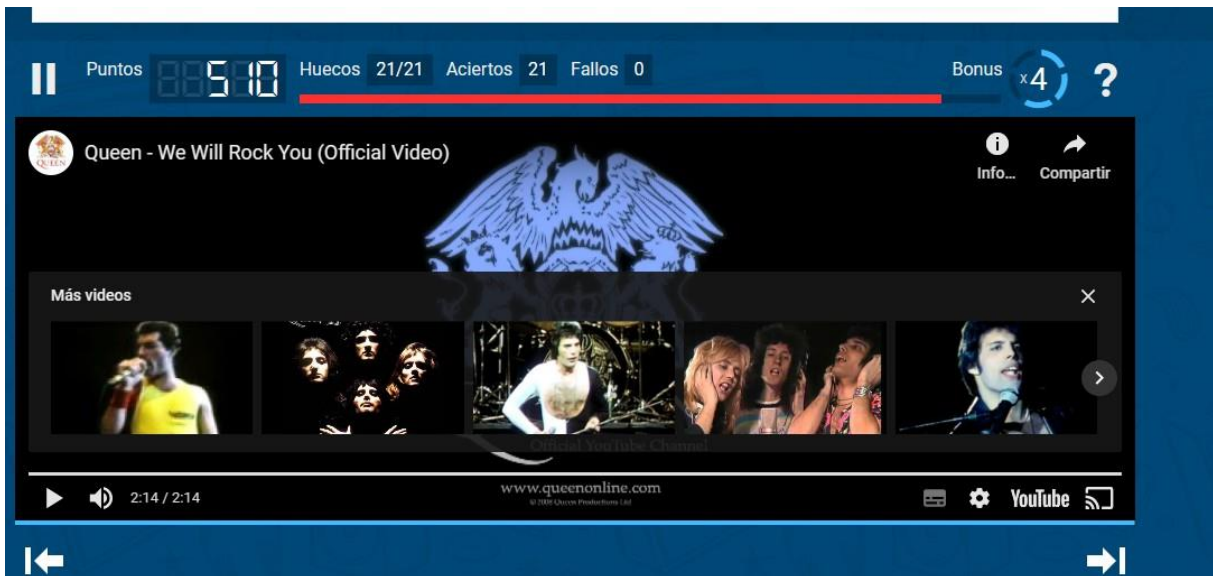
Salome Giraldo

Sharol Arias

ACTIVITY:

1. Practice your listening skills and demonstrate the knowledge you've acquired.
2. Attach a screenshot with your score from the filling gaps activity in the song.
3. Write a sentence using the future tense with "will."
4. Create a word bank with the new English words you heard in the song. Write at least 10 words with their meanings.
5. Compose 10 sentences using each of the words from your word bank and the future tense with "will."

6. Identify the main message of the song and the emotion it conveys to you (You can express it in English or spanish



- We will we will rock you

- World Bank:
- Mud = Lodo
- Shoutin= gritando
- Disgrace =va a
- Gonna= firmar
- Sign In= complemento
- Pladin = paladin
- Buddy= compañera
- Young=joven
- Street=calle
- Banner bandera

4)

- you will fall in a puddle of mud
- you will scream with freight on halloween
- he will go to new york
- she will sign a contract



- they will complement a job
- he will have a paladin
- she will be a young millionaire
- he it will happen street
- that banner flag will fall

5). la canción habla sobre la frustración habitual que suelen sentir las personas, esa sensación de incapacidad, el sentirse inútil, incapaz de lograr lo que uno quiere.

EVIDENCE WORKING IN CLASSROOM



Appendix 3.2. Roger Pareja Playtime Gimkit 11-2

ROGER ALEJANDRO PAREJA GALVIS

11-2

TALLER

A) Pega en un documento de Word el pantallazo de los resultados del juego en gimkit:

<https://www.gimkit.com/join/66292d3e08723cb73e2727a4>

B) Escribe la diferente entre "going to" .vs. "will" puedes usar la misma descrita en el juego.

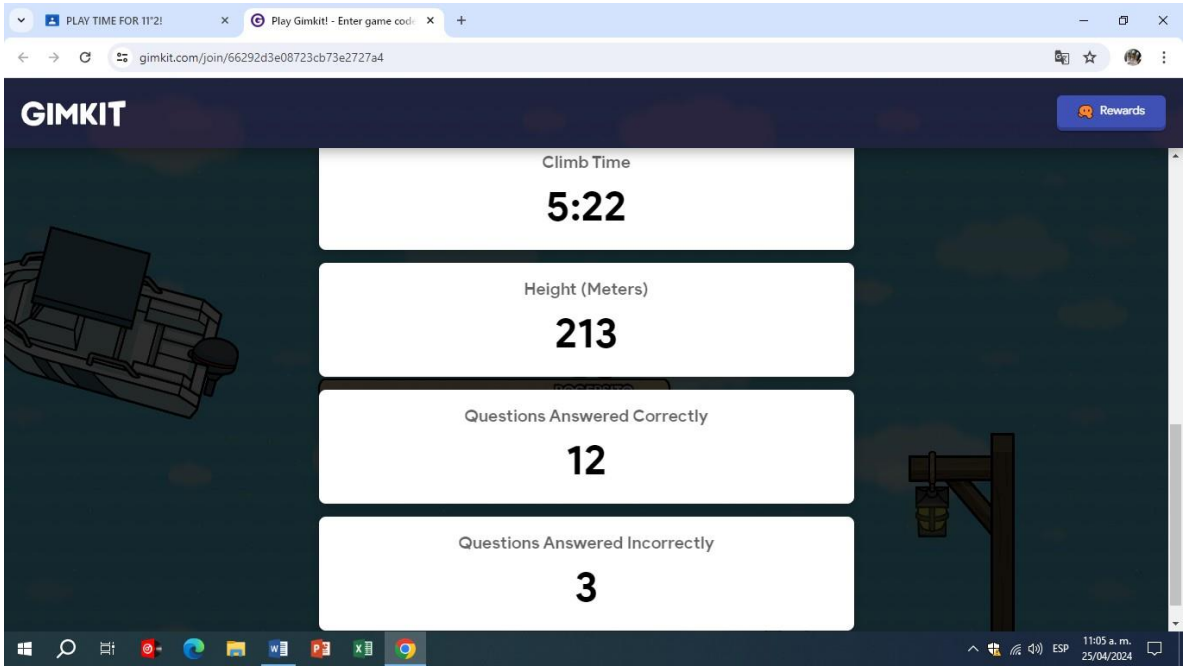
C) Escribe 5 oraciones usando going to , y 5 usando will , puedes usar oraciones del juego.



- D) ¿Cuál fue la mayor dificultad y fortaleza que presentaste al momento de responder las preguntas?
- E) Escribe un párrafo de 4 líneas como máximo hablando de tus planes a futuro después de graduarte.

NOTA: Recuerda colocar los miembros de tu equipo, además de responder todo en ENGLISH!

SOLUCIÓN

A) 

Statistic	Value
Climb Time	5:22
Height (Meters)	213
Questions Answered Correctly	12
Questions Answered Incorrectly	3

- B) WILL: will is used to make predictions of something we think will happen, also when we promise something or offer something

GOING TO: To make predictions of what we know will happen, it is also used to express ideas about the future that are already decided

- C) WILL:
- You won't be ugly
 - I am sure they will have a class dance
 - You will be my girlfriend
 - You will be a millionaire
 - I think she will have a son

GOING TO:



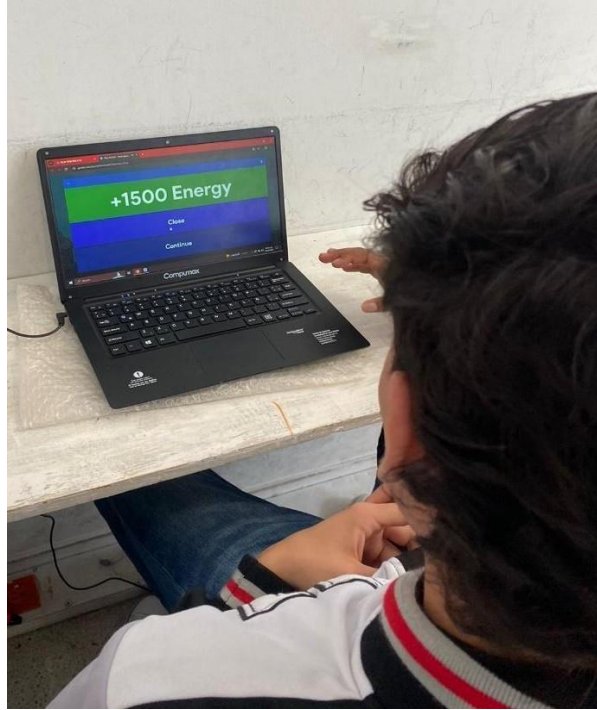
- He is going to eat pasta
- Is David going to jump the rope?
- I'm going to drink water
- They aren't going to speak German
- He is going to a class dance

D) The biggest weakness was that I was confused between the will and the going to, but with a few failures I understood everything better, apart it has gone very well with the theme of going to

E) The other year I will work to buy a motorcycle, then I will enter the university to study my career of engineering in systems, with much effort and dedication I will finish it and I know that I will be very successful, all with time and patience, I'm going to work very hard because I have expensive tastes and I want my family to have everything without moving a single finger



Photos working in class:



Video working in class:

WhatsApp Video 2024-05-31 at 10.51.28 PM.mp4

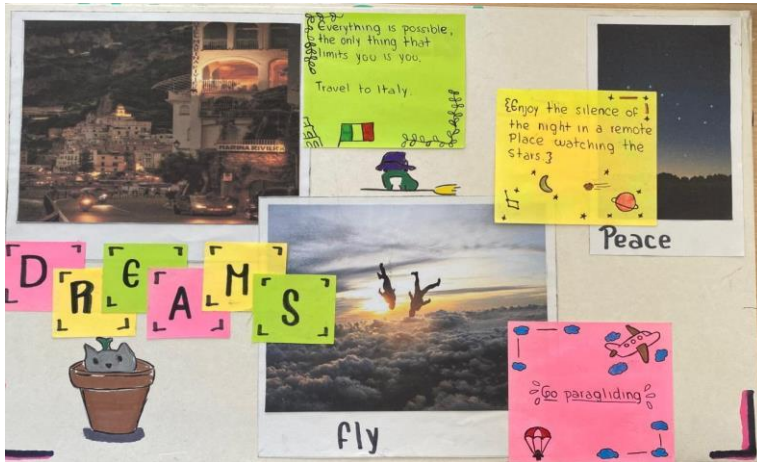


Appendix 3.3. Vision Boards.

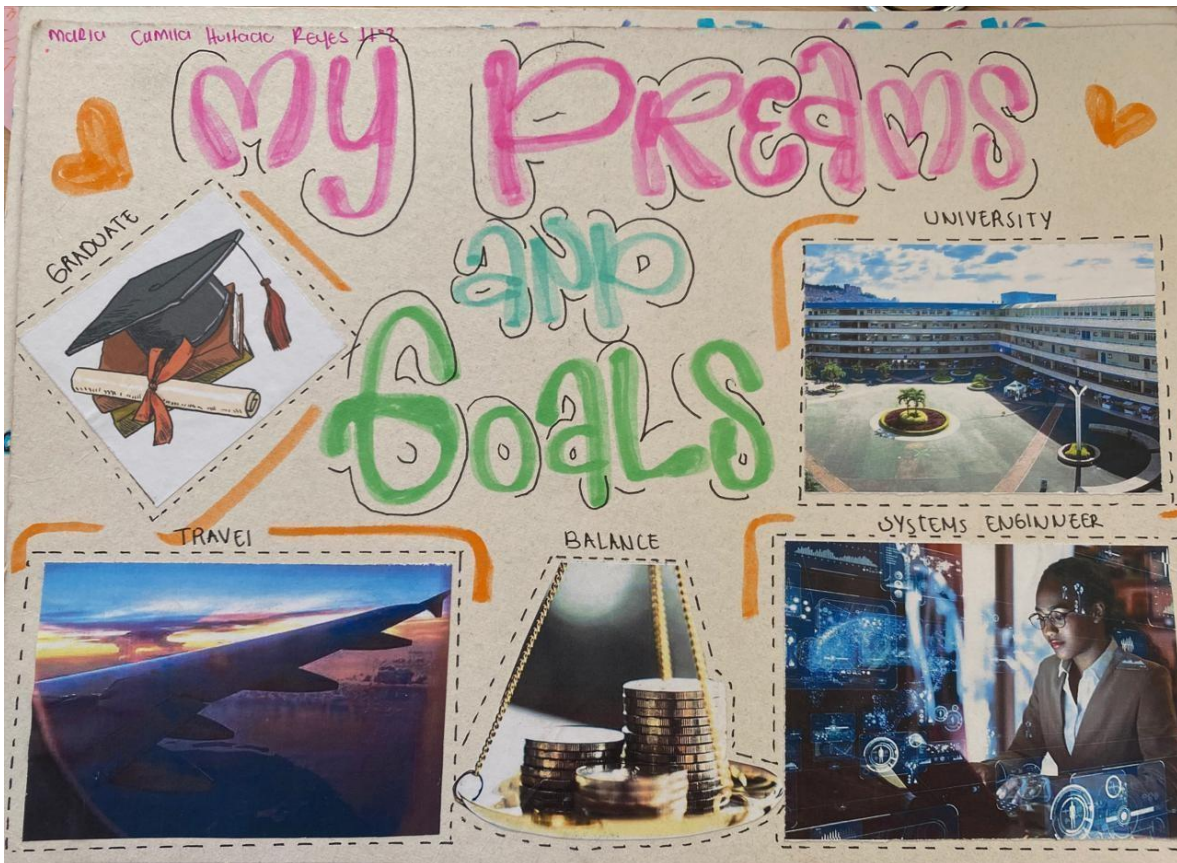
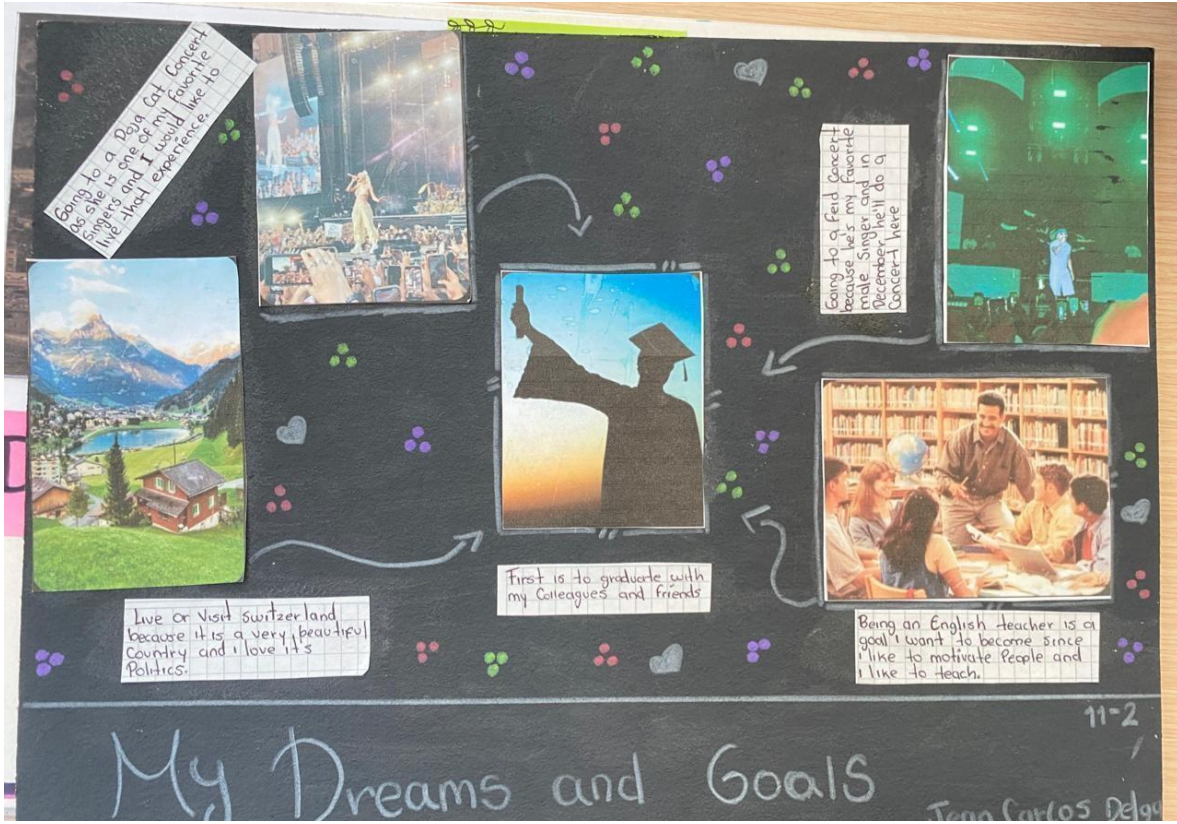


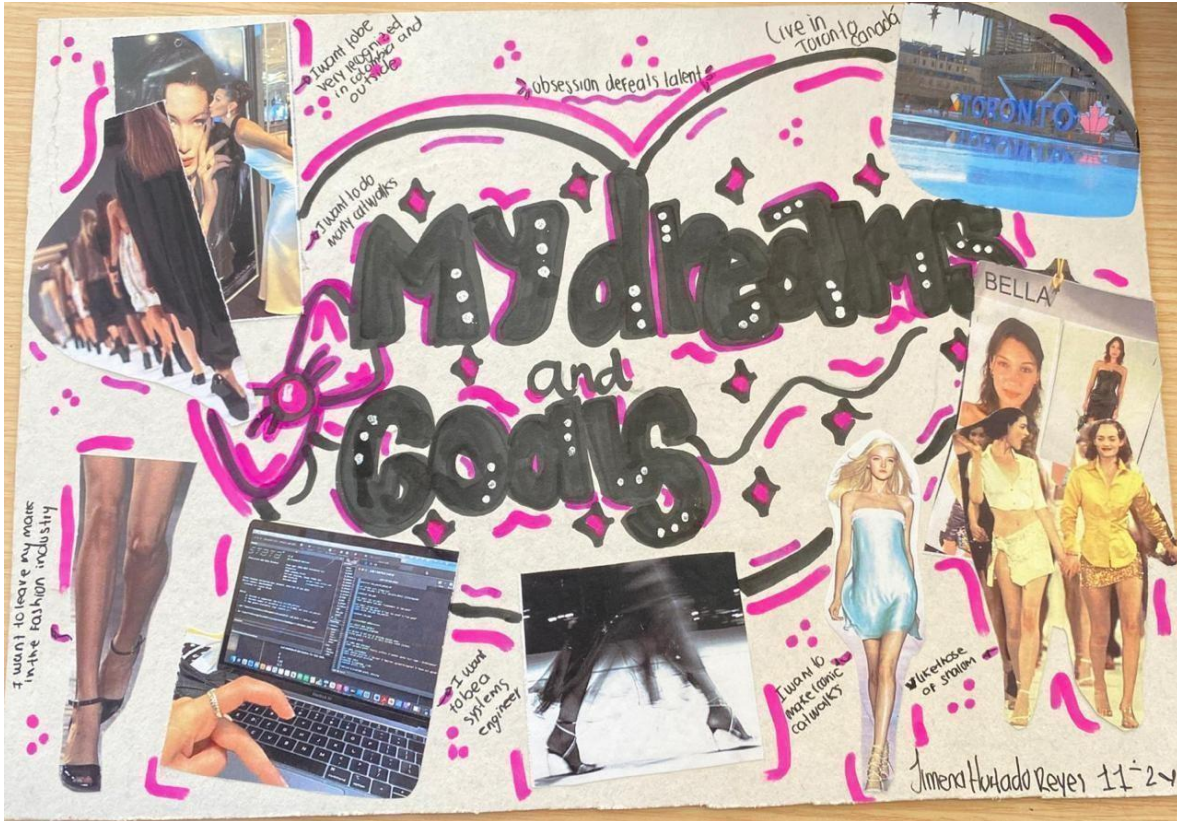
VISION BOARDS RESULTS:

WhatsApp Video 2024-05-31 at 10.51.22 PM.mp4











Appendix 3.4 Planets posters in a wall.








Appendix 3.5. News Report

First Session: Listening to a Podcast.

The screenshot shows a Google Docs interface. The document title is "Listening activity!". The main content of the document is as follows:

Listening activity!

You will listen to the following audios regarding to the info about some planets, please fill the gaps with the correct grammar (be going to, will/won't, have to, must/mustn't, should/shouldn't)



Hello!

Welcome, my name is Lua, I am from Planet Planet, I am going to give you some advice about my planet, you visit us We are going to have a carnival in some days. You will like it, you won't be disappointed, it will be sunny. If you visit us, you mustn't buy food, because your stomach is not ready.

The right sidebar shows the grading interface:

- Calificación: 4,7/5
- Rúbrica: 4,7/5
- COMPREN...: 0,9/1
- COMPREN...: 0,9/1
- Precisión e...: 0,9/1



Second session: News Script.

SCRIPT

Host: Yonier David Raga Palacios
Journalist : Jimena hurtado Reyes
Reporter: Manuela Uribe Durango
Host: Sofía Quejada Mendoza

Dialogue:

News Special: A New World Discovered!

Yonier: Good evening, viewers. Today we **have** news that **will** make history: a new planet has been discovered! Named Asifonyu, this celestial body promises to be one of the most fascinating ever found.

Manu: That's right, host. Asifonyu is a world dominated by the colors purple and pink, and its heart shape has created a visually striking atmosphere. Its parent star provides a warm, soft light, which could indicate that temperatures **will** be pleasant in some areas.

Jime: But there's more! We **have** been able to confirm that Asifonyu has a monarch: Queen Eso Suarez. She is said to be a fair ruler, but with a peculiar sense of humor. Attention, future travelers! There is one very important rule on Asifonyu: you **must** avoid saying the phrase "one chu discreifor dos tres trucos" more than three times. If you do, Queen Eso Suarez **will** catch you and imprison you.

Sofi: That's right. The inhabitants of Asifonyu seem to be very respectful of this rule. It is advisable to bring warm clothing, as temperatures can vary considerably. However, tight jeans **should** not be worn. The exact reason for this prohibition is unknown, but it is speculated that it could **have** something to do with local customs.

Yonier: Fascinating! Asifonyu is certainly a planet that arouses our curiosity. What other surprises **will** this new world **have** in store for us? We **will have to** wait for future research to find out.

Jime: Advice for future travelers to Asifonyu: The rule of three "un chu discreifor" **must be** respected. It is essential to avoid problems with Queen Eso Suarez.

Manu: Warm clothing **must be** brought. Temperatures can be unpredictable. Forget tight jeans. This item of clothing is frowned upon in Asifonyu.

Yonier: Respect local customs. The culture of Asifonyu is rich and varied, so you **should** experience it!

Sofi: What do you think about this discovery? Would you like to visit Asifonyu? Leave us your comments on our social networks!, and **won't** miss the great opportunity to come here. You **will** have to prepare for an unforgettable experience!

Jime: And that's all for tonight's news. Thanks for watching!

Final Session: News Report





Appendix 4.1 Evaluation process: final test

Lee el texto, y elige la respuesta correcta A,B,C, para cada pregunta.

Visiting Planet Zyron

Astronomers recently discovered a new planet called **Zyron**, located in a distant galaxy. Zyron is renowned for its breathtaking landscapes, including vast oceans and towering mountains. If you plan to visit Zyron, you **must** follow specific rules to protect both yourself and the planet. First, you **must** wear special suits designed for the planet's unique atmosphere. This is essential for your safety. Visitors **mustn't** leave any trash behind, as pollution can harm Zyron's delicate ecosystems. You **have to** stay within designated areas to avoid disturbing the native wildlife. Fortunately, you **don't have to** bring food, as there are plenty of safe and delicious options available on the planet. However, you **should** try the local dishes, which are said to be amazing. Additionally, you **should** bring a first-aid kit in case of minor injuries. It's always better to be prepared. Finally, you **shouldn't** disturb the native creatures, as they are not accustomed to humans and may react unpredictably. By following these guidelines, your visit to Zyron can be safe and unforgettable.

What is the name of the newly discovered planet?

- A) Mars
- B) Zyron
- C) Venus

Where is Zyron located?

- A) In our solar system
- B) In a distant galaxy
- C) Near the Moon

What must visitors wear to protect themselves?

- A) Regular clothes
- B) Special suits
- C) Heavy armor

Why must visitors not leave trash behind?



- A) It's against the rules
- B) It can harm Zyron's ecosystems

What do visitors have to do while exploring?

- A) Explore anywhere they like
- B) Stay in designated areas
- C) Ignore the wildlife
- C) It looks bad

Do visitors need to bring their own food?

- A) Yes, there is no food on Zyron
- B) No, there are plenty of food options
- C) Only snacks are allowed

What should visitors try while on Zyron?

- A) Local dishes
- B) Fast food
- C) Frozen meals

What should visitors bring for safety?

- A) A camera
- B) A first-aid kit
- C) A map

Why shouldn't visitors disturb the native creatures?

- A) They are dangerous
- B) They may react unpredictably
- C) They are sleeping

What type of landscapes does Zyron have?

- A) Flat and desert-like
- B) Vast oceans and towering mountains
- C) Urban and industrial

Visitors **must** wear special suits on Zyron. What does "must" indicate?

- A) A recommendation
- B) A rule
- C) A choice

Visitors **mustn't** leave trash behind. What does "mustn't" indicate?

- A) A suggestion
- B) A prohibition
- C) An option

You **have to** stay in designated areas. What does "have to" mean?

- A) It is optional
- B) It is necessary
- C) It is forbidden

You **don't have to** bring food. What does "don't have to" mean?

- A) It is required
- B) It is not necessary
- C) It is encouraged

Visitors **shouldn't** disturb the native creatures. What does "shouldn't" indicate?

- A) A rule



- B) A suggestion
- C) A prohibition

I **will** visit Zyron next year. What does "will" express?

- A) A future intention
- B) A past action
- C) A habit

They **are going to** explore the oceans of Zyron. What does "going to" indicate?

- A) A decision made at the moment
- B) A planned future action
- C) A general statement

We **won't** forget to follow the rules. What does "won't" express?

- A) A future intention
- B) A refusal or negation
- C) A suggestion

If it rains, we **are going to** stay indoors. What does this structure indicate?

- A) A possibility
- B) A certainty
- C) An assumption

Test Results:

STUDENT	TEST RESULT
Student 1	3.8
Student 2	5.0
Student 3	3.8
Student 4	3.8
Student 5	4.0
Student 6	4.3
Student 7	4.5
Student 8	4.5
Student 9	4.8
Student 10	4.5
Student 11	4.8
Student 12	4.8
Student 13	4.8



Appendix 4.2 Evaluation process: Rubrics

CLASSROOM RUBRIC#1 FOR LESSON # 1	
COMPRESIÓN AUDITIVA	
La habilidad del estudiante para entender la pronunciación.	
1.0/5.0	
COMPRESIÓN DE VOCABULARIO	
Comprende el significado de las palabras clave y el vocabulario específico utilizado en la canción.	
1.0/5.0	
PRECISIÓN EN LA TRANSCRIPCIÓN	
La precisión con la que el estudiante transcribe las letras de la canción mientras la escucha.	
1.0/5.0	
PARTICIPACIÓN ACTIVA	
Considera si el estudiante participa activamente durante la actividad de escucha.	
1.0/5.0	
INTERPRETACIÓN EMOCIONAL	
Evalúa si el estudiante es capaz de captar y expresar las emociones transmitidas por la canción.	
1.0/5.0	

CLASSROOM RUBRIC #2 FOR LESSON # 2	
GAME SCORE	
Desempeño en el juego, con número de aciertos en las preguntas.	
1.0 /5.0	
PRODUCCIÓN TEXTUAL	
Redacción en inglés de las oraciones usando going to y will.	
1.0/5.0	
PENSAMIENTO REFLECTIVO	
Identificación de fortalezas o dificultades durante la realización del juego.	
1.0/5.0	
ORGANIZACIÓN	



Presentación formal del trabajo
1.0/5.0
PENSAMIENTO CRÍTICO
Uso del going to en el contexto de tu futuro después de graduarte
1.0/5.0

CLASSROOM RUBRIC #3 FOR LESSON # 3	
CREATIVIDAD	
El contenido es creativo y refleja ideas propias de los estudiantes.	
1.0 /5.0	
PRODUCCIÓN TEXTUAL	
Redacción en inglés de las oraciones usando Will/going to para futuros planes.	
1.0/5.0	
PENSAMIENTO REFLECTIVO	
Identificación de fortalezas o dificultades durante la realización del vision board.	
1.0/5.0	
ORGANIZACIÓN	
Presentación formal del trabajo	
1.0/5.0	
PRESENTACIÓN ORAL	
El estudiante es capaz de presentar el visión board de manera clara y precisa, destacando los puntos más importantes.	
1.0/5.0	

CLASSROOM RUBRIC #4 FOR LESSON # 4	
CREATIVIDAD	
El contenido es creativo y refleja ideas propias de los estudiantes.	
1.0 /5.0	
PRODUCCIÓN TEXTUAL	
Redacción en inglés de las oraciones usando should/shouldn't, must/mustn't, and have to/don't	



have to.
1.0/5.0
PENSAMIENTO REFLECTIVO
Identificación de fortalezas o dificultades durante la realización del poster.
1.0/5.0
ORGANIZACIÓN
Presentación formal del trabajo
1.0/5.0
PRESENTACIÓN ORAL
El estudiante es capaz de presentar el póster de manera clara y precisa, destacando los puntos más importantes.
1.0/5.0

CLASSROOM RUBRIC #5.1 FOR LESSON # 5 LISTENING SESSION

COMPRENSIÓN AUDITIVA
La habilidad del estudiante para entender la pronunciación.
1.0/5.0
COMPRENSIÓN DE VOCABULARIO
Comprende el significado de las palabras clave y el vocabulario específico utilizado en el podcast.
1.0/5.0
PRECISIÓN EN LA TRANSCRIPCIÓN
La precisión con la que el estudiante transcribe las letras del podcast mientras la escucha.
1.0/5.0
PARTICIPACIÓN ACTIVA
Considera si el estudiante participa activamente durante la retroalimentación del podcast.
1.0/5.0
INTERPRETACIÓN EMOCIONAL
Evalúa si el estudiante es capaz de captar y expresar las emociones transmitidas por la canción.
1.0/5.0

CLASSROOM RUBRIC #5.2 FOR LESSON # 5 WRITING SCRIPT SESSION

CREATIVIDAD



El guion muestra creatividad en la narrativa y en la forma de presentar la información, haciendo el contenido atractivo para la audiencia.
1.0 /5.0
PRODUCCIÓN TEXTUAL
Se utilizan correctamente los tiempos futuros ('will', 'going to') y verbos modales ('must', 'should') según lo planificado en la actividad...
1.0/5.0
PRODUCCIÓN ORAL
El lenguaje es adecuado para un reportaje de noticias, con un tono formal y profesional.
1.0/5.0
ORGANIZACIÓN
El guion sigue la estructura de un informe de noticias (introducción, desarrollo y cierre), facilitando el seguimiento de la información.
1.0/5.0
PENSAMIENTO CRÍTICO
La información presentada es relevante sobre el planeta ficticio (reglas, consejos, cultura).
1.0/5.0

CLASSROOM RUBRIC #5.3 FOR LESSON # 5 ORAL VIDEO SESSION
PRODUCCIÓN TEXTUAL
Los estudiantes emplean correctamente los tiempos futuros ('will', 'going to') y modales ('must', 'should'), reflejando la planificación del guion.
1.0/5.0
PRODUCCIÓN ORAL
La entonación es adecuada para el formato de noticias, manteniendo el interés de la audiencia y destacando las partes importantes.
1.0/5.0
TRABAJO EN EQUIPO
Los estudiantes demuestran una buena coordinación y una transición fluida entre los diferentes segmentos o roles.
1.0/5.0
PRESENTACIÓN VISUAL
La apariencia y el entorno del video son apropiados para un informe de noticias, y los estudiantes muestran una actitud profesional frente a la cámara.
1.0/5.0



CREATIVIDAD

El video incluye una escenografía o elementos visuales (como imágenes de fondo o accesorios) que enriquecen la presentación, haciéndola más atractiva y realista como un reporte de noticias.

1.0/5.0