

**Strategic Blended Learning in ELT: Balancing Pedagogical and Human
Resource Challenges and Affordances at Universidad Católica Luis Amigó**

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Abstract

This study explores the strategic implementation of blended learning (BL) in English Language Teaching (ELT), focusing on both the pedagogical opportunities and the challenges encountered in a university context. Using data from teacher surveys and focus groups at UCLA, the research investigates how educators navigate key decisions surrounding the integration of blended learning tools and methods. The analysis reveals two central categories: *Pedagogical Decisions for Strategic Blended Learning Implementation* and *Human Resources for Blended Learning Implementation*. Blended learning in ELT offers benefits like improved support and resource use, but challenges persist in areas such as technology integration and teacher training. These findings emphasize the need for continuous adaptation in teaching practices.

This research examines blended learning as a promising strategy for the future of language education, focusing on the challenges educators face in integrating new technologies. It connects the findings to global best practices, offering insights into the evolving role of teachers in blended settings. The study emphasizes the need for further research into the importance of institutional support, sustainable practices, and ongoing professional development to improve teacher effectiveness in digital classrooms.

Resumen

Este es un estudio que explora la implementación estratégica del aprendizaje mixto (BL) en la enseñanza del inglés (ELT), centrándose tanto en las oportunidades pedagógicas como en los desafíos encontrados en un contexto universitario. Utilizando una serie de datos obtenidos a partir de encuestas a profesores y grupos de discusión en la UCLA, la presente investigación analiza la forma en que los educadores toman las decisiones clave en torno a la integración de herramientas y métodos de aprendizaje mixto. El análisis revela dos categorías centrales: *Decisiones pedagógicas para la implementación estratégica del aprendizaje mixto* y *Recursos humanos para la implementación del aprendizaje mixto*. El aprendizaje mixto en ELT ofrece ventajas como un mejor apoyo y uso de los recursos, pero persisten los retos en áreas como la integración de la tecnología y la formación del profesorado. Estos hallazgos enfatizan la necesidad de una adaptación continua en las prácticas docentes.

Esta tesis examina el aprendizaje combinado como una estrategia prometedora para el futuro de la enseñanza de idiomas, centrándose en los retos a los que se enfrentan los educadores a la hora de integrar las nuevas tecnologías. Relaciona los resultados con las mejores prácticas mundiales y ofrece una visión de la evolución del papel de los profesores en entornos mixtos. El estudio subraya la necesidad de seguir investigando sobre la importancia del apoyo institucional, las prácticas sostenibles y el desarrollo profesional continuo para mejorar la eficacia del profesorado en las aulas digitales.

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Chapter I

1.0.Introduction

In the changing world of teaching English, there are manifold demands, challenges, and opportunities that evolve continuously. Indeed, over these years, teachers and practitioners tried a lot of methods and approaches in engaging students with the learning of the English language and had various kinds of successes. Nowadays, professionals must find their path through challenges brought about by a post-modern society immersed with a rush into digital turbulences, a globalized and multicultural society, and the request for personalized lifelong learning experiences beyond the constraints of traditional classroom settings.

The role of technology in education, particularly in language teaching, has evolved significantly since the establishment of Computer-Assisted Language Learning (CALL) in 2006. CALL laid the groundwork for integrating technology into the teaching of English as a second language, revolutionizing traditional methodologies by promoting the use of digital tools to enhance language acquisition. This shift gained momentum with the advent of Web 2.0 technologies, which Flores (2015) highlights as creating ideal avenues for improving online communication and learning among English language students.

Building on these foundations, blended learning emerged as a pivotal educational approach, characterized by the combination of face-to-face instruction and online resources. According to Sharma, (2010a), blended learning is more than the mere integration of technology into classrooms. It represents a strategic blend of interaction methods that go beyond physical meetings to foster communication through digital platforms. Sharma further highlights this transition as integral to educational curricula worldwide, with

eLearning, online learning, and web-based education experiencing unprecedented growth in popularity.

In Colombia, the Ministry of Education has played an active role in advancing the teaching of English through several initiatives. Both governmental and private content have been utilized to improve English teaching across the country. As mentioned by Usma Wilches (2009), the Colombian government has recognized the need for improvements in education quality, leading to the promotion of initiatives that transform teaching practices and drive professional development programs. Universities and colleges, positioned at the forefront of research and continuing education, have become pivotal in implementing these changes, responding to the challenges posed by the digital transformation of education.

The rapid rise of the internet has dramatically altered the way we communicate, teach, and learn. Online learning has offered unparalleled access to vast resources for both instructors and learners, becoming a fundamental tool for education, especially as institutions seek to merge traditional and technology-mediated teaching practices.

Given these considerations, it is essential to focus on the rigorous assessment of Blended Learning (BL) methodologies, especially within the context of language teaching and learning, to understand their impact on educators and learners alike. Picciano (2021) emphasizes that BL has revolutionized the educational landscape by integrating traditional classroom interactions with digital tools, enhancing the effectiveness of language instruction. In the wake of the pandemic, there has been a marked increase in research exploring blended and remote learning approaches (Boelens et al., 2017a). In this way, highlighting the need to examine how language teachers experience these shifts. As Chapelle (2003) points out, understanding teachers' perceptions and adaptation to technology-mediated language instruction is pivotal in refining these blended approaches

for optimal learning outcomes. Therefore, it becomes vital to not only analyze the broader trends in blended learning but also zoom in on the specific experiences and challenges faced by language educators in this evolving educational paradigm.

1.1. Justification

The educational landscape has undergone profound changes following the COVID-19 pandemic, sparking a surge of interest in online and blended teaching and learning among researchers and stakeholders alike. In the context of language education, this interest is accompanied by a growing optimism regarding the benefits and acceptance of blended learning methodologies among instructors. Notably, this evolution emphasizes essential concepts such as autonomy, interaction, and flexibility, which are crucial to understanding the experiences of both students and educators in these environments.

Despite the increase in research activity surrounding blended learning, prior local studies have identified various barriers that impede the adoption of technology-mediated instructional practices. These investigations have primarily focused on the roles, attitudes, and practices of language teachers within blended and online environments, revealing a dynamic landscape that warrants further exploration. White (2016) highlights the importance of centering teachers in educational research, asserting that their decisions about curriculum content and pedagogical approaches can significantly impact existing societal norms.

The complexity of blended learning environments necessitates an in-depth exploration of the lived experiences of language educators who are implementing these approaches. As Vaughan et al., (2013) emphasize, effective blended learning requires a

thoughtful integration of online and face-to-face elements, making it essential to understand how educators perceive and navigate these instructional shifts.

This study aims to provide valuable insights into the challenges and affordances that teachers encounter when engaging in blended learning as part of their professional practice. By investigating these dimensions, the research aspires to inform pedagogical strategies, identify necessary support mechanisms, and highlight professional development opportunities tailored specifically for language teaching. Ultimately, the findings of this study will contribute to a richer understanding of blended learning in the context of English as a Foreign Language (EFL) education, thus advancing discussions on best practices and effective implementation.

1.2.Statement of the Problem

The implementation of blended learning in Colombian higher education, particularly in language teaching, is hindered by significant challenges. Despite its recognized potential as an effective educational approach, educators often struggle to integrate technology with traditional pedagogical methods, leading to a disconnect between theoretical frameworks and practical application. Inadequate training and limited institutional support exacerbate these issues, resulting in fragmented learning experiences for students. This study aims to investigate these barriers and opportunities at the Universidad Católica Luis Amigó, informing future training programs to enhance the effectiveness of blended learning initiatives.

1.3. Needs Analysis

A thorough needs analysis, conducted through a set of four meetings with faculty and program stakeholders, reveals their expressed interest in further investigating blended learning implementations. This analysis also revealed a pressing need for comprehensive insights into the experiences of English teachers at the Universidad Católica Luis Amigó regarding BL. Given the program's extensive range of language courses and the varied interaction among students and instructors, it is essential to assess both the potential affordances and challenges of its integration. Despite its potential to enhance language instruction, teachers encounter various obstacles that hinder effective implementation. There is a significant demand for targeted professional development focusing on technology integration, pedagogical strategies, and assessment methods. Moreover, fostering collaboration between educators and administrative bodies is essential to create a more supportive learning environment. Addressing these needs will empower teachers to leverage blended learning effectively, ultimately benefiting student engagement and outcomes.

1.4. Research Question

At the heart of this study lies the significant question: *What are the affordances and challenges experienced by in-service teachers and academic teams when implementing an English blended program at the Universidad Católica Luis Amigó?* By delving into this inquiry, the research aims to uncover the practical dynamics of blended learning in language education, revealing both effective strategies and the enduring obstacles faced by

educators. Understanding these dimensions is crucial for informing future pedagogical practices and institutional support mechanisms.

1.4.1. Sub-Questions

How do in-service teachers perceive the effectiveness of blended learning in enhancing student engagement and language acquisition? This sub-question will delve into teachers' reflections on their experiences with blended learning, specifically examining how they believe this educational approach impacts student motivation, participation, and language proficiency. It aims to uncover insights into teachers' views on the strengths of blended learning in fostering a dynamic learning environment that promotes active engagement and deeper language understanding.

What strategies do teachers employ to navigate the challenges associated with blended learning implementation? This inquiry will investigate the specific techniques and resources that educators utilize to overcome the obstacles related to blended learning. By documenting effective practices within this instructional context, the study seeks to provide a comprehensive account of how teachers can adapt their pedagogical methods to enhance the blended learning experience and achieve better educational outcomes.

1.5. Research Objectives

1.5.1. General Objective

To explore the affordances and challenges experienced by in-service English teachers in the implementation of a blended learning program at the Language Center of Universidad Católica Luis Amigó. This objective aims to provide a comprehensive

understanding of the perceptions, strategies, and obstacles faced by educators and academic teams within the blended learning framework.

1.5.2. Specific Objectives

To provide a systematic account of the historical development of the English program at the Universidad Católica Luis Amigó Language Program. This objective will trace the program's evolution based on teachers' perspectives and how they perceive curricular changes, and adaptations in response to emerging educational trends, particularly the shift toward blended learning.

To ascertain the effective strategies employed by educators in the English program at the Universidad Católica Luis Amigó Language Program. This objective focuses on identifying successful practices in blended learning, highlighting innovative instructional methods, technology integration, and assessment strategies that enhance language teaching and learning.

To document the challenges and affordances faced by English teachers at the Universidad Católica Luis Amigó Language Program in their regular courses. By collecting qualitative and quantitative data, this objective aims to provide a nuanced understanding of the barriers and benefits associated with blended learning, thereby informing future professional development and institutional policies.

Chapter II

2.0. Literature Review

This section presents a comprehensive discussion of the key constructs underpinning this research study, specifically focusing on the challenges and affordances of blended learning implementation as highlighted by Graham & Halverson (2023). Central to this study are several emergent categories that provide a framework for understanding blended learning. Pedagogical Decisions for Strategic Blended Learning Implementation, as discussed by Garrison & Kanuka (2004), emphasize the deliberate integration of face-to-face and online instruction to foster deeper learning. Teacher Adaptation to Blended Learning, explored by Boelens et al. (2017b), highlights the evolving role of educators in adopting flexible strategies and continuous training. Digital Tools and Content Development, informed by Heitink et al. (2016), considers the effective selection and use of technology to support learning objectives. Institutional Support for Blended Learning, based on (Kopcha (2012), underscores the importance of administrative policies, infrastructure, and professional development. Additionally, the financial implications, including resource allocation and costs, are examined through the work of Dziuban et al., (2016). These constructs set the foundation for a detailed analysis in subsequent sections of this literature review.

This research emphasizes in registering and embodying the teacher's experiences when implementing blended learning under a framework of reflection as an active persistent and careful consideration of any belief or supposed knowledge in the light of the grounds of teaching and connected with their beliefs and foundations (Dewey, 1938).

Thus, reflection for action goes beyond reviewing past teaching experiences; it involves using those reflections to guide future instruction. By assessing past actions and their outcomes, teachers can identify areas for improvement and refine their strategies to enhance future teaching (Yanuarti & Treagust, 2016). This idea enhances a specific objective of this study which is to offer a systematic examination of the historical progression of the English program at the Universidad Católica Luis Amigó Language Program, as well as to identify the effective strategies utilized by educators within the English program at the aforementioned institution.

2.1. Technology in the ELT classroom

The integration of technology has significantly transformed English language teaching, with the Internet playing a central role in how we socialize, teach, and learn. Online education offers both instructors and learners access to vast information, and as a crucial educational tool, it has become a standard in academic programs worldwide (Sharma, 2010b).

Another articulated tool is blended learning, a strategy to overcome difficulties when interacting with technology. This concept refers to an instruction that combines a face-to-face classroom component, with the appropriate use of technology (Chen et al., 2009). Although, in general, the use of the concept of blended learning implies the combination of the internet and digital media with classroom activities that require the physical presence of teachers and students, as explained by Friesen (2012). These methodologies fall under the utilitarian umbrella of computer-assisted language learning (CALL). According to Flores (2015), CALL is a teaching and learning technique that uses technology tools to augment language acquisition; hence, web 2.0 appears to be the ideal

alternative to CALL when it comes to encouraging students to communicate online and learn English as a second language.

At the extent of what Flores (2015) stated, the concept of CALL tried to revive language learning with computers. CALL was discussed in depth by Beatty (2013), stating that its practices starting from vocabulary acquisition software to more complex programs for practicing languages interactively. According to Derakhshan et al. (2015) CALL does not merely support linguistic competencies but also promotes autonomous learning skills.

Building on the growing significance of blended learning in English Language Teaching (ELT), Vaughan et al. (2013) emphasize the need to reevaluate technology-enhanced blended learning environments, where technology not only supports traditional face-to-face teaching but also provides educators with strategies to address the complexities of contemporary teaching contexts. This aligns with Graham's (2006) definition of blended learning as a combination of face-to-face instruction and online learning experiences, forming a hybrid model designed to meet diverse learning preferences. By leveraging the strengths of both traditional and digital methodologies, blended learning offers teachers a dynamic approach to enhance teaching and learning outcomes.

The flexibility inherent in blended learning environments is great for adapting to the diverse learning styles and needs of students. For instance, students can work through online materials at their own pace, review complex content, and utilize manipulative tools that enhance understanding. On the other hand, face-to-face teaching remains the vital link in relationships, discussions, and responding to questions in real-time. This dynamic interplay allows them to take more responsibility in their learning process while still managing to receive guidance and support from instructors.

This section has traced some recent research evidence in blended learning environments, where the possibility of more active learning on students and greater levels of personalization by the teachers will be detailed. Therefore, understanding this path helped us to *document the challenges and affordances faced by English teachers at the Universidad Católica Luis Amigó Language Program in their regular courses.*

Vaughan et al. (2013) brought out that through technology in the classroom, educators can create unique interactive experiences that help in substantively engaging and collaborating with others. This not only enhances motivation but leads to more profound learning outcomes. With the progress of technology, in the future effective blending with the traditional teaching practice will play an even deeper role in language education. In this way, better equip the students to face academic and real-world communication challenges. This is a holistic approach whereby the strengths of technology and conventional methodology are joined together to finally provide an experience of learning that is richer and more inclusive, with constant growth for both students and educators alike.

2.2. Blended Learning in ELT

Blended learning can be seen as one of those innovative approaches to learning that merges the best of traditional face-to-face contact with online learning activities. It is characterized by an appropriate use of technology and resources which enhances learning and offers students a more personalized, flexible learning environment. According to Garrison (2008), with blended learning, there is an integrated continuum of educational experiences provided both in an online and face-to-face environment, enhancing learning outcomes and satisfaction. She pointed out that this approach paves the way for learner

independence and cooperation besides increasing critical thinking and problem-solving activities.

Sánchez-Narváez & Chavarro-Vargas (2017) point out that blended learning can contribute to the teaching of a foreign language because students will be in a better position to interact more. According to them, when blended learning is implemented effectively, it has the potential of bringing better attainment since the students will be able to practice their skills more 'in diverse contexts'. With the integration of face-to-face and online components, instructors can thus develop more interactive curricula to meet different learning preferences of students. In fact, Moskal et al. (2013) reinforce that blended learning encourages deeper approaches to learning because of cooperative activities that challenge students to apply their knowledge in real life. They also stress the need to appreciate the pedagogic underpinnings that afford blended learning with a future possibility of gaining more power and gaining more prominence in the experiences of students.

Sánchez-Narváez & Chavarro-Vargas (2017) identified that practitioners differ in their own perceptions of blended learning as in the adaptability to the methodological changes demanded by the current context, ensuring this does not increase their workload or create fear of using devices. Instead, this adaptation should occur out of convenience, conviction, and with consideration for the type of audience they face today (Gil, 2024). Remarkably, teachers manage to adapt by, for example, analyzing students' motivations toward virtual education (Li, 2022).

In the Colombian context, these new concepts have taken the lead in regulating a significant number of challenges that were earlier felt in traditional language teaching. Various studies have confirmed that universities using this blended methodology have

witnessed increased levels of student participation and enhanced language proficiency among their students. Although these promising outcomes have been witnessed, tutors have come to understand that instructional design and integration of technology must be approached with caution for effective implementation.

Whereas blended learning develops a lot of opportunities for the enhancement of educational processes, there is also a variety of challenges that educators face when using this methodology. In their work, Qazi et al. (2024) raise a set of barriers to operating e-learning strategies effectively, such as lack of training and resistance to change, in addition to accessibility of technology. These factors most often create inconsistent practices with frustration by both teachers and students, hence less-than-ideal learning outcomes.

Leach & Moon (2000) added that one of the major challenges for instructors is continuous professional development and support in mastering certain technologies. They go on to say that if not properly trained, teachers could be overwhelmed by the task of integrating the new technologies into their teaching methodologies, hence limiting the effectiveness of blended learning approaches. For example, Sánchez-Narváez & Chavarro-Vargas (2017) indicated that most English teachers in Colombia faced difficulties adapting to the blended methodologies due to a high level of their feeling unacquainted with technology and required pedagogical approaches.

Besides problems of a technical and training nature, there might be complications relating to students' commitment and motivation in the context of blended learning environment. A study by Bouilheres et al. (2020a) showed that some students excel in blended learning settings, while others may get disconnected or fail due to a lack of structured face-to-face contact. In essence, agreeing on both pedagogies and technologies in

blended frameworks requires an understanding of both the learning environment and student needs.

Pérez & Riveros (2014) highlight the transformative potential of blended learning in addressing socio-economic disparities and diverse learner needs within the Colombian education system. This aligns closely with the objectives of our research, which examines the implementation and perceptions of blended learning in the Universidad Católica Luis Amigó's Language Center. Both studies emphasize the significance of integrating online and face-to-face instruction to provide flexibility, catering to varied learning preferences—a key focus of our investigation into how such flexibility can foster engagement and motivation among learners. Pérez & Riveros (2014) also underscore the necessity of teacher training and professional development for successful technology integration, which mirrors our exploration of the challenges teachers face when adapting to blended learning environments, particularly in terms of their preparedness to incorporate technology effectively into their teaching practices. Additionally, their advocacy for collaboration among educational institutions, policymakers, and technology providers to address the digital divide resonates with our research's emphasis on the institutional support required for effective blended learning implementation. By drawing on the socio-economic and technological barriers identified by Pérez and Riveros, our study extends their theoretical framework to provide practical insights into overcoming these challenges. This connection demonstrates the relevance of their work to our investigation, as both studies aim to maximize the benefits of blended learning in improving educational outcomes and ensuring equitable access to quality education.

Similarly, Torres & Pérez (2019) emphasize the importance of a carefully designed blended-flipped approach in professional development programs, particularly for academic

and administrative staff. Their research highlights the need for effective integration of both online and face-to-face learning components, aligning with the broader focus on teacher training and institutional support discussed by Pérez & Riveros (2014) as both studies recognize the critical role of technology integration in enhancing learning outcomes."

Building on the challenges highlighted by Pérez & Riveros (2014), regarding the integration of technology in Colombian classrooms, it becomes clear that blended learning, while offering promising opportunities, is equally faced with several implementation obstacles. Teachers often encounter technical problems, resistance to change, and insufficient training, all of which hinder the effective adoption of blended learning models. Similarly, Torres & Mendoza (2024) reveal that, teachers in Trinidad and Tobago, despite acknowledging the importance of blended learning, struggle with logistical challenges such as inadequate infrastructure and a lack of continuous academic support. These issues, compounded by varying levels of digital literacy among educators, highlight the disparity in teaching effectiveness, further complicating the successful implementation of blended learning programs. These challenges, identified both locally and globally, underline the need for strategic professional development and institutional support to ensure the sustainable and effective adoption of blended learning strategies (Aurangzeb, 2018).

These findings align closely with the aims of this research, which investigates the challenges and affordances experienced by in-service teachers during the implementation of blended learning. The connection calls us to revisit a considerable number of key concepts and theoretical frameworks which can further enable a deep understanding of the lived experiences of teachers encompassing engagement with blended learning for the current study. The exploration of such concepts provides deeper insight into the strategies teachers

might take to handle blended learning classroom complexities and their support mechanisms while fostering successful integration.

2.2.1. Challenges of blended learning in ELT

Pedagogical challenges in education frequently stem from the need to address diverse student needs while adapting to ever-changing educational landscapes. Vygotsky highlights one significant challenge: responding to the different developmental stages of learners. His concept of the Zone of Proximal Development (ZPD) as mentioned by Chew et al. (2008), underlines the importance of providing appropriate instructional support that aligns with each student's current abilities while encouraging them to achieve more complex understanding. This approach necessitates ongoing assessments of student readiness and tailored instructional strategies, a process that can be both time-consuming and demanding for educators.

In a similar vein, Fullan, (2011) emphasizes the need for systemic change to mitigate pedagogical barriers, particularly regarding the integration of innovative teaching methods and technologies. His educational change theory illustrates the complexities involved in implementing new practices within schools, asserting that lasting transformation relies on educators' commitment and their capacity to adopt these changes. Such shifts often require professional development initiatives and collaborative efforts among teachers to move away from traditional strategies toward new pedagogical frameworks.

Experiences can be more fully understood only by recognizing that in-service teachers face challenges that are not solely content-bound. In other words, such challenges

are embedded in complex instructional dynamics—the educator must continuously adapt their instructional methods to effectively address the diverse needs of students.

While the promise of blended learning is noteworthy, its implementation is not without challenges. Common obstacles include technical issues, resistance to change, and insufficient training for in-service teachers. Torres & Mendoza (2024) highlight some of these challenges in the context of Trinidad and Tobago, where educators acknowledge the potential of blended learning but face logistical difficulties, such as inadequate infrastructure and limited ongoing support from academic teams. Furthermore, disparities in digital literacy among teachers may lead to variations in instructional effectiveness, further complicating the successful implementation of blended programs (Aurangzeb, 2018).

Another study carried out by Doe, J. (2023), uncovers some challenges when implementing the Blended Learning approach, besides the internet connection the author states that students tend to engage less actively during the learning process when experiencing synchronous sessions. This contrasts with asynchronous sessions, where instructors can more easily oversee student activity and encourage their participation. This study carried out in Indonesia concludes that both lecturers and students responded positively to blended learning, appreciating its effectiveness, efficiency, and support for creativity and collaboration in both synchronous and asynchronous settings. However, they faced more challenges, including limited time for learning activities, unstable internet, the need for self-motivation among students, the development of appropriate English materials, and a demand for enhanced professional development for lecturers.

One more discussion addressed by Gil (2024) pointed to the appropriation of blended learning implementation with high education teachers in Colombia, this study

discloses the utility of platforms for blended learning, the use of social media chats, and the practice with devices in class. In the same way, the study documented management, and basic teaching elements, confirming a suitable, valid, and reliable structure for assessing the grade of blended learning implementation among higher education instructors. In this manner, (Gil, 2024) remarked on a significant advancement in research, confirming that these kinds of instruments and tools employed in teaching measures as intended should not be discarded, due to the valuable insights they offer.

According to Alpala & Flórez (2011) who addressed research in Colombia about challenges in teaching English as a Foreign Language through blended learning highlighted that this approach offers rich resources and activities that help bridge in-class learning with self-study, promoting student autonomy in English learning. EFL teachers can guide students while allowing them to learn at their own pace, fostering independence and autonomy and increasing technological literacy but further teachers must prioritize pedagogical goals over merely using technology for engagement, as it does not inherently address learning challenges. It is the teacher's role to design well-structured, pedagogically sound blended learning courses (Alpala & Flórez, 2011). Another significant finding identified by the author highlights one of the biggest challenges in implementing blended learning: impersonation in blended learning courses. The author argues that to address this, researchers should suggest diverse display materials that resonate with students' identities, allowing them to engage personally in the learning process. By recognizing that each learner is unique, with distinct learning styles, beliefs, and attitudes, course designers can better accommodate these individual differences in the development of a Blended Learning course model.

The aim of this exploratory study is to document the emerging challenges faced in implementing blended learning at UCLA's Language Center and to critically examine the new obstacles revealed through data analysis. This analysis not only sheds light on specific areas of friction but also opens a broader discussion on the affordances of blended learning, emphasizing how these potential advantages and limitations impact teaching practices and learner engagement. By highlighting these issues, the study aims to contribute valuable insights that could guide future curriculum development and foster a deeper understanding of blended learning's role in language education.

2.2.2. Affordances in blended learning teaching in ELT

The affordances, in educational contexts, refer to the potentials various tools and environments will afford for learning and engagement. Wray et al. (2008) described as "the possibilities for action that a particular resource or environment provides," and hence it is about exploiting the potential within various technologies to facilitate teaching and learning. Recognizing the affordances of blended learning can facilitate educators in designing more effective learning experiences by identifying strengths in both in-person and online instruction. As such, affordances play a critical role in shaping the interactions among learners, educators, and technology to influence the efficacy of instructional approaches. For example, blended learning affords opportunities for increased interaction, additional flexibility, and individual learning paths. By being aware of and capitalizing on these affordances, educators have the potential to develop learning environments that are supportive of even deeper engagement levels, with diverse learning preferences.

In shaping this exploratory study of in-service teachers at UCLA's Language Center, the research will focus on gathering insights into the potential affordances identified in existing literature and examining teachers' strategies for adapting to blended learning through reflective practice. Furthermore, it will assess teachers' perspectives on future applications, identifying opportunities for refining teaching methods and advancing professional development. This approach will aim to capture both immediate adaptations and broader visions for continuous improvement, supporting a dynamic, innovation-driven environment in language education.

Hence, this study on blended learning in Colombia reflects awareness at the level of affordances regarding technology use. For example, there is evidence to prove that in instances where educators make effective use of the digital tools at their disposal, students can realize increased autonomy and engagement in their language-learning process (Blake, 2013). This view of affordances is in line with the principles of inclusive education, whose purpose is to create equal opportunities for learning among all students.

Along the same line, the affordances created around blended learning have attracted quite a huge number of scholarly interests, especially regarding professional development for in-service teachers. Graham (2018) noted that with inclusion of the formats of blended learning, the teachers' professional development could be convincingly improved both in the areas of pedagogical techniques and technological competencies.

Vaughan et al. (2013) emphasize the collaborative nature of blended learning, where strategies and resources are shared by teachers, fostering communities of practice. Similarly, Mendoza (2024) highlights the importance of teacher training in boosting confidence in technology integration. In his study, which also focuses on a Colombian university, it was found that when teachers received the right training, they were more

confident in incorporating technology into their teaching practices, which aligns with the broader notion that professional development is crucial for successful blended learning implementation.

Academic teams play a crucial role in ensuring the smooth operation of blended learning programs, as literature emphasizes the importance of institutional support—including training and sufficient resources—in addressing the challenges faced by in-service teachers. Torres & Pérez (2019) have shown at the study patterned at a Colombian University, that during the implementation process, academic teams play a vital role in the provision of scaffolding for teachers transitioning to the blended learning environment. The academic teams give support through professional development sessions and community nurturing to help the teachers they work with to overcome or avoid problems and maximize the effectiveness of the program.

In examining the rising importance of blended learning within ELT, Graham (2006), highlights its dual benefits: the integration of traditional instruction with online learning experiences effectively caters to diverse learning preferences. Furthermore, recent research indicates that blended learning environments foster increased engagement and flexibility for both students and teachers (Vaughan et al., 2013). For instance, local investigations have been conducted, demonstrating that blended learning is crucial for addressing the specific needs of the Colombian educational context, promoting personalized and effective teaching practices (Mendoza, 2024).

Research also demonstrates that while some students thrive in blended learning environments, others may struggle due to insufficient structured interaction (Bouilheres et al., 2020a). This dichotomy reinforces the critical need to examine both pedagogical strategies and technological applications in blended learning frameworks to ensure optimal

learning outcomes. Hence This literature review indicates that despite the promising potential of blended learning, significant challenges must be addressed for successful implementation. These challenges encompass technical issues, resistance to change, and gaps in teacher training. As observed by Torres & Mendoza (2024) in Trinidad and Tobago, logistical problems, inadequate infrastructure, and limited ongoing support are common barriers educators face.

Mendieta et al. (2012) sustained that over the past decade, educators have increasingly observed that as technology permeates more aspects of daily life, it becomes an integral part of the pedagogical structure within educational institutions. This dynamic shift underscores that, regardless of individual attitudes toward technology, academic institutions are progressively embedding it within their teaching frameworks. Caro Torres & Parra Pérez (2019) emphasize technology's role as a crucial enabler, enhancing adaptability and flexibility in learning. This approach not only allows for tailoring instructional practices to better align with the unique needs of today's learners but also actively contributes to their academic success in higher education. In this evolving educational landscape, technology's integration is positioned not merely as an addition but as a transformative element that supports personalized learning paths and prepares students for the complexities of a tech-driven world.

The preceding sections of this theoretical framework establish a strong foundation for examining the specific challenges and affordances inherent in implementing blended learning within ELT. Through the integration of various research insights and alignment with established theoretical frameworks, this study deepens the understanding of in-service teachers' experiences with blended learning, balancing pedagogical strategies with evolving technological possibilities. Addressing challenges related to infrastructure, professional

development, and adaptive teaching methods alongside the affordances of increased interaction, autonomy, and flexibility provides a holistic view of the blended learning landscape. These insights contribute valuable perspectives on curriculum development, supporting responsive educational practices in a tech-integrated learning environment.

The following section outlines the study's research methodology, specifying its guiding questions, objectives, participants, context, and the instruments employed, ultimately paving the way for further advancements in ELT through a nuanced blended learning approach.

Chapter III

3.0. Method

3.1. Introduction

This research aims to explore the experiences of in-service English teachers regarding the implementation of a blended learning program at the Language Center of Luis Amigó Catholic University. Central to this investigation is the research question: *What are the affordances and challenges in-service teachers, and academic teams have experienced when implementing an English blended program?* To answer this question, the study aims to gain in-depth insights into the unique experiences of educators teaching English in a blended learning setting.

To address this main objective, the research pursues specific goals that include, *to provide a systematic account of the historical development of the English program at the Universidad Católica Luis Amigó Language Program.* First, providing a systematic

account of the historical development of the English program at the UCLA, to better contextualize the blended learning implementation process.

Secondly, *to ascertain the effective strategies employed by educators in the English program at the Universidad Católica Luis Amigó Language Program*. It aims to identify effective strategies that educators employ to enhance language instruction within this model, recognizing the varied and evolving approaches necessary for student engagement in blended learning.

Lastly, *to document the challenges and affordances faced by English teachers at the Universidad Católica Luis Amigó Language Program in their regular courses*. It seeks to document both the challenges and affordances that English teachers encounter in their regular courses, offering a nuanced understanding of the factors that influence the successful integration of blended learning in this context.

To better understand the intricacies of blended learning within the English as a Foreign Language (EFL) classroom, it is vital to examine the strategies employed by teachers. Understanding their perspectives offers a nuanced view of their practices in both synchronous and asynchronous environments. This exploration involves not only describing their instructional methods but also identifying the challenges and opportunities encountered in the implementation of the English Blended Learning Program. This exploratory qualitative study was conducted at a private university in Medellín, Colombia, and focuses on the subjective experiences of the participants, providing a rich context for examining the viewpoints of in-service English instructors. Merriam & Tisdell (2015) emphasize that the aim of qualitative research is to understand the "meaning people have constructed" in specific contexts, making this methodology particularly appropriate

for this study. The primary objective is to theorize the challenges and affordances that teachers experience within the blended learning framework.

This study employs an exploratory qualitative approach, which is particularly effective for examining under-researched topics where open-ended inquiry is essential (Creswell, 2012). Such approach seeks to understand complex contexts like blended learning, allowing researchers to capture diverse perspectives on technology integration and instructional practices, emphasizing on flexibility, making it well-suited to exploring how teachers adapt to the blended learning environment within their unique institutional contexts.

This chapter will outline the research design, detailing the context and participants involved in the study. It will also describe the research instruments and procedures implemented, address ethical considerations, and discuss the expected scope and potential constraints of the research.

3.2. Context

The landscape of foreign language learning in Colombia is shaped by numerous variables that reflect the intricacies of educational policies across the nation. English Language Teaching (ELT) is not simply a technical and pedagogical activity; rather, it is a multifaceted phenomenon that intertwines with socio-political and socio-cultural contexts, significantly influencing the acquisition of English as a Foreign Language (EFL). As such, it is imperative for private institutions and universities to innovate and enhance their language programs, enabling educators to adopt effective strategies that meet the diverse needs of learners.

This research investigates the status of EFL instruction and the implementation of a blended learning approach at Universidad Católica Luis Amigó (UCLA). The study takes place at the Language Center, which is part of the university's language department and offers instruction in several languages, including English, French, and Italian. English courses are designed for learners at various proficiency levels, specifically ranging from A1 to B2, with a curriculum that emphasizes the development of comprehensive language skills for a wide-ranging student population.

The Language Center follows the curricular standards established by the Language Department, which includes two synchronous sessions each week: one hour focused on Oral English and two hours on Grammar instruction. Additionally, students engage in three asynchronous sessions weekly through a Learning Management System (LMS), allowing for independent study. Each English course, lasting 16 sessions over a semester, requires students to dedicate approximately 30% of their work to asynchronous tasks. Programs at the university typically include between three to five English courses across the undergraduate curriculum. On average, each instructor teaches two to three English courses per week. This blended approach aligns with the Common European Framework of Reference (CEFR, 2001), and adheres to the Ministry of Education's standards in Colombia (Ministerio de Educación Nacional de Colombia., 2006).

This study explores the experiences of seven in-service English teachers, five males and two females, all of whom hold degrees in English Language Teaching (ELT). To ensure confidentiality, the participants are referred in the collected data and the study as BLT-01 through BLT-07. Their ages range from 34 to 62 years ($M = 42$). Each teacher is responsible for groups of around 20 students, aged 17 to 25, who come from medium socioeconomic backgrounds. These students are progressing through English learning

CEFR levels A1 to B2 and preparing for an international exam (B1-B2) required for their undergraduate studies.

3.3. Data collection Instruments

To effectively address the research question, which explores the affordances and challenges experienced by in-service teachers and academic teams during the implementation of an English blended program at the Language Center of Universidad Católica Luis Amigó, a comprehensive data collection process was developed. This section outlines the specific instruments used, including surveys, semi-structured interviews, and a focus group, each purposefully selected for its suitability in capturing the experiences, reflections, and collaborative insights of participants involved in blended learning.

3.3.1. Surveys and Questionnaires








Given the exploratory nature of this study, questionnaires and surveys served as efficient, structured tools to gather broad initial data from participants. According to Gay & Airasian (2002) surveys are particularly effective in capturing participants' attitudes, beliefs, and self-reported behaviors in a relatively concise time frame, allowing researchers to achieve breadth in their initial exploration. The surveys administered in this study allowed participants to detail their backgrounds, experiences, and perspectives on blended learning, contributing to a foundational understanding of their professional contexts.

Five participants (BLT-01, BLT-02, BLT-03, BLT-04, and BLT-06) completed the first data collection instrument. The first survey instrument, the *Online Socio-demographic Survey for Blended Learning Teachers* (OSDS-BLT), was administered to collect

sociodemographic information and professional background data, specifically targeting teachers' experience with blended learning, their involvement in program design, and their general opinions on this teaching modality (see Figure 1). By capturing both objective and reflective data, the OSDS-BLT survey established a comprehensive profile of the teachers engaged in this research. Information from the two remaining teachers, who joined later, is included in the subsequent graph, ensuring a comprehensive representation of all participants (see, Appendix 1).

Figure 1

Socio-demographic Survey for Blended Learning Teachers.

	Participants	Age	Teaching Position	Academic Background	Working Experience at UCLA
	BLT-01	35	Professor	Bachelor's Degree	7 – 9 years
	BLT-02	40	Professor	Specialization in English Teaching	7 – 9 years
	BLT-03	40	Assistant Professor	Master's Degree	4 – 6 years
	BLT-04*	62	Professor	Master's Degree	10 years or more
	BLT-05	34	Professor	Doctoral Degree	7 – 9 years
	BLT-06*	46	Senior Instructor	Master's Degree	4 – 6 years
	BLT-07*	38	Professor	Master's Degree	4 – 6 years
*Blended Learning Teachers who provided answers in just one of the instruments applied.					

Note: this chart compiles the different ages, teaching positions, academic backgrounds and working experience from participant teachers.






Following the OSDS-BLT, participants completed the *Online Survey for Blended Learning Teachers* (OSBLT), comprising 30 semi-structured questions tailored to

investigate nuanced aspects of blended learning (BL). This second survey is built upon foundational insights gathered in the initial survey, aiming to elicit teachers' perspectives on the instructional strategies, challenges, and digital tools they used (see, Appendix 2). Research supports that semi-structured questions allow flexibility for participants to explore topics in detail while remaining within a defined thematic scope (Creswell, 2015). Therefore, the OSBLT enabled a balanced exploration of essential themes, from student engagement and classroom management to the use of technology, while remaining focused on the pedagogical and practical complexities teachers face in a blended learning setting.

In capturing data on the affordances and challenges of blended learning, the OSBLT addressed a wide array of topics, including synchronous and asynchronous teaching strategies, student feedback, and engagement in hybrid environments (see Figure 2). This approach, as Creswell (2015) suggests, fosters a comprehensive data landscape by allowing researchers to integrate diverse responses, which, when analyzed collectively, offer critical insights into broader trends within blended learning environments.

Figure 2

Second Component of Instrument 1. OSBLT.

Survey for Blended Learning Teachers.	
Please take a moment to provide us with some information about your experience with Blended Learning. Your responses will remain confidential and will be used solely for research purposes.	
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 2px 10px;">1. Full name (optional)</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 2px 10px;">Age</div> </div>
	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px;"> 2. Were there any significant milestones in the Program's approach to blended learning during 2017 to 2022? Please briefly describe: </div>
	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px;"> 3. Tell us about your experience when implementing Blended Learning in terms of Teaching Language. Can you mention any successful or challenging experiences? </div>
	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px;"> 4. Tell us about your experience implementing Blended Learning in terms of Technology Use. Can you mention any successful or challenging experiences? </div>
	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px;"> 5. Tell us about your experience implementing Blended Learning in terms of Classroom Management. Can you mention any successful or challenging experiences? </div>

Note: Excerpt of The Online Survey for Blended Learning Teachers from the English Program (OSBLT). A more in-depth questionnaire (for full questionnaire, see Appendix 2).

The topics covered in the questionnaire ranged from essential aspects such as teaching language and classroom management to more intricate components of the BL model, including technology use, student engagement, and the balance between online and in-person teaching. Furthermore, it explored participants' perceptions of BL's primary goals and its overall effectiveness. Other significant areas of focus included teaching strategies in both synchronous and asynchronous settings, the integration of technology tools, and feedback mechanisms from students, all of which are vital in understanding the adaptability and efficacy of the blended learning environment.

The questionnaire also delved into the specific challenges teachers encountered during BL implementation, providing insights into professional development needs and how teachers envision the future of blended learning. By addressing these comprehensive

topics, the OSBLT instrument (See Figure 3), offered a holistic view of the affordances and constraints teachers experience within the BL framework, ensuring the collection of diverse perspectives necessary for thorough analysis.







3.3.2. Semi-structured interviews and Focus Group

To deepen the insights gained through surveys, semi-structured interviews and a focus group were conducted as the study's primary qualitative instruments. These methods are particularly well-suited for studies exploring lived experiences, as they foster participant-centered dialogue while guiding conversations toward key research topics (deMarrais et al., 2024). The interviews provided participants with an open-ended platform to articulate their insights and experiences regarding pedagogical strategies, technology integration, and the challenges they face within the blended learning model.

The *Online Interview for Blended Learning Teachers* (OI-BLT) was structured around 14 questions, each designed to elicit in-depth discussions on teachers' instructional approaches, their adaptation to the blended learning model, and their use of digital resources (see Figure 3). The interview participants (BLT-04 and BLT-05) were encouraged to reflect on both the affordances and challenges of the BL environment, providing critical insights into the alignment of institutional resources and support systems with their teaching needs (see, Appendix 3).

Figure 3

Second Instrument. Online Interview for Blended Learning Teachers (OI-BLT) and Focus Group Interview for Blended Learning Teachers (FGI-BLT).

Unfolding Practices while implementing Blended Learning at Universidad Católica Luis Amigó .		
	Key Developments and Transformations.	What are the most notable developments or transformations in blended learning you have observed at Universidad Católica Luis Amigó's English program?
	Personal Contribution and Perspective.	From the time you joined the program, how have you contributed to the evolution of blended learning, and what personal insights can you share about its progression?
	Deepening Understanding.	Since your integration into the program, what changes have you witnessed , and how have you adapted to the evolving blended learning environment?
	Synchronous and Asynchronous Mix.	How do synchronous (real-time) and asynchronous (self-paced) parts work together in blended learning?" What percentage of the blended learning program do you think is synchronous and how much is asynchronous? Could you also tell us how this amount is split between synchronous and asynchronous sessions?
	Synchronous and Asynchronous Mix.	Taking this balance into consideration, what do you think are the differences between what happens in the real classroom and what happens on the digital platform ? Is there a discernible difference ? If so, do the ways you teach differ between these two learning environments , or do you use the same methods whether they are synchronous or asynchronous?
	Historical Technology Usage and Evolution.	Let's look back at the tools you used for synchronous activities in the past as you think about your journey." Now, in the present , have you noticed any changes in how we use technology? How has the program changed over time, especially when it comes to using technology to help with the learning process ?

Note: Excerpt of the Second Instrument. Online Interview for Blended Learning Teachers (OI-BLT) and Focus Group Interview for Blended Learning Teachers (FGI-BLT). The same form was implemented in both strategies to collect data. (for full questionnaire, see Appendix 3).

Focus group, meanwhile, offered an additional layer of collective reflection and community-driven dialogue. The *Focus Group Interview for Blended Learning Teachers* (FGI-BLT) gathered three teachers (BLT-01, BLT-02, and BLT-07) in a collaborative setting to discuss their shared experiences with blended learning implementation. As supported by Gay & Airasian (2002), focus groups create an environment where participants can identify common challenges, share solutions, and discuss reflective practices, thus enabling the emergence of trends and patterns that might not surface in individual interviews (see, Appendix 3).

Topics covered in these group discussions included the integration of technology, balancing online and in-person instruction, peer support, and the institutional resources available to teachers. By facilitating peer-to-peer exchanges, the focus groups helped reveal the collective challenges and strategies adopted by teachers in response to the demands of blended learning. These dialogues highlighted blended learning's potential as a forward-looking strategy in English language teaching, capturing not only individual perspectives but also a sense of shared purpose within the cohort.

3.3.3 Structured Reflection and Research Framework

The data collection approach of this study is grounded in a reflective, qualitative methodology designed to capture the complexities of blended learning within English language teaching (ELT). Reflective practices, as described by Schön (1987), provide a framework through which educators can critically analyze their teaching strategies, challenges, and responses to dynamic instructional contexts. This approach aligns with the concept of "sistematización de experiencias," a systematic method for organizing experiences that emphasizes knowledge-building through structured reflection (Jara, 2022). However, rather than following a purely experience-based systematization, this study draws upon Schön's principles of reflective practice to uncover both practical insights and theoretical implications within the blended learning model.

Schön (1987) principles of reflective practice emphasize *reflection-in-action*, where professionals evaluate and adapt their actions in real-time to bridge theory with practice. For educators, this involves addressing puzzling or challenging situations by actively reframing them, drawing on intuition and professional experience to explore solutions.

Schön highlights that reflection is both cognitive and emotional; teachers must not only analyze but also acknowledge and process their emotional responses to better understand their teaching dynamics. This reflective process encourages educators to critically examine their assumptions and interactions, leading to deeper, transformative learning that enhances their professional effectiveness (Mezirow, 1990)

By integrating data from surveys, interviews, and a focus group, this study's reflective framework facilitated an in-depth exploration of how blended learning impacts instructional design, teacher adaptation, and student engagement. This approach not only enabled a detailed analysis of immediate challenges—such as technology integration and content development—but also highlighted the potential affordances of blended learning, including enhanced teacher autonomy, flexibility in pedagogical methods, and increased student participation.

The structured reflection facilitated by this methodology allowed for a holistic view of blended learning implementation, providing a grounded understanding of both its affordances and challenges within the Language Center of Universidad Católica Luis Amigó. This multi-faceted data collection strategy thus offers a robust foundation for analyzing how blended learning is operationalized within ELT, contributing valuable perspectives on its role in shaping the future of language education.

3.4. Validation and Piloting

This phase was essential to guaranteeing the study's validity because it called for the use of objective, unambiguous questions as well as close observation of the interviewees' question order and wording to prevent pressuring them to provide predetermined responses.

The caliber of answers was carefully monitored, enabling modifications to the interview structure to guarantee lucidity and pertinence. To reduce any potential biases that might affect participants' responses, care was also taken to preserve a neutral tone and vocabulary. This helped to create an atmosphere that supported participants' genuine and honest presentation of their viewpoints. This complete evaluation was crucial in pointing up any possible weak points, restrictions, or gaps in the interview process, guaranteeing that the questions were both detailed and pertinent.

The validation process for the Online Socio-demographic Survey for Blended Learning Teachers (OSDS-BLT) and the Online Survey for Blended Learning Teachers (OSBLT) (see Appendices 1 and 2) was conducted with expert guidance, leading to a refinement from an initial set of 30 questions for the OSBLT down to a more focused 14 questions for the OI-BLT (Online Interview for Blended Learning Teachers) and FGI-BLT (Focus Group Interview for Blended Learning Teachers) (see, Appendix 3). Additionally, piloting the interview allowed us to assess the effectiveness of prompts, follow-up questions, and interview flow, enhancing data collection quality and ensuring a robust methodology prior to full implementation study (Kvale, 2009).

3.5. Ethical issues

According to Patton (2002), the ethical conduct of the investigator has a significant impact on the validity and reliability of a study, identifying the researcher's credibility, rigorous procedures, and a fundamental appreciation of qualitative inquiry as three essential components for ensuring the legitimacy of qualitative research. Patton (2002) emphasizes the importance of considering the protection of subjects from harm, the right to privacy,

and the concept of informed consent prior to the study's commencement. However, Patton (2002) acknowledges that difficulties must be resolved as they arise once the investigation is underway, asserting that these ethical quandaries are determined not by a set of general pre-established norms, but by the investigator's own sensibility and values. As outlined in a preceding chapter, participants' identities are safeguarded through assigned codes (BLT-01, BLT-02, BLT-03, BLT-04, BLT-05, BLT-06, and BLT-07). Furthermore, across the various instruments employed, participants were clearly informed that their responses would be utilized solely for research purposes (see Appendices 1, 2 and 3).

Before starting data collection, the researchers underwent a meticulous validation process to establish their credentials as researchers within the academic framework of Universidad Católica Luis Amigó. The researchers first acquired a certification document from Universidad de la Sabana, which confirmed their enrollment as students in the research component of the master's degree program in English Language Teaching for Self-Directed Learning. (See Appendix 4).

Furthermore, meticulous attention was given to the creation and signing of explicit consent forms, ensuring that authorization was obtained from the institution and hence, the individual participants. The explicit consent obtained from the participants served to establish the ethical authorization of the researchers to collect information (See, Appendix 5). It is of utmost importance to emphasize that the data collected throughout the study will be handled with the utmost integrity, adhering strictly to ethical guidelines, and will not be used for any commercial purposes, as outlined in the consent form. The dedication to safeguarding privacy and upholding ethical principles in data management transcends the study's timeframe, as it explicitly guarantees that the information will not be divulged for any purposes beyond those specified in the research objectives.

3.6. Data management procedures

The researchers followed a systematic and ethically sound approach called grounded theory, which is designed to generate concepts and their relationships to understand variations in behavior within the studied domain (Glaser et al., 1987). Grounded theory ensures the reliability and ethical management of the data through its iterative process of data collection, coding, and theory development. By allowing theories to emerge directly from the data rather than imposing pre-existing hypotheses, grounded theory emphasizes the importance of capturing the participants' experiences authentically. This approach is particularly effective for addressing complex research questions, such as the one presented in this study: *What are the affordances and challenges in-service teachers, and academic teams have experienced when implementing an English blended program at the Language Center of Luis Amigó Catholic University?* Data from various instruments were systematically compiled in an Excel worksheet (see Figure 4) named Data Matrix (DM-BLT), with each data set organized across individual sheets detailed throughout the results section. This arrangement facilitated cross-referencing for thorough analysis, ensuring thorough analysis while maintaining the integrity of the data.

Figure 4

Data Matrix (DM-BLT), a compilation of data collected from the different instruments, coding and categorization.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2		Categories based on the instruments and protocols' objectives.	color for coding									
3		<p>1. Awareness of the Program's Evolution (Historical Progression)</p> <p>Initial Exposure and Application Initial perception of blended learning Changes in perception over time</p> <p>Assessment of Awareness Awareness level from 2017-2022 Significant milestones identified</p> <p>Key Developments and Transformations Notable program developments and transformations</p> <p>Personal Contribution and Perspective Individual contributions to program evolution Personal insights on program progression</p> <p>Deepening Understanding Observed changes since joining the program Adaptation to the evolving environment</p>										
4		<p>2. Blended Learning Experiences and Challenges</p> <p>Teaching Language Strategies Effective strategies for teaching language Impact on student learning and engagement</p> <p>Technology Use Strategies</p>										

Note: the data collected in this worksheet is widely demonstrated through different appendices (Appendices from 6 to 11).

3.6.1. Data Processing

The analysis of the collected data was conducted through a systematic and rigorous process to ensure that all information gathered provided a comprehensive understanding of the blended learning experiences of English teachers at the Language Center of Universidad Católica Luis Amigó. The data from various instruments were first consolidated in a central repository, named the Primary Data Repository for Blended Learning Teachers (PDR-BLT). This repository included detailed records of the responses to the Online Socio-demographic Survey (PDR/OSDS-BLT), which captured essential background information about the participants (see, Appendix 6), as well as the comprehensive Online Survey for

Blended Learning Teachers (PDR/OSBLT) (see, Appendix 7). Additionally, it housed the transcriptions from two distinct interview sets: the individual online interviews (PDR/OI-BLT) and the Focus Group Interviews (PDR/FGI-BLT) (see, Appendix 8).

To facilitate the analysis of this extensive data, the Data Matrix (DM-BLT) was implemented. This matrix served as a framework for organizing and interpreting the findings by systematically cross-referencing responses across all instruments. By using this structured matrix, the research team was able to identify patterns and commonalities in teachers' experiences, perceptions, and challenges regarding the blended learning model. The cross-referencing process allowed for the identification of recurring themes and insights, which were then organized into codes that captured the essence of the teachers' narratives (see, Appendix 9).

These codes played a pivotal role in guiding the development of the study's conceptual framework. Through an iterative process, the codes were refined and grouped, leading to the emergence of the main category and two subcategories that encapsulate the core findings of the study. It must be noted that after collecting the codes extracted from the gathered data and transforming them into categories (see, Appendix 10), researchers engaged in a reflective exercise of writing memos. This memo-writing aimed to generate deeper insights, ensuring a well-informed analysis when reporting the results and findings (see, Appendix 11). These categories will be elaborated upon in the results chapter, where they serve as the foundation for understanding the multifaceted experiences of teachers implementing blended learning at the university. This methodical approach to data processing ensured that the analysis remained grounded in the participants' voices while allowing for a nuanced interpretation of the complexities within blended learning environments.

3.6.2. Data Analysis

The research question of this study revolves around the experiences of practitioners when implementing blended learning including peers and people who participated in different ways during the implementation. As for the objectives of the study, the first and specific objective is to provide a systematic account of the historical development of the English program at UCLA Language program. A more specific purpose is to ascertain the effective Strategies employed by educators in the English program and to document the challenges and affordances faced by English teachers at UCLA.

Principles from the Grounded Theory Methodology were applied to approach the data. Initially, we provide a summary of the elements employed in the analysis of this study, which was Grounded Theory (hence referred to as GT), as well as how the data were managed and analyzed using open coding, axial coding, and selective coding.

When looking at the many and varied methods for analyzing the data in the research, GT emerges as an analytic tool operated to comprehend how those experiences and biases wrap up the practices employed in the blended Learning implementation. This process employs inductive reasoning, which progresses through stages of comprehension, synthesis, theorizing, and re-contextualizing (Morse & Clark, 2019).

Strauss & Corbin (1998) emphasized the necessity for a method that facilitates the transition from data to theory, enabling the creation of new, context-specific theories. Given that this study is rooted in its context and participants, it aligns with this purpose.

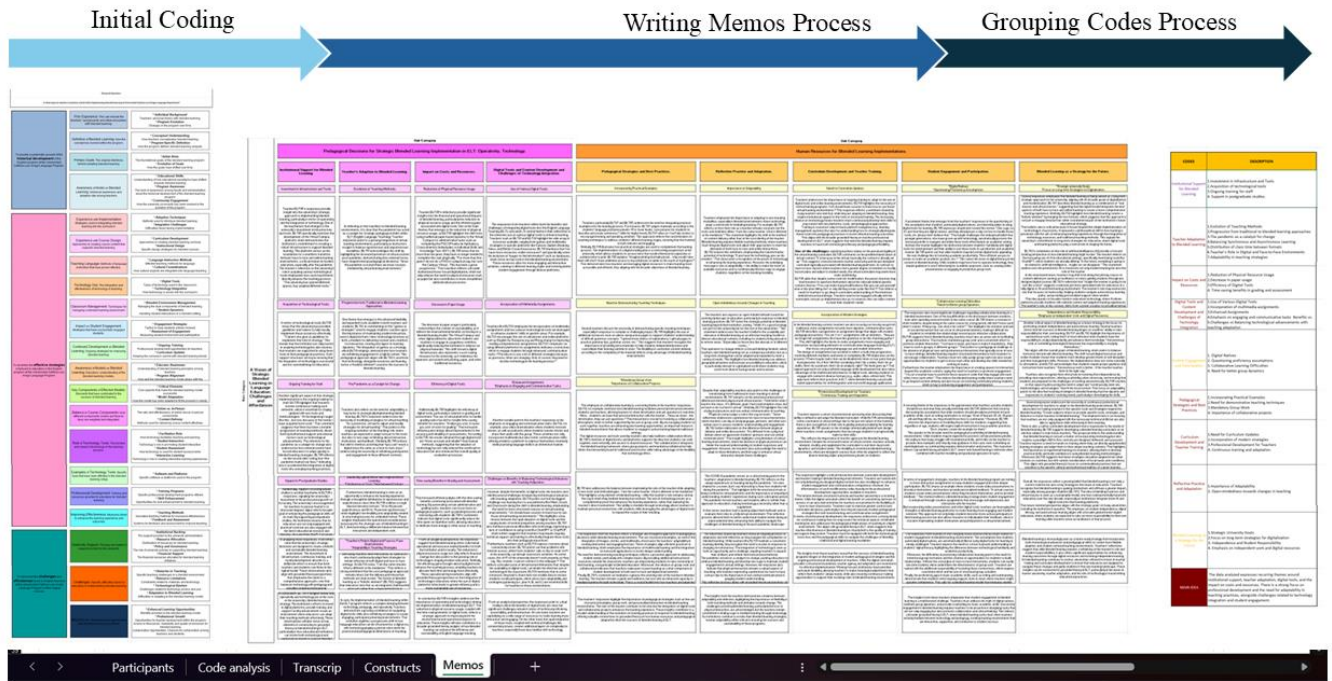
The initial analysis began with coding the data from the Online Socio-demographic Survey for Blended Learning Teachers (OSDS-BLT) and the Online Survey for Blended Learning Teachers (OSBLT) (see Appendices 1 and 2) and the Online Interview for

Blended Learning Teachers (OI-BLT) and the Focus Group Interview for Blended Learning Teachers (FGI-BLT) (see, Appendix 3), leading to the identification of twenty-one initial codes across diverse topics. Researchers then crafted memos to explore teachers' perceptions, synthesizing ideas to pinpoint common patterns. Through this reflective process, 38 recurring themes were distilled and subsequently grouped into nine focused codes. These nine codes served as the foundation for defining one main category and two subcategories central to this study.

In a visual display (see, Figure 5), screenshots extracted from the Data Matrix (DM-BLT) exemplify each stage (see, Appendices 9, 10 and 11): starting with initial codes and memos, moving toward the clustering of themes, and concluding with the structured codes that informed the categorical framework. This sequence visually captures the analytical progression, showing how data-driven themes evolved into clearly defined research categories, thus aligning with grounded theory's principles of iterative analysis and theory-building.

Figure 5

Coding Process extracted from Data Matrix (DM-BLT), demonstrating initial coding from instruments analysis through the writing process of memos to grouping codes.



Note: the data collected in this worksheet is widely demonstrated through different appendices (Appendices from 6 to 11).

Chapter IV

4.0. Results

4.1. Introduction

In the present chapter, the exploration of teachers' experiences during the implementation of blended learning in their classes at UCLA has been crucial for several reasons. Firstly, unfolding these experiences provides insights into the practical challenges and successes that teachers encounter, which can inform future practice and policy.

Blended learning, which combines online and face-to-face instruction, requires teachers to adapt their teaching strategies, manage new technologies, and meet diverse student needs in innovative ways. (Bach et al., 2006).

Moore (2021) has extensively discussed the complexities of distance education and the role of the instructor in facilitating meaningful learning experiences. By examining teachers' experiences, researchers can identify specific professional development needs, effective pedagogical approaches, and the necessary support structures for successful blended learning implementation. As stated before, teachers might highlight issues related to technological infrastructure, student engagement, or the need for more training in digital tools. These insights are invaluable for designing training programs, developing resources, and creating policies that support teachers in this evolving educational landscape.

Moreover, teachers' experiences can reveal the impact of blended learning on student outcomes at their institution. Teachers are still on the front lines of observing how blended learning affects student motivation, understanding, and performance.

This study can shed light on which blended learning strategies are most effective, allowing for evidence-based improvements to be made. This iterative process of feedback and refinement could help in creating a more effective and responsive educational environment. In summary, analyzing how those teachers unfolded the implementation of blended learning at UCLA is essential for addressing practical challenges, informing professional development, and enhancing student learning outcomes.

4.2. Academic Team Profile and Contextual Background

The *Online Socio-demographic Survey* (OSDS-BLT) provides an insightful snapshot of the teaching demographic involved in blended learning at the university's English program.

- The OSDS-BLT Survey showed that the average age of the teachers who participated in the blended learning survey is approximately 42 years (see, Appendix 1). This suggests a relatively experienced cohort, likely composed of teachers who have been in the field for a substantial period. With ages ranging from 34 to 62, there is a mix of younger and more senior educators, which could imply a variety of perspectives on blended learning.
- Most teachers who answered the survey are relatively experienced, with half (50%) having been teaching for 7–9 years. Another 33.3% of the participants reported having 4–6 years of teaching experience, while 16.7% have taught for over 10 years. Notably, there are no teachers with less than 4 years of experience in the program, which suggests a well-established and experienced faculty engaged in the implementation of blended learning.
- The distribution of teaching positions within the English Program at the university indicates a diverse range of roles among the blended learning faculty. Notably, 50% of the respondents hold the title of "Professor," while 33.3% are "Assistant Professors," and 16.7% are categorized as "Senior Instructors." There were no "Associate Professors", or other positions represented in this sample.

- The highest level of education completed by the teachers reveals a highly qualified and academically diverse faculty. Most of the teachers, 50%, have completed a master's degree. Additionally, one teacher (16.7%) holds a Doctoral Degree, representing the highest level of academic achievement.
- One teacher (16.7%) holds a bachelor's degree, which, although representing the minimum qualification for teaching, may be offset by practical teaching experience.
- The inclusion of one teacher with an "Especialización en Enseñanza del Inglés" (16.7%) provides an interesting layer of specialized knowledge in English language teaching. The teacher holding this Specialization in English Teaching represents a lower academic scale compared to those with a master's or doctoral degree. However, within the blended learning context, this specialization offers a practical foundation for applying language teaching methodologies, particularly in integrating face-to-face and online components. While the specialization may not carry the same depth of research or theoretical breadth as a master's or doctorate, it provides a direct focus on pedagogical practices, which could be highly relevant for adapting to the technological and interactive demands of blended learning environments.
- The major or area of specialization to the highest degree of the teachers showcase a broad range of academic expertise, primarily focused on language education and pedagogy.
- Three out of the six respondents (50%) have their highest degree directly related to English or language teaching, specifically "English Teaching,"

“Language Teaching,” and “Master’s in Foreign Language Teaching and Learning.” This indicates a strong alignment between the teachers' academic backgrounds and their practical responsibilities in teaching English through blended learning.

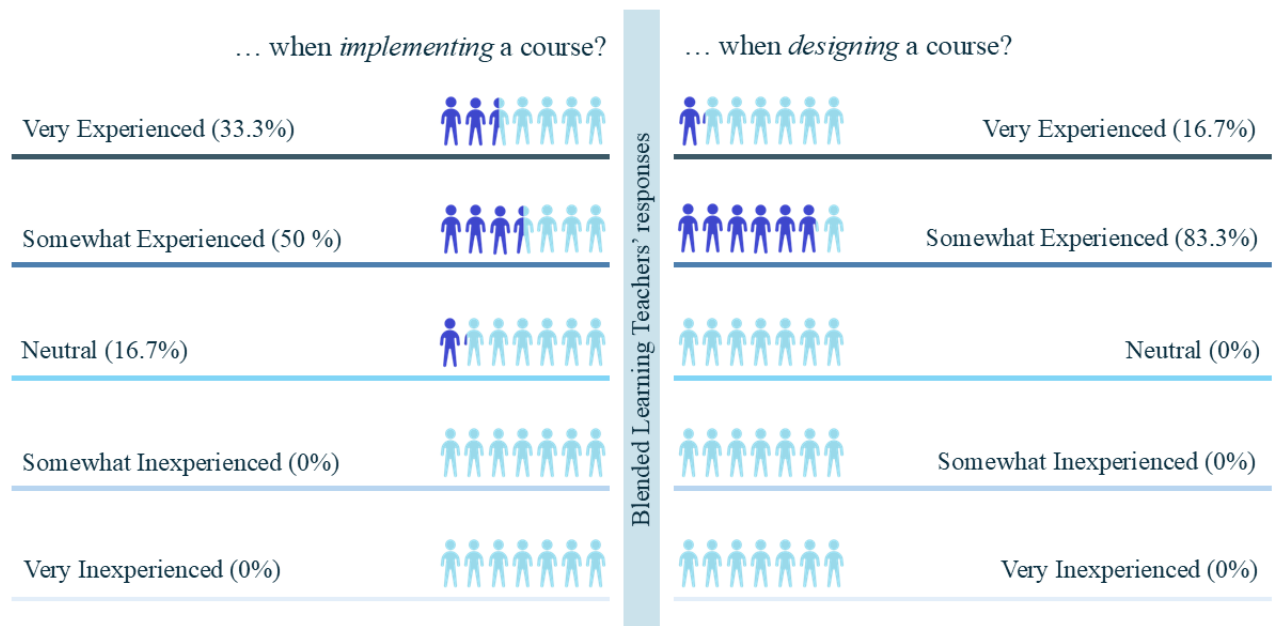
- One teacher holds a “Bachelor in English,” which, while a more general degree compared to graduate-level qualifications, still indicates a focus on the core subject of English.
- The presence of a specialization in “Superior Education” suggests an educator with expertise in higher education systems, policies, and advanced teaching strategies.
- One teacher holds a PhD in “Education Science,” a highly advanced qualification that represents the peak of educational expertise.
- The survey responses regarding teachers' experiences with blended learning when both *implementing* and *designing* a course provide valuable insights into their comfort levels and expertise in managing this educational format within the English Program at Universidad Católica Luis Amigó.
- When asked to rate their experience with blended learning (see, Figure 6) during *course implementation*, most respondents (50%) reported being “Somewhat Experienced,” while 33.3% indicated they were “Very Experienced.” Only 16.7% of the teachers felt “Neutral” about their experience, and none rated themselves as “Somewhat Inexperienced” or “Very Inexperienced.”
- In contrast to implementation, teachers’ self-reported experience with *designing* a blended learning course revealed a slightly different distribution.

A striking 83.3% of the respondents rated themselves as “Somewhat Experienced,” indicating that while most teachers are comfortable designing blended learning courses, they may not yet feel fully proficient in this area. Only one teacher (16.7%) rated themselves as “Very Experienced,” showing that while most of the faculty are capable, few feel they have mastered the course design process. Interestingly, no teacher rated themselves as inexperienced.

Figure 6

BL Teachers rating their own experience when designing and implementing a Blended Learning Course at Universidad Católica Luis Amigó.

How would you rate your experience with Blended Learning...



Note: teachers' responses provided a better understanding on how Blended Learning is implemented inside Language programs at UCLA.

4.2.1. Knowledge and Experience with Blended Learning

A second part of the instrument, named the Online Survey for Blended Learning Teachers (OSBLT) applied among the teachers at the university's English program was an online questionnaire to conduct a second survey and thus expand the responses obtained from the first part and inquire about their own definitions that entail the knowledge of blended learning as an approach. The questionnaire proposed a series of 30 semi-structured questions that oriented the teachers in the different fields covered by this context of language education (see, Appendix 2).

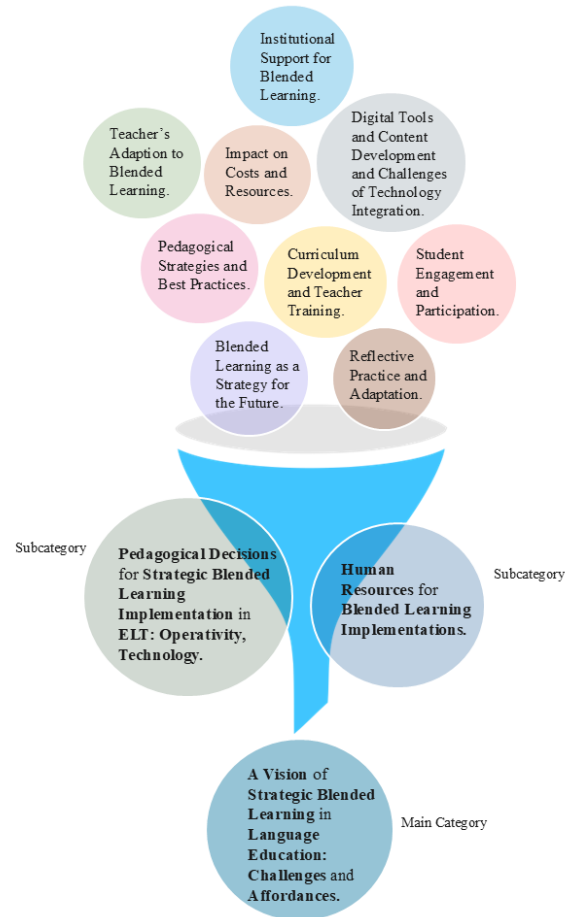
4.3 Main Category and Subcategories

Following the principles of Grounded Theory and the collection of qualitative data through the instruments applied, it was crucial to create codes that symbolized attributes of the data. This coding process enabled the formation of categories that revealed specific patterns related to the research question.

The aim of coding was to generate and develop concepts from the data, utilizing participants' words or procedures noted during the interpretation (Corbin & Strauss, 2008). During that progression, the data analysis process provided a main category that emerged from the survey and the protocol for data collection (see Figure 7). The main category is named *A Vision of Strategic Blended Learning in Language Education: Challenges and Affordances*. This category encapsulates two subcategories, the teachers' experiences regarding *Pedagogical Decisions for Strategic Blended Learning Implementation in ELT: Operativity, Technology*, and perspectives in *Human Resources for Blended Learning Implementations*.

Figure 7

From codes to categories.



Note: The Funnel Chart shows the process from coding to group categories.

4.3.1. Subcategory 1

Pedagogical Decisions for Strategic Blended Learning Implementation in ELT: Operativity, Technology.

This category addresses the multifaceted aspects of implementing blended learning in the context of English language teaching (ELT), with a particular emphasis on the pedagogical decisions that guide its strategic implementation. It explores the tools and platforms employed by teachers, the strategies they integrate into their daily instructional

practices, and the pedagogical choices that shape how these technologies are utilized to enhance learning. A central focus is the operationalization of blended learning, where teachers must not only choose appropriate digital tools but also ensure their effective integration into lesson planning and delivery. The balance between technology and traditional pedagogical approaches is underscored, highlighting how educators carefully navigate this intersection to optimize both teaching effectiveness and student learning outcomes.

Furthermore, this category brings attention to the institutional support that plays a crucial role in enabling teachers to adapt to blended learning environments. Teachers discussed the significance of having access to institutional resources, professional development opportunities, and a supportive infrastructure as essential factors for the successful adoption of blended learning. The impact of blended learning on costs and resource allocation also emerged as a recurrent code with teachers pointing out both the financial challenges and the potential cost savings that blended learning can bring when efficiently managed.

The integration of digital tools and content development was another key aspect teachers highlighted. While these tools have the potential to greatly enhance language instruction, teachers pointed to challenges such as ensuring technological reliability, developing high-quality content, and navigating issues related to student access and engagement. These insights were derived from a comprehensive analysis of data obtained through surveys and focus group discussions with English teachers at the UCLA Language Center. Teachers reflected on their experiences, articulating both the advantages and difficulties they faced in adopting various technological tools, and emphasizing the need for

ongoing professional development and institutional backing to overcome the challenges of technology integration in ELT.

4.3.1.1. Teacher's Adaption to Blended Learning

The responses provided by teachers from the blended learning English program at UCLA, offer valuable insights into how they have adapted to this evolving teaching model. The theme of "Teacher's Adaptation to Blended Learning" captures their diverse experiences, strategies, and challenges in incorporating both online and face-to-face components into their instructional practices. As teachers responded to a set of questions aimed at uncovering their adaptation processes, they revealed not only the operational and pedagogical shifts they had to make but also how they balanced technology integration with traditional teaching methods. These responses emphasize the critical stages of implementing blended learning, from the selection of appropriate materials to fostering student engagement, all while navigating both the opportunities and difficulties that arise in a blended learning environment.

The transition to blended learning in English language teaching (ELT) has introduced a variety of challenges for educators, requiring significant adaptation in both pedagogical strategies and daily practices. BLT-02 Highlighted the structured approach necessary for implementing blended learning, emphasizing the importance of promoting activities, orienting students, and selecting appropriate materials. This reflects a focus on methodical planning to support learning. "Blended learning was a useful tool, but it required a sequence of stages to carry out different tasks, including the promotion and

orientation of activities and the selection of appropriate material.” (OSBLT, BLT-02, Q-02, 2024).

Teachers’ adaptation to blended learning reveals a complex process, particularly in balancing traditional teaching methods with technology integration. The challenges associated with this transition are often rooted in teachers' limited experience with blended models and the significant time commitment needed to implement such methods effectively. “The only experience with blended learning was during a few courses that I taught ‘a distancia’ at the university a few years ago. However, I am interested in learning more about this as I believe that remote education is gaining more strength.” (OSBLT, BLT-01, Q-03, 2024).

In reflecting on the transition to blended learning environments, the later expanded response provided by BLT-01 on the Focus Group interview, stated that the pandemic has acted as a catalyst for strategic pedagogical shifts within ELT (English Language Teaching). Teacher responses point to a growing integration of virtual learning environments, particularly as instructors sought to balance synchronous and asynchronous modalities. BLT01 acknowledges this shift by highlighting the increased presence of virtual courses post-pandemic, demonstrating how external forces have shaped internal pedagogical decisions:

I think that maybe since the pandemic occurred there are more courses as I mentioned before..., mediated by this kind of tool. Maybe it is that because of the pandemic... I think that it’s maybe because of that. Those virtual learning environments have been growing, so I think that maybe... it’s been as adapted, in terms of development I think it’s that... is a part of those courses. (FGI-BLT, BLT-01, Q-01, 2024).

Another teacher highlighted the challenges involved in adapting blended learning. BLT-02 echoed this sentiment, emphasizing that while blended learning can be useful, it *requires significant time and focus.*” It is useful, but it requires a lot of time to focus on.” (OSBLT, BLT-02, Q-03,2024).

Teachers also reflected on the need for adaptability when asked in the second instrument (Focus Group Interview – FGI-BLT), about how they perceived blended learning evolution at their English program. Adaptability emerged as a key factor in strategically implementing blended learning. BLT02’s response underscores the necessity of modifying strategies for virtual teaching:

“Something that was meaningful ...is the learning experience we can create. Because we have to adjust, we have to modify our strategies to a virtual learning event... for students was difficult because they were adapted to listening to the professor in the classroom. But here, we were mediated by a screen, right? And we were chained to a screen. But something that was very interesting, the capacity to hear others. Because we could chat with other students. We can learn about the way they were feeling. How they were touched by these pandemic times and those kind of things... It was not only about a class. It was only learning and growing as individuals as well.” (FGI-BLT, BLT-02, Q-05, 2024).

This points to the ongoing evolution of the teaching role, where teachers are expected to adapt not just to the tools but also to new ways of thinking about interaction, motivation, and feedback, found in teachers’ responses in an extended way in the second instrument applied (Focus Group Interview – FGI-BLT).

Similarly, BLT05, when asked about the balance that must be present in a synchronous and an asynchronous session in blended learning courses, echoes this shift in

method, asserting that a teacher cannot teach in the same way in both, underscoring the necessity of rethinking adaptation in these different contexts: “So, I said to them: - Guys, you can't teach a digital class, a virtual class, the same as a face-to-face class. I mean, it has always been my premise.” (OI-BLT, BLT-05, Q-04, 2024).

Flexibility, customization, and a focus on specific learning objectives have become essential components of successfully navigating these challenges. Teachers must continuously refine their approach to blend online and in-person components in a way that meets diverse student needs while optimizing the educational process. BLT-01 underscores the role of *learning goals, student needs, and available resources* in guiding the balance. “The balance between online and in-person components should be guided by the learning goals of the course, the needs and preferences of students, and the available resources and technologies. Flexibility, engagement, and effective use of instructional time are essential considerations in achieving an optimal blend for learning.” (OSBLT, BLT-01, Q-18, 2024).

BLT-05 also highlights the need for a *flexible approach* that adapts to the *specific goals and content* of each course. “The balance is set according to the goals and content to be developed in the course. Besides, the population is another factor to consider.” (OSBLT, BLT-05, Q-18, 2024). BLT-05 points out that the *student population* also plays a key role in determining the appropriate balance between online and in-person components. Factors such as students’ *learning preferences, technological proficiency, and access to resources* are important considerations for teachers when designing a blended course. BLT-01 and BLT-06 stress the importance of *flexibility* and *engagement* in designing a balanced blended course. Teachers view flexibility as key to achieving an *optimal blend* that effectively uses instructional time, integrates technology, and meets the diverse needs of students.

Essential components of successfully navigating teachers' challenges when adapting to blended learning are those related to specific learning objectives. BLT-06 highlights the need for *clear objectives* at the outset of course design. Having well-defined goals ensures that the online and in-person components are used *purposefully* and effectively to enhance learning. "Clear objectives must be stated from the very beginning to design blended course and know what and how online tools will be used mixed with in person classes" (OSBLT, BLT-06, Q-18, 2024).

The teachers' responses to the questions on their adaptation to blended learning underscore both the complexity and the potential of this educational approach. Their experiences show that, while blended learning offers students new modes of interaction and engagement, its successful implementation requires careful planning, adaptability, and a willingness to embrace technology. Teachers recognized the importance of balancing online and in-person elements to meet the diverse needs of their students, with flexibility and clear objectives being crucial to the process.

4.3.1.2. Digital Tools and Content Development and Challenges of Technology Integration

Teachers' experiences with the use of technology in blended learning reveal a wealth of affordances that have enriched the teaching and learning process. For instance, BLT-03, in a short sentence, emphasized the use of applications to improve English language skills, showcasing how digital tools can target specific learning objectives and promote student engagement, stating: "Applications to improve English with task objectives" (OSBLT, BLT-03, Q-04, 2024). A teacher (BLT-04) shared her/his extensive

learning on how technology serves as an invaluable tool in language teaching, reinforcing the benefits that come with integrating technology into the curriculum. “I learn a lot with regards to technology use as a useful tool to language teaching.” (OSBLT, BLT-04, Q-04, 2024). Later, the same participant provided in an online interview, an extended version of the previous response:

“...I use a lot of different strategies to make them work in different fields or in different, let's say, spaces that they can use. For example, working at home or working with a cell phone. Or maybe chatting or maybe change the cell phone language. A lot of different strategies involving technology that can help them work with the language. But the idea is to use a lot of different strategies because, as you know, times are changing. And, of course, they need to involve technology in the learning process. Yes?” (OI-BLT, BLT-04, Q-02, 2024).

Some other teachers have successfully integrated digital tools to enhance student interaction and foster independent learning. “I use technology in the classroom as well as in the planning of my courses. Not only in the development or creation of materials but also in seeking out platforms that help me motivate my students in class and in their learning process.” (OSBLT, BLT-01, Q-04, 2024). This teacher (BLT-01) highlighted technology's role as a motivator, helping to sustain both student and teacher interest. From other perspective, participant BLT-05, add a valuable insight into this BL manner of integrating digital tools to promote students' interaction and their willing to learn when asked in the online interview:

“I can tell you that the cut of the so-called semester exams or what the university calls the PACIs (Prueba de Aptitudes y Conocimientos Individuales or ‘Individual Skills and Knowledge Test – ISKT-), which are two, one is done by the

teacher and the other is done by the faculty. So, for example, I have more than five years that I do not do a PACI in a physical way, but I use the Campus Virtual as a tool for the development of this type of activities... And, for example, in May, the other week, for example, at the end of May, which is the closing of this semester, the university already has a question bank where students, according to the level, interact with them and a virtual test is developed or established for development.” (OI-BLT, BLT-05, Q-02, 2024).

The use of technology has allowed teachers to create more personalized learning environments, enabling students to develop specific language skills at their own pace while exploring creative ways to interact with content. As stated, “They (technology tools and platforms) give more possibilities to explore skills in the students”. (OSBLT, BLT-03, Q-19, 2024). The same teacher also provided another example: “They (blended learning environments) encourage students to be active and learn by themselves”. (OSBLT, BLT-03, Q-21, 2024). These examples underscore how digital tools can create dynamic, interactive, and personalized learning environments. However, while technology brings significant advantages, teachers also noted challenges, such as BLT-06’s experience with distractions like cell phones in the classroom. Overall, teachers have experienced both the positive impacts of technology integration and the obstacles it can introduce. “Since I’ve been implementing online tools, the students are less prone to be unfocused by their cell phones although this is still a strong tendency.” (OSBLT, BLT-06, Q-04, 2024).

The responses from teachers underscore the dual role that technology plays in a blended learning environment. BLT-01 and BLT-05 both noted that digital platforms not only facilitate content delivery but also enhance interaction, allowing for more engaging classroom dynamics. “I use technology in the classroom as well as in the planning of my

courses. Not only in the development or creation of materials but also in seeking out platforms that help me motivate my students in class and in their learning process.” (OSBLT, BLT-01, Q-04, 2024). “B-learning facilitated me to face the new challenges and scenarios of post pandemic students.” (OSBLT, BLT-05, Q-04, 2024). This aligns with BLT-04’s observation that technology fosters creativity and enables students to instantly access information, enriching their learning experience. “Technology enhances creativity and helps students gather information instantly.” (OSBLT, BLT-04, Q-19, 2024). Similarly, BLT-03 shared how online tools gave learners the opportunity to explore language skills in new ways, encouraging autonomy and deepening their engagement. “They (technology tools and platforms) give more possibilities to explore skills in the students.” (OSBLT, BLT-03, Q-19, 2024). Educators recognized that technology, when well-implemented, serves as a versatile tool for both motivation and skill development.

However, teachers also shared the challenges they faced, which balance out the positive aspects of technology integration. BLT-05 stated a set of arguments on this issue:

“So, one says, no, it's just that they are digital natives, and they already have a chip on how to handle those tools, etc. please don't believe that... The challenge, rather than showing them the tools, and for them to say: - oh, this video is very beautiful, this tool that allows me to create videos is very beautiful! But instead... Well, how productive are you? Right? How efficient are you to create, to make an academic product, etc.... Because... as I said, I know how to write, or rather, I know how to type on a cell phone, but do I know how to write a paragraph, do I create a good argumentative essay, right? With criticism, with a conclusion... The fact that a student stays all day glued to WhatsApp, sending messages, receiving, or handling

an email, doesn't mean he's a good writer. It doesn't mean he's a good producer (referring to language learning content).” (OI-BLT, BLT-05, Q-08, 2024).

While technology integration offers numerous benefits, teachers also encounter significant challenges in guiding students' productive use of digital tools for academic purposes. For instance, BLT-05 emphasizes that, despite students' familiarity with technology, they often lack skills for effectively producing academic content. The teacher points out that digital fluency, such as frequent texting or basic software use, does not necessarily translate into the critical thinking, structured writing, or in-depth analytical skills required in language learning. Thus, a key challenge is moving beyond superficial engagement with technology to foster genuine academic productivity, requiring educators to bridge the gap between digital familiarity and academically relevant digital skills. This highlights the complex balance teachers must strike to harness technology's potential while addressing its limitations in fostering deeper educational outcomes.

To wrap up this issue, the integration of digital tools in blended learning environments has provided educators with a wide array of opportunities to enhance both teaching practices and student learning outcomes. Teachers like BLT-03 and BLT-04 emphasized how technology has expanded their ability to target learning objectives and foster creativity, while BLT-01 and BLT-05 highlighted the motivational and interactive potential of digital platforms. However, as BLT-05 pointed out, challenges such as maintaining student focus and navigating distractions remain significant obstacles to effective technology integration. Ultimately, while technology offers transformative potential, achieving the right balance between digital tools and pedagogical objectives will be key to sustaining successful blended learning implementations.

4.3.1.3. Institutional Support for Blended Learning

The degree of institutional support provided by universities plays a critical role in equipping teachers to effectively implement blended learning within their classrooms. Teachers surveyed from the English program at UCLA, assess their experiences with institutional support for blended learning. Their responses reveal a varied spectrum of perceptions, ranging from limited guidance, as stated by one teacher: “We received some feedback in teachers’ meetings.” (OSBLT, BLT-05, Q-02, 2024) to more structured support systems, when asked about how the institution helped them improve their blended learning skills for teaching: “The implementation of active teaching through the virtual campus.” (OSBLT, BLT-03, Q-02, 2024). For example, while some teachers noted a lack of significant institutional instruction on blended learning: “There was little approach to learning or instruction on blended learning from the university or the program.” (OSBLT, BLT-01, Q-02, 2024) others acknowledged receiving orientation, tools, and ongoing professional development: “The university has provided us with orientation and the tools to implement BL.” (OSBLT, BLT-04, Q-27, 2024) and “The appropriate implementation of online tools plus the design of different rubrics for evaluation.” (OSBLT, BLT-06, Q-02, 2024) serves as an example along with another response from the same teacher facing professional development provided by the institution: “Different courses the universities I work for offer frequently.” (OSBLT, BLT-06, Q-27,2024). The second instrument applied also brings some examples on Institutional support for BL teachers:

“Previously, I was discussing that the university has been open in these kinds of strategies and this kind of approaches for education....

Basically, I realized that the university has opened different spaces, has

acquired different tools and different, how can I say, spaces or it has been more, apart from being open, it has brought staff, right?... Like the kind of trainers who give us, so to speak, guidelines, tips to implement this kind of strategy, or rather, approaches in education....So, maybe later on, I will go deep in that but, basically, I am going to focus the most notable developments in two aspects: 1. Spaces are open and tools are acquired and 2. The university is aware of who is in what, studying what, if there are teachers doing master's degrees.” (OI-BLT, BLT-05, Q-01, 2024)

The degree of institutional support provided by universities is crucial in preparing teachers to successfully implement blended learning. In the case of UCLA's English program, responses from surveyed teachers reflect a spectrum of experiences with institutional backing. For example, some instructors reported limited support, like one who mentioned only receiving “some feedback in teachers’ meetings” (OSBLT, BLT-05, Q-02, 2024). Others highlighted more structured efforts, such as “the implementation of active teaching through the virtual campus” (OSBLT, BLT-03, Q-02, 2024), which facilitates blended learning by enabling both teachers and students to engage with materials flexibly.

To further support teachers, administrative staff at the Language Center conduct regular orientation sessions each semester, updating teachers on rubric usage, lesson planning, and follow-up activities within the platform “Virtual Campus.” This platform is integral to the blended learning environment, enabling asynchronous and synchronous components to be well-coordinated. Additionally, the Language Center has initiated a "Big Brother/Big Sister" strategy, where experienced educators mentor colleagues on both language and technological aspects of blended teaching. For students, this approach is similarly applied, allowing peers to guide each other in navigating online components. This

structured support underscores the institution's commitment to creating a comprehensive support system that not only provides technical guidance but also fosters a culture of mutual support among educators.

These initiatives demonstrate the diverse institutional approaches to blended learning support, underscoring the importance of targeted, continuous backing to prepare educators effectively. The presence—or absence—of such support significantly impacts teachers' readiness and confidence in delivering blended instruction, ultimately shaping the learning experiences and outcomes for students. These responses not only highlight the diversity of institutional approaches but also underscore the importance of consistent, targeted support to ensure that educators feel prepared to embrace blended learning as a pedagogical model, the institutional backing - or the lack thereof - impacting teachers' readiness and effectiveness in delivering blended instruction.

Teachers' responses demonstrate that institutional support for blended learning within the English program varies significantly, with some educators reporting robust guidance and others noting gaps in preparation. While teachers like BLT-04 and BLT-06 benefited from structured support, tools, and professional development opportunities, others, such as BLT-01, experienced a lack of comprehensive institutional direction. These insights emphasize the need for universities to provide consistent, in-depth support to all educators, ensuring that blended learning is not only introduced but sustained as a successful teaching model. Moving forward, institutions must recognize that empowering teachers through adequate resources, feedback, and training is essential for the long-term success of blended learning programs, fostering both teacher confidence and student engagement.

4.3.1.4. Impact on Costs and Resources

The implementation of blended learning in English Language Teaching (ELT) requires thoughtful pedagogical decisions that align with both operational needs and technological advancements. One critical aspect of this process is understanding the impact on costs and resources, as teachers and institutions must balance affordability with quality. Teachers at Universidad Católica Luis Amigó highlight that transitioning to blended learning can alleviate some financial burdens for students, particularly around materials. As noted by BLT-05:

“...There are books that are too long, I can tell you that I have seen 'Moby Dick' or 'Around the World in 80 days', so imagine printing that bulky book. It always has an economic charge that more than one student is not willing to assume because the books are perfectly digitalized, perfectly manipulable digitally... So why would I take them with me if I have unlimited access to my cell phone or tablet to the reach of my fingers? So that type of strategy is... that one does in a virtual way, that one combines.” (OI-BLT, BLT-05, Q-04, 2024).

As another example of the impact on costs and resources, participants BLT-04 and BLT-05 provided an insight on how the institution reduce the use of printed materials for learning language:

“The combination with the platform, for example, Google forms or, for example, quizzes or, for example, other platforms or even the *virtual campus* to apply the exams to them (students). But something extra is that they (students) should come to a system classroom (Computers' Room) and we have to monitor the progress of the exam. So, they... they don't use maybe an extra person helping them

or maybe using translators or maybe dictionaries online and all the stuff. So, I think it's a very interesting tool to make them work here in the university in the systems classroom (Computers' Room) with the midterm and the final exams.” (OI-BLT, BLT-04, Q-11, 2024).

“At the beginning, the university provided a format to you in order to have support of the expenses, right? Like the expenses in copies, you took them out from the same university and carried the billing statements. Nowadays, I don't know, myself and others, we have saved those expenses for the university because we don't use it anymore. That has been in disuse. That doesn't apply anymore because nowadays you have the virtual tool that, one, you save those costs for the ecological part, for the economic part, and the other is that it is a valuable tool in the assessment process.” (OI-BLT, BLT-05, Q-03, 2024).

Blended Learning positively impacts cost management and resource allocation in English language teaching. By shifting to digital platforms and reducing reliance on printed materials, the institution has achieved cost savings and ecological benefits. Participants BLT-04 and BLT-05 explain how technology, like the virtual campus and other online tools, not only saves expenses but also enhances exam integrity by using system classrooms where students' progress is monitored. This approach reduces the need for physical resources and ensures fair testing conditions, minimizing external aids like translators or online dictionaries.

Moreover, BLT-05 underscores that digitalization reduces economic burdens for students by eliminating the need for printed textbooks. The flexibility of 24/7 access allows students to engage with materials at their convenience, which can deepen their learning, especially for challenging topics. Teachers use digital resources to supplement lessons with

extra explanations, quizzes, and practice exercises, creating a rich, adaptable learning environment without additional financial strain. This strategic integration of blended learning makes English language education more sustainable, affordable, and effective for all parties involved. By adopting such resource-efficient practices, the institution aligns with broader educational goals of accessibility and environmental responsibility, ultimately fostering an inclusive, tech-enabled learning ecosystem.

The transition to digital resources reflects the institution's strategic adaptation to modern educational demands and demonstrates a strong commitment to optimizing resources. This shift not only aligns with cost-effective practices but also responds to the evolving expectations of digital literacy in academic environments. The accounts from BLT-04 and BLT-05 illustrate how technology is reconfiguring resource allocation, suggesting that the institution recognizes both the environmental and financial implications of reduced physical material use.

The implications extend beyond immediate financial savings. By alleviating the economic burden on students, digital resources foster a more inclusive learning experience, especially in settings where affordability can impact access to quality education. Furthermore, the use of virtual assessment spaces indicates an institutional emphasis on academic integrity and accountability. This model not only streamlines resource use but also showcases the potential of blended learning to create a balanced and enriched environment where access to resources is equitable and tailored to learner needs. Thus, the transition to blended learning is more than just a technical upgrade; it represents a holistic reimagining of how educational resources can be deployed efficiently while ensuring a high-quality, accessible language education experience for all.

4.3.2. Subcategory 2

4.3.2.1. Human Resources for Blended Learning Implementations

This category examines how blended learning is shaped by the interaction of key participants—both teachers and learners—highlighting the human resources critical to its successful implementation. It encompasses pedagogical strategies and best practices that educators employ to navigate blended learning environments, as well as the importance of reflective practice and adaptation in improving teaching approaches. Teachers must continuously adapt to new technologies and student needs, engaging in reflective practices that allow for the evolution of their instructional methods. This category also considers curriculum development and teacher training, emphasizing the need for well-structured programs that equip educators with the skills necessary to integrate digital tools effectively.

Additionally, the category highlights student engagement and participation as pivotal in blended learning environments. Teachers discussed strategies to maintain active student involvement, both online and in-person, noting that the role of students as active participants is essential to the success of blended learning models. Finally, this category touches on the forward-looking aspect of blended learning, viewing it as a strategy for the future of education. As blended learning continues to evolve, both teachers and learners will need to adapt, supported by ongoing training and professional development opportunities. These insights were derived from survey responses and focus group discussions with English teachers at the UCLA Language Center, where participants reflected on the best practices and challenges associated with curriculum development and teacher training in blended learning settings.

4.3.2.2. Pedagogical Strategies and Best Practices

Pedagogical strategies and best practices play a vital role in the successful implementation of blended learning environments. English program teachers shared their approaches, revealing a wide array of strategies that leverage technology to enhance student engagement and language skill development: “I use technology in the classroom as well as in the planning of my courses. Not only in the development or creation of materials but also in seeking out platforms that help me motivate my students in class and in their learning process.” (OSBLT, BLT-01, Q-04, 2024). Later, this participant had the opportunity to expand perception when answering a question from the Focus Group Interview:

“We have the opportunity today, not only with the online courses. But also, with the face to-face courses to share materials on “Campus Virtual”. So, I think that we... most of us... we share some materials that we create on “Campus Virtual” but also, we share some games and videos with the students...like, to reinforce the topics we worked with them during the courses, during the classes. So, if we... How do we realize if they are engaged with these activities? It’s because there, during the class, we talk about the activities and the way they developed those activities on the “Campus Virtual”. So, I think they enjoyed it because this generation is more... they feel more comfortable using technology. So, I think it is also an opportunity for us, teachers, to reinforce that part... that teaching process... (FGI-BLT, BLT-01, Q-07, 2024).

Teachers like BLT-01 emphasized the comprehensive use of digital tools not only in classroom activities but also in course planning, highlighting their efforts to identify platforms that motivate students.

Similarly, BLT-03 focused on using applications to improve English proficiency by aligning digital tasks with specific learning objectives: “Applications to improve English with task objectives.” (OSBLT, BLT-03, Q-04, 2024) while BLT-04 reflected on how technology has become an indispensable tool in their language teaching practices: “I learn a lot with regards to technology use as a useful tool to language teaching.” (OSBLT, BLT-04, Q-04, 2024). These diverse pedagogical strategies underscore how blended learning enables educators to creatively integrate technology to meet educational goals, though teachers also face challenges such as maintaining student focus amidst technological distractions: “Since I’ve been implementing online tools, the students are less prone to be unfocused by their cell phones although this is still a strong tendency”. (OSBLT, BLT-06, Q-04, 2024). These challenges, particularly regarding the *distraction* technology can introduce, BLT-06 noted that although the implementation of online tools helped keep students more focused, the pervasive use of *cell phones* in class remains a significant challenge.

Classroom management in a blended learning environment is inherently tied to the pedagogical strategies teachers employ to create an effective and engaging learning experience. Teachers in the English program, through their responses, demonstrate how interactive, student-centered strategies play a crucial role in managing classroom dynamics. “I think the games or activities used in class with students help me with classroom management” (OSBLT, BLT-01, Q-05, 2024). For instance, BLT-01 emphasizes the use of games and activities to help maintain classroom control, while BLT-05 highlights how students’ familiarity with content before class, akin to the flipped classroom model, enhances classroom management. “I can feel more control in my classroom, cause the students know the contents and objectives before the class.” (OSBLT, BLT-05, Q-05, 2024). Supported in the same way by BLT-03: “(I) Check assignments sent to the virtual

campus first in the class.” (OSBLT, BLT-03, Q-05, 2024). These strategies align with best practices that not only promote student engagement but also reinforce discipline and structure in a blended setting.

Observing students’ learning styles, as stated by BLT-02: “The observation of students’ learning styles.” (OSBLT, BLT-02, Q-05, 2024) and fostering personal responsibility, as BLT-04 mentioned: “I learn to trust the students in terms of personal responsibility with their learning process.” (OSBLT, BLT-04, Q-05, 2024) further shows that pedagogical approaches to blended learning are closely linked to managing behavior and ensuring smooth lesson flow.

Yet, teachers also face challenges, such as the disruptive potential of artificial intelligence tools, as noted once more, by BLT-06, pointing to the need for continuous adaptation of pedagogical strategies to maintain an effective learning environment. “For me, the most challenging experience has been related to the use of AI in class since these tools can be an obstacle in some of the activities or tasks proposed for the classes. This can hinder the autonomy in students’ work” (OSBLT, BLT-06, Q-05, 2024).

The teachers’ responses illustrate how classroom management in blended learning is deeply influenced by the pedagogical strategies they employ. Whether through games and interactive activities, or methods like checking assignments before class (BLT-03) and instilling student autonomy (BLT-04), teachers demonstrate that the effectiveness of classroom management depends on thoughtful application of teaching practices. However, managing challenges, such as the rise of AI tools in the classroom (BLT-06), highlights the evolving nature of best practices in blended learning. Ultimately, effective classroom management reflects how well pedagogical strategies are adapted to engage students,

address diverse learning needs, and navigate technological complexities, making it a crucial component of teaching success in blended environments.

The effective implementation of blended learning in the English program is supported by both pedagogical strategies and best practices. Pedagogical strategies encompass the broader approaches that guide teachers in integrating technology and managing classroom dynamics, such as using digital tools to foster student engagement or applying task-based learning methods. Best practices, in contrast, refer to specific, research-informed techniques that have proven effective in these settings, including the use of interactive activities, ensuring students are familiar with course content before class, and encouraging autonomy through personal responsibility in the learning process. These elements are fundamental to creating an engaging and effective blended learning environment. The thoughtful combination of adaptable pedagogical strategies and established best practices allows for a dynamic approach to language instruction, enriching the learning experience by blending traditional and digital methods. As technology continues to transform education, it remains essential for educators to refine and adjust these approaches to address emerging challenges and take advantage of new opportunities in blended learning environments.

4.3.2.3. Reflective Practice and Adaptation

Teachers' responses reveal their thoughtful engagement with the blended learning model, highlighting the importance of balancing technology with pedagogical guidance. BLT-01 and BLT-02 both stress the essential role of teacher guidance and interaction in ensuring that technology is used purposefully in the classroom, rather than simply as a tool for automation. "I think it would be the integration of technology in class with different

resources, although guided by the teacher.” (OSBLT, BLT-01, Q-16, 2024) and BLT-02 stressed out “Teacher's guidance and interaction.” (OSBLT, BLT-02, Q-16, 2024) to connect with BLT-01’s ideas on this perspective. Similarly, BLT-03 points to the value of personalized instruction and the need to challenge students with online tasks that maintain their engagement. “Giving the students personalized instruction plus online challenging tasks.” (OSBLT, BLT-03, Q-16, 2024). This personalized instruction is noted by BLT-01 when answering questions on the Focus Group Interview:

“...Students can have that personal interaction with the teacher. That is not just to have the information on the *campus*, but also, they can share...uh... the information, they can ask questions, the teacher can teach them the topics related to the course. So, I think that maybe the change, the powerful change, is that part of the connection students can have with the teacher.” (FGI-BLT, BLT-01, Q-03, 2024)

The complexity of managing this blend is further underscored by BLT-06, who emphasizes the necessity for learners to balance autonomy with self-discipline in navigating digital tools. “Learners must know how to balance the use of online tools properly and the face-to-face classes mixing autonomy, knowledge of digital tools and a clear discipline to handle their pace.” (OSBLT, BLT-06, Q-16, 2024). Meanwhile, BLT-05 reflects on the broader institutional context, pointing out the need for robust technology infrastructure and a cultural shift toward embracing blended learning. “We need a good technology infrastructure, besides an accurate culture moves through this kind of teaching learning model.” (OSBLT, BLT-05, Q-16, 2024). To support previous BLT-05’s perception on the need for a robust technology infrastructure, answering a question from the online interview, participant BLT-04, noted:

“Well, maybe a challenge nowadays, even in the classroom here at the university, is that some students don't have connectivity. So, they have to use Wi-Fi. Maybe the Wi-Fi is a problem here, right? The Wi-Fi doesn't work properly. So maybe it is a problem or maybe when the connection is not good. But in general terms, we can say that we apply a lot of technology inside the classroom. Well, in my case. I don't know.” (OI-BLT, BLT-04, Q-05.1, 2024).

Together, these reflections offer a rich understanding of how teachers adapt their practices to the demands of blended environments, ensuring student success through continuous reflection and adaptation.

The responses from the teachers demonstrate how reflective practice plays a crucial role in adapting to the complexities of blended learning. By recognizing the need for a balanced approach—where technology supports, but does not replace, active teacher involvement—teachers like BLT-01, BLT-02, and BLT-03 show how they tailor their strategies to foster student engagement and effective learning. Furthermore, BLT-06's perspective on student autonomy and discipline reflects an understanding that blended learning requires not only pedagogical adaptation but also the development of essential learner skills. BLT-05's call for improved infrastructure and cultural adaptation illustrates the systemic changes needed to fully support blended learning initiatives. Ultimately, these reflections reveal that successful blended learning implementations are not static but require ongoing adaptation, driven by a reflective mindset that embraces both pedagogical and technological evolution.

4.3.2.4. Curriculum Development and Teacher Training

In the context of blended learning, the concepts of Curriculum Development and Teacher Training play a pivotal role in shaping the effectiveness of educational delivery. The survey responses reveal how these two elements intersect in teachers' professional growth and classroom implementation. BLT-04 and BLT-06 emphasize the institutional support they receive in the form of curriculum design tools and ongoing training, which enhances their ability to integrate blended learning models effectively. BLT-04 responded emphatically: “The university has provided us with orientation and the tools to implement BL.” (OSBLT, BLT-04, Q-27, 2024) and in the same way, BLT-06 added: “Different courses the universities I work for offer frequently.” (OSBLT, BLT-06, Q-27, 2024).

Meanwhile, BLT-03 and BLT-05 demonstrate a more proactive stance, independently seeking resources and staying informed about the latest educational trends. BLT-03 stated: “Looking for interesting online activities for the students.” (OSBLT, BLT-03, Q-27, 2024) and BLT-05 agreed to pose: “I am a curious teacher, so I try to keep updated with the latest trends in education which could be useful for my professional performance.” (OSBLT, BLT-05, Q-27, 2024). This dedication was further elaborated during the online interview, where BLT-05 expanded on their approach to staying informed and incorporating innovative ideas into their teaching practices.

“... The teachers of today, of the 21st century, must be a person open to changes. but it must also be open to ... Not only accepting them for the sake of accepting them, but they (teachers) should also have filters, about what is useful or useless for me in my classes. ... and in that way, I have the power to say... to create the contents, the strategies that I consider according to my context, more accurate

and thus obtain, in a large percentage, the expected results. I think that is what can lead you to blended learning and obviously, this implies the use of technology, this implies the use of face-to-face methods, that is where we are involving the blended learning part.” (OI-BLT, BLT-05, Q-14.1, 2024).

In contrast, when asked BLT-01 and BLT-02 on how they envision the role of ongoing professional development in improving their effectiveness as a blended learning educator, their answers suggest that the current professional development efforts may not fully meet their needs, pointing to the necessity of more personalized approaches to teacher training. BLT-01 provided the option: “Professional development has little impact.” (OSBLT, BLT-01, Q-28, 2024) and BLT-02 pointed at the option: “I don’t see the need for further professional development.” (OSBLT, BLT-02, Q-28, 2024). These reflections highlight how Curriculum Development and Teacher Training are essential for preparing educators to succeed in a blended learning environment, though the effectiveness of these strategies varies based on individual experiences.

The survey data underscores the significance of *Curriculum Development* and *Teacher Training* in shaping teachers' readiness to navigate blended learning environments. Most teachers, such as BLT-03, BLT-04, BLT-05, and BLT-06, recognize the value of ongoing professional development and curriculum design support in enhancing their instructional practices. However, the divergent views of BLT-01 and BLT-02 suggest that a more flexible, needs-based approach to teacher training could improve its impact. To fully leverage the potential of blended learning, institutions must offer more targeted professional development and curriculum resources that address the varying levels of experience and confidence among educators. By doing so, both curriculum development

and teacher training can be more aligned with the evolving demands of blended learning, ultimately fostering a more adaptive and effective teaching environment.

4.3.2.5. Student Engagement and Participation

The implementation of blended learning (BL) in English language teaching at Universidad Católica Luis Amigó has prompted varied interpretations from teachers regarding its impact on student engagement and participation, and all of them agreed on having a high impact when asked; *How would you rate (in a scale from 5 to 1, from ‘very high’ to ‘very low’) the impact of blended learning on Student Engagement in your classes...?* and their responses were: “5” (OSBLT, BLT-01, Q-06, 2024), “4” (OSBLT, BLT-02, BLT-03, BLT-04, BLT-05, Q-06, 2024) and “3” (OSBLT, BLT-06, Q-06, 2024).

The survey responses highlight two equally important objectives, enhancing student engagement and fostering independent learning. The question posed was: *How would you describe the Primary Goals or Objectives of using Blended Learning in an English Language course?* And from the options given, they provided the mentioned two: “Fostering independent learning” (OSBLT, BLT-01, BLT-04, BLT-05, Q-11, 2024) and “Enhancing student engagement” (OSBLT, BLT-02, BLT-03, BLT-06, Q-11, 2024).

Teachers not only provided agreement on those statements, but they also went further when asked to support their thoughts on Blended Learning goals or objectives of using this approach in an English language course: “It is important to motivate and engage students in their learning of a foreign language or any other area, however, encouraging independent work is important because it makes the student more aware of their process.” (OSBLT, BLT-01, Q-12, 2024). Another teacher provided some insights: “Students' engagement is the core of the teaching and learning process and it encourages students on

the action research process cycle after each seminar session as well as promoting participatory teaching.” (OSBLT, BLT-02, Q-12, 2024). As prove of what this participant answered in the previous question, the Focus Group Interview provided a further insight:

“...specifically, we are (both teacher and students) reviewing a topic, and we are seeing a topic that is meaningful for them, ...and we have the possibility to have entertainment, ...or to have fun, is one of the keys to move forward to learning outcome. And other aspect is like... sometimes they (students) upload some audio or recording, narrating different adaptations to a reading plan that we manage here in the institution, and they create, yeah... like a podcast, and they create their own stories, and we share the audio, in front of the groups, and that's it. And for that, they say, okay, we have the capacity to create, we have the capacity to put our voices there.” (FGI-BLT, BLT-02, Q-07, 2024).

A third teacher focused attention on students' participation: “(BL) Make the students involved in their own learning.” (OSBLT, BLT-03, Q-12, 2024). And both BLT-05 and BLT-06 stated that BL promotes independence: “We are looking for independent students in the language.” (OSBLT, BLT-05, Q-12, 2024). One of the participants (BLT-05) elaborated on this point when answering a question during the Focus Group Interview:

“... I tell them (students): -well, next week I'm going to count the time and the grammatical or pronunciation mistakes you probably make standing in front of here. And more than one of them is panicking, how come you want us to read? And it is an interesting exercise. But then they tell me: -but how do we learn about pronunciation? And I tell them: -have this tool. Yes, so there's the combination. That's blended learning at its best.” (OI-BLT, BLT-05, Q-06, 2024).

Meanwhile BLT-06 remarked: “Today's students belong to a new era of technology which makes them more prone to use them in everyday life. Therefore, this is an opportunity to allow them to use such tools for their own learning progress fostering motivation.” (OSBLT, BLT-06, Q-12, 2024).

Teachers emphasize that student engagement is significantly improved through the integration of technology, such as games, videos, and interactive tools, which stimulate interest and participation: (BLT-04) “Blended learning, using technology, can enhance wider interaction among students, not only among peers but also broader and even global.” (OSBLT, BLT-04, Q-21, 2024). BLT-04, while recognizing the benefits of student engagement, stresses that blended learning also encourages teamwork and collaborative skills. BLT-02 and BLT-03 similarly underline the importance of making learning practical and interactive, noting how digital platforms promote involvement in both individual tasks and group interactions: “Students have the possibility to interact with their peers not only in a physical classroom but also in digital means such as forums, collaborative group.” (OSBLT, BLT-02, Q-21, 2024). And BLT-03 supports this same idea when stating: “They encourage students to be active and learn by themselves.” (OSBLT, BLT-03, Q-21, 2024).

At the same time, teachers like BLT-05 and BLT-06 highlight the importance of fostering independent learning through the flexibility of blended learning environments, which cater to students' diverse conditions and lifestyles, promoting autonomy and self-discipline: “It’s simple. B-learning uses environments and attractive interfaces which keep motivation high of the students due to the content, color and info shown by virtual environment.” (OSBLT, BLT-05, Q-21, 2024) and BLT-06 remarked on the advantages of BL: “One of the advantages is that they can work with these tools at any time depending on their availability, discipline and autonomy degree. Therefore, having the proper instructions

they can interact and learn through such a way.” (OSBLT, BLT-06, Q-21, 2024). This diverse range of interpretations underscores the dynamic role that blended learning plays in reshaping both student engagement and the development of learner independence.

Exemplifying how teachers promote meaningful student engagement, vast examples were provided like those by BLT-01, when mentioned some interactive samples: “The use of games, videos, stories etc.” (OSBLT, BLT-01, Q-22, 2024). BLT-02 stated that students’ life experiences are valuable when using this approach: “Contents related to students’ experiences and social and cultural realities. Videos about songs with social messages. Dramatizations about social and cultural situations.” (OSBLT, BLT-02, Q-22, 2024). Another teacher offered the same reaction to the question posed: “I always create activities that trigger personal opinions and reactions.” (OSBLT, BLT-04, Q-22, 2024). A fourth teacher offered a short but clear answer: “(I use) Oral production and writing.” (OSBLT, BLT-03, Q-22, 2024). Meanwhile BLT-05 provided a more elaborated answer: “I usually use games such as Kahoot or hot potato to warm up my classes. Moreover, I use platform and its tools to assess skills like listening, speaking etc.” (OSBLT, BLT-05, Q-22, 2024). And BLT-06 also extended thoughts on engaging activities to promote students’ participation: “Activities related to their own experiences and life conditions: their place of living, their own situations, their surroundings.” (OSBLT, BLT-06, Q-22, 2024).

Interpreting teachers’ responses reveals nuanced perspectives on how blended learning fosters both engagement and independence among students. BLT-01 associates the use of technology with heightened student engagement, believing that interactive activities like games and multimedia enhance students’ connection with the material. BLT-02 and BLT-03 expand on this by stating that interactive, real-life content helps students become more invested in their learning, with BLT-03 noting that students are more motivated to

participate orally in discussions. BLT-04 takes a slightly different angle, emphasizing that blended learning not only engages students but also enhances their teamwork and creative problem-solving skills. Meanwhile, BLT-05 and BLT-06 shift the focus to independent learning, interpreting blended learning to encourage students to take charge of their learning processes, particularly through continued practice outside the classroom. BLT-06 further notes the importance of teaching students' autonomy and self-discipline, given the flexibility that blended learning offers. Overall, the data from BLT-01 to BLT-06 shows that blended learning does more than just engage students - it equips them with the skills needed for independent, lifelong learning in a technology-driven world.

4.3.2.6. Blended Learning as a Strategy for the Future

As blended learning continues to evolve, it is increasingly seen as a vital strategy for the future of English language education. Teachers at Universidad Católica Luis Amigó emphasize that blended learning not only enhances student interaction and engagement but also prepares both learners and educators for the demands of modern education. When teachers were asked on how beneficial they believe it would be to continue developing blended learning courses for English language study and why they believed so, answers were explicitly centered on their students: “Yes. As I have pointed out, students are the protagonists of their learning process, so they would not be too dependent on their teachers, they will be creative in their learning.” (OSBLT, BLT-04, Q-08, 2024). This participant also expanded his perception as he took part of the Online BL interview:

“...And I think in the future, everything is going to be related to artificial intelligence. Even we as teacher in a normal classroom, maybe we can disappear. I don't know. In the future, maybe they are going to have virtual teachers or maybe

they are going to have maybe courses, courses, specialized courses with all the instructions inside the course. And maybe the teacher is going to be just like, I don't know, like... (Facilitator's intervention: ...like a facilitator...) -Yes, like a tutor, like a tutor of the program. But I think the role of the teacher in the future is going to change.” (OI-BLT, BLT-04, Q-13, 2024).

All teachers unanimously supported further development of blended learning, with BLT-02 emphasizing that it opens doors to new learning experiences, blending digital and face-to-face instruction in ways that enrich the learning process: “Yes, because it allows possibilities to connect with new learning experiences.” (OSBLT, BLT-02, Q-08, 2024).

Furthermore, BLT-05 stresses that adopting blended learning is essential to remain attuned with the challenges of 21st-century education: “Of course, it's necessary to be synchronized for the challenges of the XXI education.” (OSBLT, BLT-05, Q-08, 2024).

And a teacher stated: “Yes. This way of teaching can bring benefits to many communities around the regions and the country itself, shortening the breach in education opportunities and making learning easier for many students.” (OSBLT, BLT-06, Q-08, 2024). This way, BLT-06 highlights its potential to reduce educational disparities, particularly in remote and underserved areas, making it a critical tool for expanding access to quality education across regions. Collectively, these insights underscore the need to view blended learning as a long-term strategy for advancing human resources in language education.

The teachers’ responses reflect a shared belief that blended learning holds significant promise for the future of education, particularly in the context of English language instruction. BLT-04’s observation that blended learning enhances global interaction is particularly relevant in an increasingly interconnected world. The consensus

among teachers, as seen in BLT-01's straightforward affirmation and BLT-03's support, points to a growing recognition that this model prepares students to become more engaged, independent, and adaptable learners. BLT-05's assertion that continuing to develop blended learning courses is crucial for addressing the challenges of 21st-century education further emphasizes its relevance in modern pedagogical strategies. Importantly, BLT-06 highlights a crucial societal benefit: the ability of blended learning to narrow the educational divide by offering flexible learning options to students in marginalized or remote areas. This potential to increase accessibility and equity in education cements blended learning as not just an effective teaching strategy, but a necessary one for future educational development. These perspectives illustrate how blended learning, through strategic human resource development, can drive both innovation in teaching and inclusivity in learning.

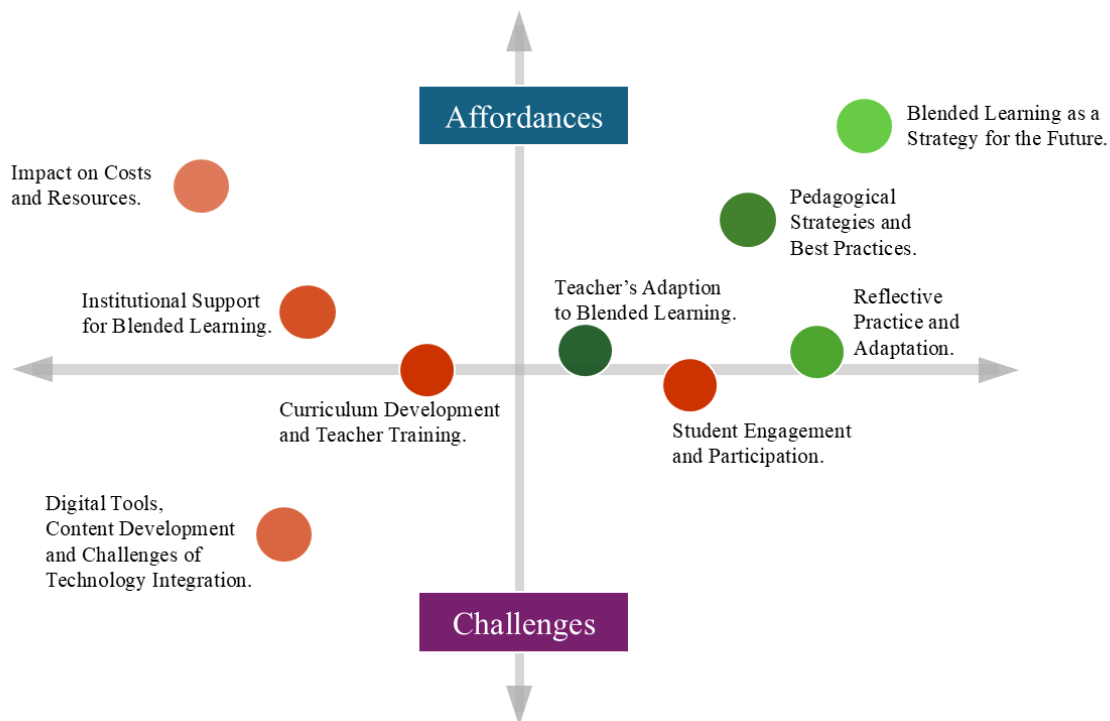
The shift to blended learning at UCLA has had a profound effect on teaching practices, requiring educators to navigate complex instructional landscapes where technology plays a central role. Teachers have responded by developing adaptable pedagogical strategies that balance online and in-person learning, enhancing their ability to facilitate student engagement across both modes. As highlighted in the data, pedagogical decisions have become more strategic, driven by careful consideration of course content, student needs, and the tools available. However, teachers also encountered challenges in managing these tools and ensuring consistent student engagement, particularly in the context of unequal access to technology and the added demands of content development (see Figure 8).

Moreover, the implementation of blended learning is mediated not only by technological infrastructure but by the active participation of both teachers and learners. Reflective practice has emerged as a crucial element in this process, enabling teachers to

adapt and refine their strategies based on evolving classroom dynamics and the ongoing development of digital competencies. Human resources, such as teacher training and curriculum development, have played a vital role in shaping the success of blended learning models, emphasizing the need for ongoing professional development. Despite these hurdles, many educators view blended learning as a forward-looking strategy, poised to shape the future of English language teaching at UCLA. The combined focus on pedagogical strategies, reflective practice, and the integration of both teachers and students into this new learning environment has ultimately led to more personalized, engaging, and dynamic teaching practices.

Figure 8

Affordances and Challenges faced by UCLA teachers when implementing Blended Learning Courses.



Note: This chart exposes not only the affordances but also the challenges that are presented in the blended learning environment within the UCLA English program.

The chart illustrates the affordances and challenges experienced in the implementation of blended learning (BL) at UCLA. The upper line in the chart highlights the key affordances, which include teachers' adaptation to blended learning, reflective practices, the implementation of effective pedagogical strategies, and the recognition of blended learning as a strategic tool for the future. Additionally, institutional support and the impact of BL on cost and resource efficiency emerge as significant advantages. Conversely, the lower line in the chart underscores the challenges faced by teachers, with digital tools, content development, and the difficulties associated with integrating new technologies ranking high on the list. Furthermore, issues related to curriculum development and teacher training are presented as persistent challenges, indicating areas where additional support and resources are needed.

This visual representation of the data, combined with insights gathered from surveys and interviews, shows that while blended learning holds significant potential for enhancing ELT at UCLA, its full implementation is contingent upon addressing these critical challenges. By balancing the affordances—such as institutional backing and future-oriented strategies—with the pressing needs for improved training and technological resources, the chart offers a comprehensive view of both the promise and the hurdles of BL in this context.

The integration of blended learning (BL) into English Language Teaching (ELT) presents both opportunities and challenges, as highlighted by the two key categories in this study: *Pedagogical Decisions for Strategic Blended Learning Implementation* and *Human Resources for Blended Learning Implementation*. Through the data collected from a survey and interviews with teachers at Universidad Católica Luis Amigó, along with a review of

relevant literature, we can observe how the institution's experiences align with global trends and best practices, while also uncovering specific challenges related to this context of ELT.

Chapter V

5.0. Discussion

5.1. Subcategory 1

Pedagogical Decisions for Strategic Blended Learning Implementation in ELT

This category addresses the complex dynamics of blending technology with traditional pedagogical methods in English language teaching (ELT). The teachers surveyed and interviewed highlighted key aspects such as the tools and platforms used, strategies for content development, and the institutional support required to implement blended learning effectively. Their experiences resonate with existing research that emphasizes the role of pedagogical planning and operationalization in blended learning environments (Garrison & Kanuka, 2004).

5.1.1. Teacher's Adaptation to Blended Learning

The findings demonstrate that adaptation to blended learning is not a linear process. Teachers highlighted the necessity of balancing technology with traditional methods, aligning with studies that show how educators must navigate a spectrum of teaching modalities (Boelens et al., 2017b). Responses like those from BLT-03, who stressed the use of applications to improve task-based learning, emphasize the practical integration of

technology. The literature supports this, indicating that the adaptability of teachers is crucial for successful blended learning implementation (Graham & Halverson, 2023). Teachers' reflections also mirror Graham (2004) assertions that successful blended learning hinges on the thoughtful selection of technological tools tailored to course objectives.

The gradual shift observed in the teacher's adaptation process reflects the incremental changes in pedagogical practices post-pandemic (Trust & Whalen, 2021). This finding is consistent with Barbour et al. (2020), who argue that the rapid shift to blended learning during the pandemic has prompted teachers to reassess and recalibrate their instructional strategies.

5.1.2. Digital Tools and Content Development

The responses from teachers such as BLT-04, who found technology to be a useful tool in enhancing language instruction, align with research that emphasizes the affordances digital tools provide in language teaching (Heitink et al., 2016). While teachers like BLT-05 pointed out the challenges of keeping students engaged with digital tools, studies have shown that the interactive nature of technology can significantly increase student motivation (Bower et al., 2015). However, this is not without its difficulties, as highlighted by Selwyn (2016), who cautions that digital tools can sometimes act as distractions rather than enablers of learning.

The literature on content development within blended learning stresses the need for teacher autonomy in creating and curating digital materials, as seen in the work of Mishra & Koehler (2006) who promote the TPACK framework (Technological Pedagogical Content Knowledge) to guide educators in content creation. The survey responses suggest

that while teachers appreciate the flexibility of digital tools, they also need institutional support to create high-quality content, a sentiment echoed in Drysdale et al. (2013).

5.1.3. Institutional Support for Blended Learning

Institutional support is critical to the successful integration of blended learning, and this was reflected in the divergent experiences shared by the teachers. Teachers like BLT-04, who reported receiving structured support, mirror findings from studies that show professional development and training as key drivers of successful technology integration (Kopcha, 2012). However, those who experienced a lack of substantial guidance, like BLT-01, reflect a common challenge in higher education where institutional backing can be inconsistent (Donnelly & Maguire, 2017).

This research highlights that effective institutional support not only involves providing digital tools but also offering ongoing training and fostering a culture of experimentation (Laurillard et al., 2018). This aligns with BLT-06's view on the importance of professional development, underlining the need for continuous institutional commitment to blended learning initiatives.

5.1.4. Impact on Costs and Resources

The discussions around costs and resources emphasize a dual benefit: while there are initial financial challenges in setting up blended learning infrastructures, there are long-term savings in resources (Dziuban et al., 2016). BLT-05's observation that digitizing learning materials reduces costs aligns with the findings of Bonk & Graham (2012), who note that blended learning can significantly lower educational expenses, particularly with

the reduction in physical materials. This also contributes to greater accessibility, as students can access resources more flexibly, reducing both financial and logistical barriers (Graham et al., 2013).

5.2. Subcategory 2: Human Resources for Blended Learning Implementations

This category explores the human element of blended learning, focusing on the pedagogical strategies, reflective practices, and student engagement that underpin its success. The teachers' responses underscore the importance of human interaction in blended environments, aligning with studies that emphasize the irreplaceable role of teachers in guiding and facilitating learning (Dennen & Burner, 2008).

5.2.1. Pedagogical Strategies and Best Practices

The survey data revealed a diverse range of pedagogical strategies employed by teachers to navigate the complexities of blended learning. Teachers like BLT-01, who use interactive platforms to enhance student engagement, are utilizing best practices supported by research in blended learning (Means, 2010). These strategies, from gamification to personalized feedback, reflect the growing emphasis on creating learner-centered environments (Horn & Staker, 2014). However, as noted by BLT-06, the rise of AI tools presents new challenges, requiring teachers to stay ahead of technological advancements (Dimitriadou & Lanitis, 2023).

The evolving nature of blended learning pedagogies underscores the need for ongoing reflective practice, where teachers must adapt their methods to meet changing technological and student needs (Kirkwood & Price, 2006). Teachers' use of both face-to-

face and digital methods to motivate students resonates with research suggesting that blended learning fosters a more inclusive and participatory classroom environment (Vaughan, 2010).

5.2.2. Reflective Practice and Adaptation

The data highlights the importance of reflective practice in adapting to blended learning environments, with teachers like BLT-01 stressing the need for active guidance in ensuring that technology is used effectively. This aligns with the work of Farrell & Marshall (2020) who argue that reflective teaching is critical for ongoing pedagogical development, especially in dynamic, tech-mediated classrooms.

BLT-06's call for improved infrastructure and cultural adaptation points to broader systemic challenges that are also discussed in the literature. As blended learning continues to evolve, institutions must invest in both technological infrastructure and cultural readiness to support diverse student populations (Watts & Galvin, 2020).

5.2.3. Curriculum Development and Teacher Training

The importance of curriculum development and teacher training in the success of blended learning cannot be overstated. As seen in the responses from BLT-04 and BLT-06, institutional training plays a pivotal role in enabling teachers to implement blended learning effectively. These findings are consistent with the research carried out by O'Donoghue (2016), which emphasizes the need for comprehensive training that addresses both technological competencies and pedagogical frameworks.

While some teachers felt adequately supported, the variability in responses suggests that institutions need to adopt a more personalized approach to teacher training, as argued by Pawan et al. (2017). The literature supports the idea that professional development must be ongoing and responsive to the unique needs of teachers at different stages of their blended learning journey (Abello, 2018).

5.2.4. Student Engagement and Participation

Teachers widely agreed on the positive impact of blended learning on student engagement, with many noting the interactive potential of technology-enhanced learning environments. This aligns with the findings of Bouilheres et al. (2020b), who argue that blended learning can significantly increase student motivation and participation, particularly when digital tools are used to create authentic and engaging learning experiences.

BLT-05's emphasis on fostering independent learning through blended learning mirrors research that points to the increased autonomy and self-regulation that these models encourage (Hejazifar, 2013). As Chikh (2024) suggests, blended learning fosters a collaborative, student-centered approach that not only engages learners but also develops their ability to learn independently.

5.2.5. Blended Learning as a Strategy for the Future

Finally, the forward-looking potential of blended learning is a common thread in both the survey responses and the literature. Teachers like BLT-04, who emphasize the global and collaborative potential of blended learning, are reflecting broader trends in

education that point to its growing importance as a flexible, inclusive model (Horn & Staker, 2014). Blended learning's ability to bridge the digital divide, as highlighted by BLT-06, also points to its potential in fostering equity in education (Means, 2010).

This research underscores the dual nature of blended learning in ELT, presenting both significant opportunities and challenges. Teachers have adapted to new technologies and pedagogical strategies, enhancing engagement and reducing costs for students, but they face challenges such as the need for institutional support and equitable access to resources. Through thoughtful pedagogical decisions and strategic investment in human resources, blended learning can become a transformative force in ELT, aligning with global trends while addressing the unique needs of local contexts. Future research should continue to explore how these strategies can be optimized and expanded to support sustainable, inclusive language education.

6.0. Conclusions

This study set out to explore the perceptions and experiences of English teachers regarding the implementation of a blended learning model at the Language Center of Universidad Católica Luis Amigó (UCLA). Through a combination of online surveys, in-depth interviews, and a focus group discussion, this research aimed to uncover both the affordances and challenges associated with integrating blended learning within English language education. The findings illustrate the intricate dynamics of adapting to and navigating a hybrid instructional framework, highlighting insights that extend beyond mere pedagogical adjustments to encompass the larger impact of blended learning on teacher development, institutional support, and student engagement.

A central conclusion drawn from this research is the pivotal role of teacher adaptability in successful blended learning implementation. As indicated in the study, teachers demonstrated a range of adaptive strategies to balance in-person and online components, a process that required not only technological proficiency but also a deep understanding of pedagogical principles relevant to both modalities. Teachers, particularly those who had been resistant to change or technology, gradually shifted their approaches to harnessing digital tools for instructional purposes. This adaptive process highlights that successful blended learning implementation relies on teachers' adaptability and openness to exploring various instructional approaches. As they incorporate digital tools into their teaching, teachers' reflections affirm that a well-considered blended learning model can enhance student interaction and create more tailored learning experiences.

The findings further underscore that the blended learning model presents distinct affordances that enhance student engagement and achievement. The capacity to structure curriculum with both synchronous and asynchronous elements enable teachers to design interactive activities that cater to various learning styles and preferences, thereby promoting a more inclusive learning environment. However, this study's results also highlight the challenges teachers face in achieving this balance. For instance, some participants noted the difficulty in maintaining student motivation and participation in the online component, regarding the motivational dynamics within digital learning spaces. These challenges suggest that while blended learning offers substantial benefits, its successful implementation requires careful planning, ongoing teacher training, and responsive institutional support to sustain student engagement.

Institutional support emerged as another key factor affecting the blended learning experience. The teachers expressed that consistent access to training, resources, and a

community of practice significantly facilitated their adaptation to the model. The rapid shift to blended learning post-pandemic brought about a pressing need for institutions to not only provide technical resources but also foster an environment where teachers could collaborate and share best practices. Structured support plays a vital role in the effective adoption of blended learning practices, as the provision of periodic workshops and technical assistance by the Language Center at UCLA has demonstrated. While this support has been beneficial to participating teachers, findings indicate a continued need for ongoing professional development opportunities to maximize the full potential of the blended learning model.

This study emphasizes the essential role of reflective practice within blended learning environments, as teachers increasingly view it as critical for refining their instructional approaches. Insights from both surveys and interviews highlight that, beyond mastering digital tools, reflecting on student feedback and learning outcomes plays a crucial role in adapting methods for optimal effectiveness.

In brief, this research offers valuable insights into the complex realities of implementing blended learning in university-level English instruction. While blended learning affords clear benefits in fostering interaction, engagement, and personalized learning, its success rests on teacher adaptability, robust institutional support, and an enduring commitment to reflective practice. For blended learning to evolve into a sustainable and impactful educational approach, educators and institutions must stay attuned to students' needs and the unique demands of hybrid instruction. The study thus underscores the importance of fostering a collaborative and supportive environment—one that encourages both innovation and effective learning outcomes in blended language education.

7.0. Further Research

This research highlights several important facets of blended learning in English Language Teaching (ELT) and lay the groundwork for future studies that can expand on the challenges and affordances identified. Given the evolving nature of blended learning, it is essential to explore areas that were not fully covered in this study or emerged as new directions during the research process. This chapter outlines key avenues for further research that would deepen our understanding of the strategic implementation of blended learning in ELT and its broader implications.

7.1. Longitudinal Studies on Teacher Adaptation to Blended Learning

While this research provided insights into teachers' initial experiences and adaptation to blended learning, it would be beneficial to conduct longitudinal studies that track their adaptation over an extended period. Such studies could explore how teachers' pedagogical strategies, technology integration, and reflective practices evolve as they gain more experience with blended learning models. Questions regarding how teachers continue to refine their approaches to balance synchronous and asynchronous learning, as well as how they address ongoing technological advancements, would provide a more comprehensive understanding of the adaptive processes involved.

Further research could also examine how teachers' adaptation impacts student outcomes over time. Investigating whether more experienced teachers become more effective in utilizing digital tools or developing more innovative blended learning materials could offer valuable insights into best practices for professional development in this area.

7.2. Cost-Benefit Analysis of Blended Learning in ELT

The research revealed both the potential for cost savings and resource optimization in blended learning, as well as challenges related to the financial investments required for technology infrastructure. Future studies should conduct in-depth cost-benefit analyses to better understand the economic implications of blended learning in ELT programs. This could include examining the long-term financial benefits of reduced physical material costs, lower infrastructure needs, and increased flexibility for both institutions and learners. Moreover, future research should focus on the broader economic impacts of blended learning on accessibility and equity in education. Specifically, how blended learning might bridge educational gaps for students in underserved or remote areas, and what additional investments might be required to ensure equitable access to high-quality digital tools and internet connectivity.

7.3. Student Engagement and Autonomy in Blended Learning Environments

This study highlighted the dual benefits of blended learning in enhancing student engagement and promoting autonomy. However, more research is needed to explore how different digital tools, and pedagogical strategies can be optimized to cultivate these skills. Future research could investigate which specific technological platforms or instructional designs most effectively promote active student participation and how these tools can be tailored to different language proficiency levels.

Further exploration into how blended learning fosters independent learning skills, such as self-regulation and time management, would also be valuable. This research could

inform the development of targeted interventions to support students in becoming more autonomous learners in blended environments, particularly those who may struggle with the increased demands of self-directed learning.

7.4. Blended Learning as a Future Educational Strategy

Blended learning is increasingly recognized as a forward-looking strategy in ELT and education more broadly. However, further research is needed to explore its long-term sustainability and scalability. Studies could focus on how blended learning can be adapted to emerging educational trends, such as microlearning, gamification, and artificial intelligence, to enhance language learning outcomes. Additionally, research could examine the broader societal impacts of blended learning, particularly its role in democratizing education. This raises the question of how blended learning models can be scaled to reach diverse populations, including those in economically disadvantaged or geographically isolated regions. Understanding the potential of blended learning to increase educational equity and access could inform policies and practices for future educational reforms.

7.5. Curriculum Development and Teacher Training in a Digital Age

This research has shown the importance of curriculum development and teacher training in successful blended learning implementations. Future studies could investigate the most effective frameworks for developing blended learning curricula that align with language proficiency standards and learning outcomes. It would also be beneficial to explore how teacher training programs can be restructured to better equip educators with the skills needed to integrate rapidly evolving digital tools into their teaching.

Moreover, further research could focus on how teacher training in blended learning can be made more responsive to teachers' individual needs and contexts. Customizable or modular professional development programs that allow teachers to focus on specific areas of digital pedagogy or technology use could offer a more tailored approach to training.

7.6. Cross-Cultural Studies on Blended Learning in ELT

Blended learning practices may vary significantly across different cultural and educational contexts. Future research should explore how cultural factors influence the implementation and reception of blended learning in various regions. Comparative studies between institutions in different countries, or even different regions within the same country, could provide insights into how cultural values, educational traditions, and technological infrastructures shape blended learning practices.








Such cross-cultural research could also investigate how blended learning models can be adapted to meet the specific needs of diverse student populations, including non-traditional learners, adult learners, and students with varying levels of digital literacy.

In conclusion, the research conducted in this study provides a solid foundation for understanding the challenges and affordances of blended learning in ELT. However, as the field of blended learning continues to evolve, ongoing research will be essential to address the gaps identified and to explore new opportunities for enhancing both teaching and learning outcomes in a digital age. By pursuing these lines of further research, educators and institutions can continue to refine and improve blended learning models, ensuring their effectiveness and sustainability for the future of education.

Appendices













Appendix 1.












Online Socio-demographic Survey for Blended Learning Teachers (OSDS-BLT).








Socio-Demographic Survey for Blended Learning Teachers.	
Please take a moment to provide us with some background information about yourself. Your responses will remain confidential and will be used solely for research purposes.	
 Section 1: Personal Information.	<input type="text" value="Full name (optional)"/> <input type="text" value="Age"/>
 Section 2: Professional Background.	<input type="text" value="How long have you been teaching in The English Program at the university?"/> <input type="radio"/> Less than 1 year. <input type="radio"/> 1 – 3 years. <input type="radio"/> 4 – 6 years. <input type="radio"/> 7 – 9 years. <input type="radio"/> 10 years or more.
 Section 2: Professional Background.	<input type="text" value="What is your current teaching position within The English Program?"/> <input type="radio"/> Instructor. <input type="radio"/> Assistant Professor. <input type="radio"/> Professor. <input type="radio"/> Senior Instructor. <input type="radio"/> Associate Professor. <input type="radio"/> Other (please specify). <input type="text"/>
 Section 2: Professional Background.	<input type="text" value="Have you received any formal training or certification in teaching English as a second language (TESOL) or a related field?"/> <input type="radio"/> Yes. <input type="radio"/> No. If "Yes", please specify the type of training or certification. <input type="text"/>
 Section 3: Educational background.	<input type="text" value="What is your highest level of education completed?"/> <input type="radio"/> Bachelor's Degree. <input type="radio"/> Doctoral Degree. <input type="radio"/> Master's Degree. <input type="radio"/> Other (please specify). <input type="text"/> Please specify your major or area of specialization in your highest degree: <input type="text"/>
 Section 4: Experience with Blended Learning.	<input type="text" value="How would you rate your experience with Blended Learning when designing or implementing a course?"/> <input type="radio"/> Very Inexperienced. <input type="radio"/> Somewhat Inexperienced. <input type="radio"/> Neutral. <input type="radio"/> Somewhat Experienced. <input type="radio"/> Very Experienced.
 Section 5: Additional Comments.	<input type="text" value="Is there anything else you would like to share, or any additional comments related to your teaching experience or participation in a Blended Learning Course?"/> <input type="text"/> <i>Thank you for taking the time to complete this survey. Your input is valuable to our research efforts.</i>

Appendix 2.

Online Survey for Blended Learning Teachers.













Survey for Blended Learning Teachers.	
Please take a moment to provide us with some information about your experience with Blended Learning. Your responses will remain confidential and will be used solely for research purposes.	
	<p>1. <input type="text" value="Full name (optional)"/> <input type="text" value="Age"/></p>
	<p>2. Were there any significant milestones in the Program's approach to blended learning during 2017 to 2022? Please briefly describe:</p>
	<p>3. Tell us about your experience when implementing Blended Learning in terms of Teaching Language. Can you mention any successful or challenging experiences?</p>
	<p>4. Tell us about your experience implementing Blended Learning in terms of Technology Use. Can you mention any successful or challenging experiences?</p>
	<p>5. Tell us about your experience implementing Blended Learning in terms of Classroom Management. Can you mention any successful or challenging experiences?</p>
	<p>6. How would you rate the impact of blended learning on Student Engagement in your classes during this period?</p> <p>5 Very High Impact 4 3 2 1 Very Low Impact.</p>
	<p>7. Based on your previous answer on Student Engagement, please expand your response:</p>
	<p>8. Do you believe it would be beneficial to continue developing Blended Learning Courses for English Language Study? Yes. No. Why?</p>
	<p>9. How would you define "Blended Learning" in the context of English Language Education?</p> <p><input type="radio"/> A combination of both in person and online instruction.</p> <p><input type="radio"/> An approach that exclusively uses in person instruction.</p> <p><input type="radio"/> An approach that exclusively uses online instruction.</p> <p><input type="radio"/> An approach that involves teaching multiple subjects simultaneously.</p>
	<p>10. Based on your previous response, can you expand your definition on "Blended Learning" in the context of English Language Education?</p>
	<p>11. How would you describe the Primary Goals or Objectives of using Blended Learning in an English Language course?</p> <p><input type="radio"/> Enhancing student engagement.</p> <p><input type="radio"/> Fostering independent learning.</p> <p><input type="radio"/> Reducing the needs for teacher involvement.</p> <p><input type="radio"/> None of the above.</p>
	<p>12. Based on your previous response, can you describe the Primary Goals or Objectives of using Blended Learning in an English language course?</p>






	13.	Are you familiar with different models or approaches to Blended Learning? <input type="radio"/> A Yes, I can name and describe several models. <input type="radio"/> B I'm vaguely aware of some models. <input type="radio"/> C No, I'm not familiar with any models.
	14.	If your answer to previous questions is A) or B), please name and briefly describe any model(s) or approach(es) that you are aware of.
	15.	In your opinion, what are the key components or elements that make up an effective blended learning model? Please select the option(s) you consider appropriate. <input type="radio"/> A clear balance between online and in-person activities. <input type="radio"/> Incorporating technology for its own sake. <input type="radio"/> Completely replacing traditional classrooms. <input type="radio"/> None of the above.
	16.	Can you expand your previous response? In your opinion, what are the key components or elements that make up an effective blended learning model?
	17.	How do you perceive the balance between online and in-person components in a blended learning course? What factors influence this balance? <input type="radio"/> It varies depending on the course goals and content. <input type="radio"/> Balanced integration is not essential. <input type="radio"/> In-person components should dominate for interaction. <input type="radio"/> Online components should dominate for flexibility.
	18.	Based on your previous response, can you explain how you perceive the balance between online and in-person components in a blended learning course?
	19.	What roles do technology tools and platforms play in a blended learning environment? How do they enhance the learning experience? Please explain.
	20.	Can you provide examples of specific technology tools or applications that you find valuable for blended learning in English language Education?
	21.	How can blended learning environments facilitate student engagement and interaction compared to traditional classroom settings?
	22.	What strategies or activities do you employ to promote meaningful student engagement in both online and in-person components of a blended course?
	23.	How do you assess students' progress and learning outcomes in a blended learning course? Are there specific assessment methods or tools you find effective? Please briefly explain.

	24.	How do you provide feedback to students in a blended learning setting? How does it differ from traditional classroom feedback practices? Please briefly explain.
	25.	What challenges have you encountered when implementing blended learning in English Language courses? How have you adapted to address these challenges? Please briefly explain.
	26.	In what ways have you sought professional development to enhance your understanding and skills related to blended learning? <input type="radio"/> A Attended workshops and training sessions. <input type="radio"/> B Self-study and research on blended learning. <input type="radio"/> C I haven't sought professional development.
	27.	If your answer to the previous questions is A) or B), please briefly describe in which way you sought professional development to enhance your understanding and skills related to blended learning.
	28.	How do you envision the role of ongoing professional development in improving your effectiveness as a blended learning educator? <input type="radio"/> A Ongoing professional development is essential. <input type="radio"/> B Professional development has little impact. <input type="radio"/> C I don't see the need for further professional development.
	29.	If your answer to the previous question is A) or B), please briefly describe in which way you improve your effectiveness as a blended learning educator.
	30.	Is there anything else you would like to add or any additional comments regarding your understanding of blended learning categories in the context of English language Education?

Appendix 3.

Online Interview for Blended Learning Teachers (OI-BLT) and Focus Group Interview for Blended Learning Teachers (FGI-BLT) forms.

Unfolding Practices while implementing Blended Learning at Universidad Católica Luis Amigó.		
	Key Developments and Transformations.	What are the most notable developments or transformations in blended learning you have observed at Universidad Católica Luis Amigó's English program?
	Personal Contribution and Perspective.	From the time you joined the program, how have you contributed to the evolution of blended learning, and what personal insights can you share about its progression?
	Deepening Understanding.	Since your integration into the program, what changes have you witnessed , and how have you adapted to the evolving blended learning environment?
	Synchronous and Asynchronous Mix.	How do synchronous (real-time) and asynchronous (self-paced) parts work together in blended learning?" What percentage of the blended learning program do you think is synchronous and how much is asynchronous? Could you also tell us how this amount is split between synchronous and asynchronous sessions?
	Synchronous and Asynchronous Mix.	Taking this balance into consideration, what do you think are the differences between what happens in the real classroom and what happens on the digital platform ? Is there a discernible difference ? If so, do the ways you teach differ between these two learning environments , or do you use the same methods whether they are synchronous or asynchronous?
	Historical Technology Usage and Evolution.	Let's look back at the tools you used for synchronous activities in the past as you think about your journey." Now, in the present , have you noticed any changes in how we use technology? How has the program changed over time, especially when it comes to using technology to help with the learning process ?
	Historical Technology Usage and Evolution.	Let's go into more detail now. Could you tell us about the most common tools you used when the program first started? Has the overall form of these tools changed over time ? And most significantly, how beneficial or challenging has this evolving technology been for our teaching ?
	Teaching Language Strategies.	Could you share one effective strategy you've used for teaching language in a blended learning environment, and how did it impact student learning, engagement, and language acquisition ?
	Technology Use Strategies.	Could you share a technology-based approach or tool that has worked effectively in the English Language program, and how did it enhance student engagement and learning outcomes ?
	Classroom Management Challenges.	Reflecting on your experience , what specific challenges have you faced in managing a blended learning classroom, and how did you address these challenges effectively ?
	Your own definition on Blended Learning.	How do you personally define 'Blended Learning' within the context of English Language Education? Example Perspective: <i>Picture Blended Learning as a symphony where traditional classroom notes harmonize with digital melodies. How do you orchestrate this fusion to create an educational masterpiece?</i>
	Defining and Objectifying Blended Learning.	What do you consider to be the primary goals or objectives of employing Blended Learning in your teaching approach? Example Perspective: <i>Visualize Blended Learning as a recipe where face-to-face ingredients blend seamlessly with virtual spices. How does this culinary mix enhance student engagement and learning flavor in your classroom?</i>

	Assessment and Feedback Strategies.	Could you share any effective and meaningful strategies you've used to assess students' progress and provide feedback ? How creatively have you engaged them in the assessment process? Additionally, have you found these strategies challenging or successful ?
	Professional Development.	What professional development opportunities have you pursued to enhance your skills in this context? If given the opportunity to choose, what aspects would you like to strengthen as a blended learning instructor ? How has your commitment to professional development influenced your teaching practices in blended learning?
	Vision for Blended Learning.	Considering the future of language education , do you envision blended learning having a positive impact on student outcomes and overall educational experiences ? Could you also define how blended learning potentially enhances education?
	Personalized Professional Growth.	Could you share three areas (e.g., methodologies , technological tools , students' engagement , classroom management) where you'd like to receive training to better address challenges?
	Personalized Professional Growth.	Professional Development and Growth: How has your commitment to professional development influenced your teaching practices in blended learning? Could you share three specific ideas for professional growth that align with your vision for effective blended teaching?

Appendix 4.

Certification Document from Researchers.

Chia, Colombia, October, 2023

TO WHOM IT MAY CONCERN:

The undersigning Director of Master's programs and Specializations of the Faculty of Education at Universidad de La Sabana certifies that Luis Horacio Hernandez is currently enrolled in the [Master's Program in English Language Teaching for Self – Directed Learning \(online\)](#). As part of the academic requirements, Mr. Hernandez is carrying out an action-research project within a real classroom environment, so we respectfully request that he be allowed to collect data, in accordance with the institutional policies and procedures at his workplace.

We greatly appreciate your cooperation with Mr. Hernandez's academic advancement. If you should require further information, please do not hesitate to contact me.

TO WHOM IT MAY CONCERN:

The undersigning Director of Master's programs and Specializations of the Faculty of Education at Universidad de La Sabana certifies that Jose Fabian Fajardo is currently enrolled in the [Master's Program in English Language Teaching for Self – Directed Learning \(online\)](#). As part of the academic requirements, Mr. Fajardo is carrying out an action-research project within a real classroom environment, so we respectfully request that he be allowed to collect data, in accordance with the institutional policies and procedures at his workplace.

We greatly appreciate your cooperation with Mr. Fajardo's academic advancement. If you should require further information, please do not hesitate to contact me.

Sincerely,

Ana Maria Ternent De Samper
 Director of Master's Programs and Specializations
 Faculty of Education Universidad
 de La Sabana
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Appendix 5.

Consent Form.

Medellin, October 13th, 2023

Dear Dean
Diana Jaramillo
Universidad Católica Luis Amigó
We hope this letter finds you well.

We are writing to formally request your permission to carry out exploratory research within the Language Center at UCLA Medellin. As Master students, we are deeply interested in exploring the dynamics and experiences of blended learning and its impact on language teaching. The purpose of this research is to collect valuable insights from your dedicated teachers who have experience in this field.

Recently, the impact of Blended learning, combining traditional classroom instruction with digital resources and online components, has gained significant attention for its potential to enhance educational outcomes.

We would like to assure you that this research will be conducted with the utmost care, sensitivity, and respect for the participants' time and expertise. To maintain the highest ethical standards, we plan to obtain informed consent from all participants and ensure the anonymity and confidentiality of the data collected.

In seeking your permission for this research, we kindly request the following:

- 1. Approval to conduct interviews and surveys with language teachers within the Language Center;*
- 2. Assistance in disseminating information about the research to potential participants.*
- 3. Any guidance or recommendations you may have to ensure the successful execution of this investigation.*

We understand that the Faculty values academic research and innovation, and We are committed to contributing valuable insights that can potentially help to reflect and inform the state of art in the Language Center.

We appreciate your consideration of this request and look forward to your favorable response. If you require any additional information or clarification, please do not hesitate to contact us at josefahe@unisaba.edu.co/ luisheedu@unisabana.edu.co

Thank you for your time and support.

Sincerely,

Luis Hernández

Fabian Fajardo

Appendix 6.

Primary Data Repository from Online Socio-demographic Survey for Blended Learning Teachers (PDR/OSDS-BLT).

Q-01 Hello, what's your name?	Q-02 Nice to meet you, how is your day going?	Q-03 Age:	Q-04 How long have you been teaching in the English program at Universidad Católica Luis Amigó?	Q-05 What is your current teaching position within the English Program?	Q-06 What is your highest level of education completed?	Other
BLT-01 Terrific!	BLT-01 Terrific!	BLT-01 35	BLT-01 7 - 8 years.	BLT-01 Professor	BLT-01 Bachelor's Degree.	
BLT-02 Terrific!	BLT-02 I am 40 years old.	BLT-02 40	BLT-02 7 - 8 years.	BLT-02 Professor		BLT-02 Especialización Enseñanza del inglés
BLT-03 Terrific!	BLT-03 40	BLT-03 40	BLT-03 4 - 6 years.	BLT-03 Assistant Professor	BLT-03 Master's Degree.	
BLT-04 doing good...	BLT-04 62	BLT-04 62	BLT-04 10 years or more.	BLT-04 Professor	BLT-04 Master's Degree.	
BLT-05 Terrific!	BLT-05 34	BLT-05 34	BLT-05 7 - 8 years.	BLT-05 Assistant Professor	BLT-05 Doctoral Degree.	
BLT-06 Terrific!	BLT-06 46	BLT-06 46	BLT-06 4 - 6 years.	BLT-06 Senior Instructor	BLT-06 Master's Degree.	

Q-07 Please specify your major or area of specialization in your highest degree:	Q-08 On a scale of 1 to 5, how would you rate your previous experience with Blended Learning before teaching at Luis Amigó Catholic University Language Program?	Q-09 How would you rate your experience with Blended Learning when implementing a course?	Q-010 How would you rate your experience with Blended Learning when designing a course?	Q-011 How long have you been teaching in this Program? (Please select the most appropriate option):	Q-012 Please rate the extent to which you are familiar with the chronological progression of the English Program at Universidad Católica Luis Amigó from 2017 to 2022, especially in terms of the implementation of Blended Education.
BLT-01 Bachelor in English	BLT-01 3	BLT-01 Neutral.	BLT-01 Somewhat Experienced.	BLT-01 1 - 3 years.	BLT-01 3
BLT-02 English teaching	BLT-02 5	BLT-02 Very Experienced.	BLT-02 Very Experienced.	BLT-02 4 - 6 years.	BLT-02 4
BLT-03 Superior education	BLT-03 4	BLT-03 Somewhat Experienced.	BLT-03 Somewhat Experienced.	BLT-03 4 - 6 years.	BLT-03 3
BLT-04 Language teaching	BLT-04 4	BLT-04 Somewhat Experienced.	BLT-04 Somewhat Experienced.	BLT-04 10 years or more.	BLT-04 4
BLT-05 Education science PhD	BLT-05 5	BLT-05 Somewhat Experienced.	BLT-05 Somewhat Experienced.	BLT-05 1 - 3 years.	BLT-05 4
BLT-06 Master in Foreign Language Teaching and Learning	BLT-06 3	BLT-06 Very Experienced.	BLT-06 Somewhat Experienced.	BLT-06 4 - 6 years.	BLT-06 4

Appendix 7.

Primary Data Repository from Online Survey for Blended Learning Teachers (PDR/OSBLT).

<p>Q-013 Were there any significant milestones in the Program's approach to blended learning during this period (2017 to 2022)? Please briefly describe:</p>	<p>Q-014 Tell us about your experience when implementing Blended Learning in terms of Teaching Language. Can you mention any successful or challenging experience?</p>	<p>Q-015 Tell us about your experience implementing Blended Learning in terms of Technology Use. Can you mention any successful or challenging experience?</p>	<p>Q-016 Tell us about your experience implementing Blended Learning in terms of Classroom Management. Can you mention any successful or challenging experience?</p>	<p>Q-017 How would you rate the impact of blended learning on Student Engagement in your classes during this period?</p>	<p>Q-018 Based on your previous answer on Student Engagement, please expand your response:</p>
<p>BLT-01 There was little approach to learning or instruction on blended learning from the university or the program.</p>	<p>BLT-01 The only experience with blended learning was during a few courses that I taught "a distancia" at the university a few years ago. However, I am interested in learning more about this as I believe that remote education is gaining more strength.</p>	<p>BLT-01 I use technology in the classroom as well as in the planning of my courses. Not only in the development or creation of materials but also in seeking out platforms that help me motivate my students in class and in their learning process.</p>	<p>BLT-01 I think the games or activities used in class with students, that helps me with classroom management.</p>	<p>BLT-01 5</p>	<p>BLT-01 Students feel engaged with the class and with their learning process when the teacher uses technology in the classroom as a strategy with activities, games, songs, videos etc.</p>
<p>BLT-02 Blended learning was a useful tool but it required a sequence of stages to carry out different tasks, including the promotion and orientation of activities and the selection of appropriate material.</p>	<p>BLT-02 It is useful but it required a lot of time to focus on.</p>	<p>BLT-02 The information and the Search system.</p>	<p>BLT-02 The observation of students' learning styles.</p>	<p>BLT-02 4</p>	<p>BLT-02 Learning new contents practical and interactive for students.</p>
<p>BLT-03 The implementation of active teaching through the virtual campus</p>	<p>BLT-03 I use at the beginning of every class a conversatory of current affairs and they send reports to the virtual campus</p>	<p>BLT-03 Applications to improve English with task objectives</p>	<p>BLT-03 Check assignments sent to the virtual campus first in the class</p>	<p>BLT-03 4</p>	<p>BLT-03 They promote themselves to give opinions and be active in the east production of current affairs</p>
<p>BLT-04 Students learned another mode of learning a language aside from the traditional one.</p>	<p>BLT-04 I found out that students are responsible of their learning process; the professor is only a guide.</p>	<p>BLT-04 I learn a lot with regards to technology use as a useful tool to language teaching.</p>	<p>BLT-04 I learn to trust the students in terms of personal responsibility with their learning process.</p>	<p>BLT-04 4</p>	<p>BLT-04 Aside from being responsible of their learning process, students also learn to work in teams.</p>
<p>BLT-05 We received some feedback in teacher's meetings</p>	<p>BLT-05 The students had better results in understanding some topics instead of traditional learning</p>	<p>BLT-05 B-learning facilitated me to face the new challenges and scenarios of post pandemic students</p>	<p>BLT-05 I can feel more control in my class room, cause the students know the contents and objectives before the class</p>	<p>BLT-05 4</p>	<p>BLT-05 Students have better engagement because they can continue practicing their lessons and contents through virtual environment implemented in b-learning</p>
<p>BLT-06 The appropriate implementation of online tools plus the desing of different rubrics for evaluation.</p>	<p>BLT-06 I can see students are more encouraged to participate actively since they have expressed their satisfaction towards the learning process they've had.</p>	<p>BLT-06 Since I've been implementing online tools, the students are less prone to be unfocused by their cell phones although this is still a strong tendency.</p>	<p>BLT-06 For me, the most challenging experience has been related to the use of AI in class since these tools can be an obstacle in some of the activities or tasks proposed for the classes. This can hinder the autonomy in students' work.</p>	<p>BLT-06 3</p>	<p>BLT-06 It is absolutely necessary to keep on educating students in terms of autonomy and self-discipline since blended learning brings lots of benefits for learners taking into account their different conditions and life-styles.</p>

<p>Q-019 Do you believe it would be beneficial to continue developing Blended Learning Courses for English Language Study? Yes. No. Why?</p>	<p>Q-020 How would you define "Blended Learning" in the context of English Language Education?</p>	<p>Q-021 Based on your previous response, can you expand your definition on "Blended Learning" in the context of English Language Education?</p>	<p>Q-022 How would you describe the Primary Goals or Objectives of using blended learning in an English Language course?</p>	<p>Q-023 Based on your previous response, can you describe the Primary Goals or Objectives of using Blended Learning in an English language course?</p>
<p>BLT-01 Yes</p>	<p>BLT-01 A combination of both in-person and online instruction.</p>	<p>BLT-01 This approach seeks to integrate face to face and online learning, offering students a more flexible and personalized learning experience. Students can participate in classroom activities and access additional online content and resources to reinforce their learning.</p>	<p>BLT-01 Fostering independent learning.</p>	<p>BLT-01 It is important to motivate and engage students in their learning of a foreign language or any other area, however, encouraging independent work is important because it makes the student more aware of their process.</p>
<p>BLT-02 Yes, because it allows possibilities to connect with new learning experiences.</p>	<p>BLT-02 A combination of both in-person and online instruction.</p>	<p>BLT-02 It involves participants (instructors and students) on synchronous and asynchronous training through different digital channels when necessary.</p>	<p>BLT-02 Enhancing student engagement.</p>	<p>BLT-02 Students' engagement are the core of the teaching and learning process and it encourages students on the action research process cycle after each seminar session as well as promoting participatory teaching.</p>
<p>BLT-03 Yes</p>	<p>BLT-03 A combination of both in-person and online instruction.</p>	<p>BLT-03 A type of learning using both. Presencial and online learning</p>	<p>BLT-03 Enhancing student engagement.</p>	<p>BLT-03 Make the students involved in their own learning</p>
<p>BLT-04 Yes. As I have pointed out, students are the protagonists of their learning process, so they would not be too dependent on their teachers, they will be creative in their learning.</p>	<p>BLT-04 A combination of both in-person and online instruction.</p>	<p>BLT-04 Aside from using technology as a tool for learning, I think the most important aspect to pointed out is BL motivates student to be responsible for his/her learning process.</p>	<p>BLT-04 Fostering independent learning.</p>	<p>BLT-04 BL enhances student's creativity and responsibility.</p>
<p>BLT-05 Of course, it's necessary to be synchronized for the challenges of the XXI education</p>	<p>BLT-05 A combination of both in-person and online instruction.</p>	<p>BLT-05 This kind of approaching combines virtual and face to face learning in order to have more efficient results in the teaching process</p>	<p>BLT-05 Fostering independent learning.</p>	<p>BLT-05 We are looking and independent student in the language</p>
<p>BLT-06 Yes. This way of teaching can bring benefits to many communities around the regions and the country itself, shortening the teach in education opportunities and making learning easier for many students.</p>	<p>BLT-06 A combination of both in-person and online instruction.</p>	<p>BLT-06 It's the combination of face-to-face and online tool learning and teaching taking advantage of both ways of strategies and communication.</p>	<p>BLT-06 Enhancing student engagement.</p>	<p>BLT-06 Today's students belong to a new era of technology which makes them more prone to use them in everyday life. Therefore, this is an opportunity to allow them to use such tools for their own learning progress fostering motivation.</p>

Q-024 Are you familiar with different models or approaches to Blended learning?		Q-025 If your answer to previous questions is A) or B), please name and briefly describe any model(s) or approach(es) that you are aware of.		Q-026 In your opinion, what are the key components or elements that make up an effective blended learning model? Please select the option(s) you consider appropriate.			
BLT-01 I'm vaguely aware of some models.	BLT-01 ✓			Incorporating technology for its own sake.	A clear balance between online and in-person activities.	Completely replacing traditional classrooms.	None of the above.
BLT-02 No, I'm not familiar with any models.	BLT-02 N/A				BLT-02 A clear balance between online and in-person activities.		
BLT-03 I'm not familiar with any models.	No, BLT-03 None				BLT-03 A clear balance between online and in-person activities.		
BLT-04 vaguely aware of some models.	I'm BLT-04 Rotation model. This is a combination the traditional and on-line learning.				BLT-04 A clear balance between online and in-person activities.		
BLT-05 Yes, I can name and describe several models.	Yes, I BLT-05 I could mention flip classroom as an example			BLT-05 Incorporating technology for its own sake.	BLT-05 A clear balance between online and in-person activities.		
BLT-06 I'm not familiar with any models.	No, BLT-06 Does not apply				BLT-06 A clear balance between online and in-person activities.		

Q-027 Can you expand your previous response? In your opinion, what are the key components or elements that make up an effective blended learning model?		Q-028 How do you perceive the balance between online and in-person components in a blended learning course? what factors influence this balance?		Q-029 Based on your previous response, can you explain how you perceive the balance between online and in-person components in a blended learning course?		Q-030 What role do technology tools and platforms play in a blended learning environment? How do they enhance the learning experience? Please explain.		Q-031 Can you provide examples of specific technology tools or applications that you find valuable for blended learning in English language Education?		Q-032 How can blended learning environments facilitate student engagement and interaction compared to traditional classroom settings?	
BLT-01 I think it would be the integration of technology in class with different resources, although guided by the teacher.	BLT-01 It varies depending on course goals and content.	BLT-01 The balance between online and in-person components should be guided by the learning goals of the course, the needs and preferences of students, and the available resources and technologies. Flexibility, engagement, and effective use of instructional time are essential considerations in achieving an optimal blend for learning.		BLT-01 It serves as a motivator for both students and teachers		BLT-01 I do not know a lot of them		BLT-01 Yes			
BLT-02 Teacher's guidance and interaction.	BLT-02 It varies depending on course goals and content.	BLT-02 It depends on the purpose of the class and the online activities.		BLT-02 To facilitate content delivery, face-to-face classes and strategies for problem-solving.		BLT-02 Schoolology, Google classroom, among others.		BLT-02 Students have the possibility to interact with their peers not only in a physical classroom but also in digital means such as forums, collaborative groups.		BLT-02	
BLT-03 Giving the students personalized instruction plus online challenging tasks	BLT-03 It varies depending on course goals and content.	BLT-03 Balance between both		BLT-03 They give more possibilities to explore skills in the students		BLT-03 The virtual campus kahoot		BLT-03 They encourage students to be active and learn by themselves		BLT-03	
BLT-04 I am inclined with the rotational model because it is helpful in learning process for the student to have personal contact with the peers and the teacher.	BLT-04 It varies depending on course goals and content.	BLT-04 Some activities can be developed in online learning, as with the in-person model. But it should be noted that personal contact with the peers and teacher is also important in BL.		BLT-04 Technology enhances creativity and helps student gather information instantly.		BLT-04 Youtube, PowerPoint, AI, etc.		BLT-04 Blended learning, using the technology, can enhance wider interaction among students, not only among peers but also broader and even global.		BLT-04	
BLT-05 We need a good technology infrastructure, besides an accurate culture moves through this kind of teaching learning model	BLT-05 It varies depending on course goals and content.	BLT-05 The balance is set according to the goals and content to be developed in the course. Besides the population is other factor to take into account		BLT-05 Platforms and technologies help to have a better interaction among all the members involved in the learning process		BLT-05 Tools as forums, online quizzes even IA environment; provide more information and activities to improve student's skills		BLT-05 Its simple. B-learning uses environments and attractive interfaces which keep motivation high of the students due to the content, color and info showed by virtual environment		BLT-05	
BLT-06 Learners must know how to balance the use of online tools properly and the face-to-face classes mixing autonomy, knowledge of digital tools and a clear discipline to handle their pace.	BLT-06 It varies depending on course goals and content.	BLT-06 Clear objectives must be stated from the very beginning in order to design blended course and know what and how online tools will be used mixed with in person classes.		BLT-06 They are a method to convey knowledge and to practice what has been taught and learned. However, it requires good instructions from the teachers and autonomy and discipline from learners.		BLT-06 Drive, educaplay, wordwall, Edupuzzle		BLT-06 One of the advantages is that they can work with these tools at any time depending on their availability, discipline and autonomy degree. Therefore, having the proper instructions they can interact and learn through such way.		BLT-06	

<p>Q-033 What strategies or activities do you employ to promote meaningful student engagement in both online and in-person components of a blended course?</p>	<p>Q-034 How do you assess students' progress and learning outcomes in a blended learning course? Are there specific assessment methods or tools you find effective? Please briefly explain.</p>	<p>Q-035 How do you provide feedback to students in a blended learning setting? How does it differ from traditional classroom feedback practices? Please briefly explain.</p>	<p>Q-036 What challenges have you encountered when implementing blended learning in English Language courses? How have you adapted to address these challenges? Please briefly explain.</p>	<p>Q-037 In what ways have you sought professional development to enhance your understanding and skills related to blended learning?</p>	<p>Q-038 If your answer to the previous question is A) or B), please briefly describe in which way you sought professional development to enhance your understanding and skills related to blended learning.</p>
<p>BLT-01 The use of games, videos, stories etc</p>	<p>BLT-01 Not, actually</p>	<p>BLT-01 ,</p>	<p>BLT-01 It takes lot of time looking for the resources</p>	<p>BLT-01 I haven't sought professional development.</p>	<p>BLT-01 ,</p>
<p>BLT-02 Contents related to students' experiences and social and cultural realities. Videos about songs with social messages. Desmaturalizations about social and cultural situations.</p>	<p>BLT-02 Providing ongoing feedback about students' products, using Quizlet exercises and discussions. I also use charts and rubric to have a registre of students' presentations and participation.</p>	<p>BLT-02 I remark on students' positive aspects about their performances and provide recommendations and tools to improve their oral performances.</p>	<p>BLT-02 I have Challenger with technical inconvenients in relation to the screen or the internet.</p>	<p>BLT-02 I haven't sought professional development.</p>	<p>BLT-02 N/A</p>
<p>BLT-03 Oral production and writing</p>	<p>BLT-03 Short based tasks, written or oral</p>	<p>BLT-03 I use traditional</p>	<p>BLT-03 Students are not confident with online tasks</p>	<p>BLT-03 Self-study and research on blended learning.</p>	<p>BLT-03 Looking for interesting online activities for the students</p>
<p>BLT-04 I always create activities that trigger personal opinions and reactions.</p>	<p>BLT-04 First, auto-assessment (student' s assessment), then I apply the teacher' s assessment and feedback.</p>	<p>BLT-04 Feedback can be made through personally by the teacher or online via video chat. Students prefer to receive feedback alone.</p>	<p>BLT-04 The common problem encountered was the problem of connectivity. Some students didn' t have the minimum quality of connectivity in their areas of residence.</p>	<p>BLT-04 Attended workshops and training sessions.</p>	<p>BLT-04 The university has provided us with orientation and the tools to implement BL.</p>
<p>BLT-05 I usually use game as kahoot or hot potato to warm up my classes. Moreover, I use platform and uts tools to assess skills like listening, speaking etc</p>	<p>BLT-05 I can use quizzes implemented through online platforms. Besides the tools showed to the students, it helps me to grade the students' results</p>	<p>BLT-05 The different element in B-learning is to let me provide feedback to each students in online forms or exercises according to their performance</p>	<p>BLT-05 One the challenge is the culture about this kind methods. Sometimes you can find resistance cause students do not know the benefits of this process</p>	<p>BLT-05 Self-study and research on blended learning.</p>	<p>BLT-05 I am a curious teacher, so I try to keep updated with the latest trends in education which they could be useful for my professional performance</p>
<p>BLT-06 Activities related to their own experiences and life conditions: their place of living, their own situations, their surroundings</p>	<p>BLT-06 The main method I use is the rubrica designed for the different purposes established for every activity. But the online tools or apps also offer techniques to verify the answers and provide feedback.</p>	<p>BLT-06 Feedback is provided through the same platforms where the activities are designed or through other online tools such as the onedrive provide.</p>	<p>BLT-06 Challenges : lack of connectivity for some learners, lack of knowledge of the tools by the learners. Possible solutions : Model the activities by using the same apps or platforms the learners will be using and guide the process with them before assigning the activities.</p>	<p>BLT-06 Attended workshops and training sessions.</p>	<p>BLT-06 Different courses the universities I work for offer frequently.</p>

<p>Q-039 How do you envision the role of ongoing professional development in improving your effectiveness as a blended learning educator?</p>	<p>Q-040 If your answer to the previous question is A) or B), please briefly describe in which way you improve your effectiveness as a blended learning educator.</p>	<p>Q-041 Is there anything else you would like to add as any additional comments regarding your understanding of blended learning categories in the context of English language Education?</p>
<p>BLT-01 Professional development has little impact.</p>	<p>BLT-01 ,</p>	<p>BLT-01 NA</p>
<p>BLT-02 I don't see the need for further professional development.</p>	<p>BLT-02 N/A</p>	<p>BLT-02 I don't have anything to Say.</p>
<p>BLT-03 Ongoing professional development is essential.</p>	<p>BLT-03 Mastering teaching</p>	<p>BLT-03 This helps the students to have more possibilities and a varied active learning</p>
<p>BLT-04 Ongoing professional development is essential.</p>	<p>BLT-04 BL is one of the many ways to facilitate language learning. It is a continued learning process for the teacher to learn more about BL and its creative use in classroom contexts.</p>	<p>BLT-04 There are challenges that we have to sort out when we use blended learning and we should be ready and creative to take these challenges and convert them into opportunities for us to learn more about BL.</p>
<p>BLT-05 Ongoing professional development is essential.</p>	<p>BLT-05 The modern educator is imperative to be prepared and studying constantly their context to provide better pedagogical practicum for his/her students</p>	<p>BLT-05 I would like to see my university making more decisive actions to implement methods as hybrid and B-learning in our classes.</p>
<p>BLT-06 Ongoing professional development is essential.</p>	<p>BLT-06 Getting to know different tools makes me work faster and more creatively.</p>	<p>BLT-06 Does not apply</p>

Appendix 8.

Primary Data Repository from Online and Focus Group Interview Transcripts (PDR/OI-BLT and PDR/FGI-BLT).

<p>Questions Participants</p>	<p>1.0 Key Developments and Transformations. What are the most notable developments or transformations in blended learning you have observed at University of Colorado-Louisiana State University's English program?</p>	<p>2.0 Personal Contribution and Perspective. From the time you joined the program, how have you contributed to the evolution of blended learning, and what personal insights can you share about its progression?</p>	<p>3.0 Deepening Understanding. Since your integration into the program, what changes have you witnessed, and how have you adapted to the evolving blended learning environment?</p>
<p>BLT-01</p>	<p>I think that maybe there are more courses that are... mediated by virtual learning environments. I think that maybe since the pandemic occurred there are more courses as I mentioned before... mediated by this kind of tool. Maybe it is true because of the pandemic... I think that it's possible because of that. Those virtual learning environments have been growing. I think that maybe... it's been an evolution, in terms of development. That it's that... a part of those courses.</p>	<p>Maybe the contributions... there are many... I need to... I have the courses with the students... maybe the information that I have with them, because most of the courses that the university... offers... the information is already on the "campus virtual". So, we don't have the... address to share the information on "campus virtual". So, maybe the contributions are related with the things and the other... games or strategies... software... or the other things that we did... share with the students but, during the class and the "campus virtual" because "campus virtual"... already have all the information there... (BLT-01's intervention) Like "extra" activities, right? Exactly. Of the activities: online games, for example or... PowerPoint slides that you design in order to show in the teachers... think that it is the "contributions". (Facilitator's intervention) Uh-huh, the content is already set there... Exactly. (Facilitator's intervention) ...and the way you... share the information and the content... is up to you. Yeah.</p>	<p>I think that maybe the changes are related with... uh-huh, first, we just have courses, virtual courses, but we didn't have courses mediated through the virtual learning environment, so we didn't have classes with students. They just have all the information, and they have to... everything all the topics on the campus. But now, the changes, I think, that are the most important is related with that part, that students can have that personal interaction with the teacher. That is not just to have the information on the campus, and then, they can share... uh... the information, they can ask questions, the teacher can teach them the topics related to the course. So, I think that maybe the change, the... personal change, is that part of the connection between the teacher... (Facilitator's intervention) Uh-huh... And that's correct, that is one of the significant changes. Because at the beginning, with the pandemic... ...they just had all the information and that's it. If they had questions related to the topics, or maybe with the content, they didn't have the opportunity to share with the teacher or with the teacher, but now they have that opportunity to share with the teacher, so it's easier for them to learn and it's easier for them to get the topics and to learn also from the teacher, not only for... uh... the things they do by themselves. (Facilitator's intervention) When they know that there is a face with them. Any other comments? Yeah, I think that maybe another change is that nowadays we have more resources, online resources that we can share with our students, so that is also an opportunity for us as teachers to share... uh-huh... those virtual learning environments with our students in order for them to learn and to evaluate and to engage them with the class. So, I think that maybe this is also a change because on the virtual campus they can find different links with games, with activities for them to practice, so I think that maybe that is also a change, a meaningful change. (Facilitator's intervention) So, to visit other things and... (BLT-01's intervention) ...and other resources.</p>
<p>BLT-07</p>	<p>I think it's a good strategy not just for this university, but for the rest of the disciplines that implemented this kind of learning, especially for those who live different cities or different towns, etc. It's a good strategy just if you want to learn of course, right? If you want to give the best, "cause if you don't... well if it doesn't work."</p>	<p>Yes... and that's... something important is that... we could learn... no, not learn... we could guide the course on the right way, right? Because the "campus" they can find activities, work, in the campus, right? But if we get these extra activities, as "extra" and before, we have to give them in the right way, of course, so we have to guide the course in the right way to learn better. Yeah. Because they can get all the information in that part.</p>	<p>I think we have the possibility to integrate their autonomous work, that is something meaningful if they have the responsibility to study by themselves and to advance in their knowledge. And I think that have those... uh... results of understanding the students' own... uh-huh... personal class with the system, in which we schedule a class with them and we provide... uh-huh... different feedback for any activity we propose in the virtual campus.</p>
<p>BLT-02</p>	<p>...Well, for me it's kind of hard to speak about transformations. Because... well... it could be possible that we are changing... well... as a kind of progress on our students. I think the most valuable aspect in terms of the transformation is the access to the information that they have. They find they can access the information, through a virtual environment and for those who are not easy to move or to have a mobility, they can... well... interact with the technology and they can modify with the knowledge that is presented there, right? That's what, for me, it's... well... the transformation could be possible, only, if it's the autonomy. If I am responsible with the knowledge and transform that knowledge into new information.</p>	<p>I think we trace the path, you know, the route for the students, and they have some kind of materials in which they can interact, and they are visible to them, and they have the perspective, for instance, and talk about them, that, or to mediate through a forum in which they express different perspectives they have or thoughts in some of speaking about it. Okay, great.</p>	<p>I think we have the possibility to integrate their autonomous work, that is something meaningful if they have the responsibility to study by themselves and to advance in their knowledge. And I think that have those... uh... results of understanding the students' own... uh-huh... personal class with the system, in which we schedule a class with them and we provide... uh-huh... different feedback for any activity we propose in the virtual campus.</p>
<p>BLT-04</p>	<p>Yeah, no problem. Some important. I think, aspects of that is that they combine essential classes with the virtual campus. You know? And that's very good. We can update a lot of aspects into the virtual campus. And the students have the opportunity to work at home or maybe to do work with the virtual campus.</p>	<p>Well, that is an interesting question. Well, in my case, for example, in my classes, I use a lot of different tools. For example, technological tools. For example, I use Quipper. That is a platform, in that platform, you can work with a lot of topics. I also work with Kahoot for example. And I also give them a lot of extra work in different languages. For example, English for Engineers. Or, for example, some work in English grammar online for you. So, I use a lot of different strategies to make them work in different fields in a different way, let's say, spaces that can use. As an example, working at home or working in class and so on. Or maybe creating or maybe change the cell phone language. A lot of different strategies involving technology that can help them work with the language. So, the idea is to use a lot of different things because, as you know, times are changing. And, of course, they need to involve technology in the learning process. Yes?</p>	<p>Well, not too many changes since I entered into the program. But I think that we have improved the interaction between the students and the virtual campus. I think this is the most important aspect that has been here in the program. The use of technology inside the classrooms. But I think that we need to use more tools, more resources to involve technology with the learning process of the students. But I think we have a significant change that I have seen is maybe the interaction between the students and the virtual campus.</p>
<p>BLT-05</p>	<p>Okay, thank you for taking me into account in this study. I think that my arguments are valuable for you, and it will be good to have resources for you to have these projects. Basically... well... developments. Personally, I was discussing that the university has been open in these kinds of strategies and this kind of approaches for education. Basically, I realized that the university has opened different spaces, has acquired different tools and different, but our face, spaces or it has been more, apart from being open. I have brought stuff, right? Like the kind of resources we give us, so to speak, objectives, both to implement this kind of strategy, or other... approaches in education. Okay, this previously told me the questions were going to be asked. So, maybe later on, I will go deep in that but, basically, I am going to focus on the most notable developments in less aspects. If spaces are open and tools are acquired and 2. The university is aware of who is in class, studying what, if there are teacher doing master's degrees. In my case, I finished a doctorate. So, they are always asking you how you did it, etc. So, they say, well, Anding finished this doctorate in strategy and TIC, or so-and-so finished this doctorate in Research in blended learning, etc. So, they bring these conversations from the group of teachers, and we take advantage of the same work so that it's subsequent meetings, teachers are doing these seminars, these projects, in a way, team or give us a... well... in education about these topics. (Facilitator's intervention) Ongoing training. Exactly.</p>	<p>Okay, basically, in this part, I like that word, very interesting, because, yes, it's like an evolution. As a teacher, you have a perspective, you focus, you reflect and you... well, at the beginning, I thought like this, so, left, say, the trends, the training in education have made me change this, or I have acquired this, etc. Let's say that the progress that I mentioned previously in this interview is basically that we have become more robust with what we have on the website called Campus Virtual. All the courses that are activated for you in a face-to-face way are automatically activated on Campus Virtual where you upload different resources. You have what, you can upload videos. Basically, you can create a virtual course with all the classes and sessions that you have to develop the content. So, in a way, you combine well... you start to close in this approach because you combine both ways, virtually and face-to-face classes. So, in a way, it's what I have noticed that the university has progressed in that because it has invested in it and because in that the university needs infrastructure, it needs human resources, physical resources obviously, this investment leads to the opening of spaces and invitations to say, they are on this campus, use it, to be. If it's already something mandatory to have some specific development of the courses. You have to do by Campus Virtual, do a concrete example. I can tell you that the use of the so-called remote centers where the university calls the PACs, which are the ones, one is done by the teacher and the other is done by the faculty. So, for example, I have seen that the space that the university PAC is a physical way, but the Campus Virtual is a tool for the development of this type of activities. And, for example, in my... the other center, for example, is the one that, which is the closing of this semester, the university already has a question bank where students, according to the level, interact with them and a virtual help to them that content about the development because the idea is to go to be answered by them, both me as a teacher and the students who, according to the plan, should have received 5 or 7 skills that will be tested. That will be tested into accounts in the test, both in the test, development of the skills, writing, speaking, listening, if there are that integrated within the test. Let's say that this has been a great progression that the university has had in the development of its strategies, because this is a strategy, and also in its approach to blended learning.</p>	<p>Well, not too many changes since I entered into the program. But I think that we have improved the interaction between the students and the virtual campus. I think this is the most important aspect that has been here in the program. The use of technology inside the classrooms. But I think that we need to use more tools, more resources to involve technology with the learning process of the students. But I think we have a significant change that I have seen is maybe the interaction between the students and the virtual campus.</p> <p>Think the changes, specifically, I have been adapted basically... I want to do a little bit of contribution. At the beginning, the university provided a format to you in order to have support of the experience, right? Like the experience in papers, you took them out from the same university and carried the things that... So, you didn't spend anything. Nowadays, I don't know, myself and others, we have saved three expenses in the university because we don't use it anymore. That had been in classes, well, not in cell classrooms, it has been in classes. Okay, you go, you take a lot of billing statement and you pass it to the university like, I spent 40,000 pesos in 150 classes, in 140 classes, because we can take 4 or 5 papers, multiplied by the number of students, plus the number of courses that you have to change etc. That doesn't imply anything because nowadays you have the virtual part that, one, you save those costs for the accounting part, for the economic part, and the other is that it is a valuable tool in the assessment process. If maybe you is a bit, if there you save a lot of grading. Because many items are automatically marked and what you have to create is the assessment items. In this case, writing or speaking production. So, you always have a great part in terms, in reflect, and how, like, I don't know how to say it, more, you could say, accurate results, more accurate results. They are like more reliable results because you can say, oh, they passed a longer test, more accurate, more contextualized, right? Apart from that, I don't mention anything, apart from that, since there is a bank where you can ask a lot of questions, generally, it is very difficult for a student to have the same questions, even if you have your partner next to you, it is difficult to have the same questions. Generally, 90% of the test is totally different, even if you are at the same time that you are evaluating, I would say to the</p>

4.1 Synchronous and Asynchronous Mix.

Taking this balance into consideration, what do you think are the differences between what happens in the real classroom and what happens on the digital platform? Is there a discernible difference? If so, do the ways you teach differ between these two learning environments, or do you use the same methods whether they are synchronous or asynchronous?

I think that I am the same teacher. What is different is the mediation. I am the same teacher when I am in the classroom, face to face. But also when I am mediated by a virtual learning environment, I am also the same teacher. Because the activities are different. For example, with the courses we have here at the university that are in the virtual campus, we are not doing activities like the debates that you said (talking to BLT-02). We don't have that kind of activities. That is more to share with the student to know what are the difficulties or the doubts they can have. So, I think that it is the same. I am the same person. I am the same teacher. What is different, I think that is the purpose of the class. Because the purpose of entering the classes face to face are different. We can have the debates. We are going to teach them how to create or write an essay. We are going to teach them how to create a daily routine description, for example. But when we are in this... I am talking about the courses we have here at the university. And with those courses, we are not going to do that kind of activities. So, the purpose with the courses are different. Or is different the purpose. So maybe that is why I am saying that I am the same person. Because of the purpose of the courses.

(Facilitator's intervention): Remember that it is your perception. There is no right or wrong answer.

Yeah, that's true.

We are different. Well, I am different. Yeah, because I feel better when I teach being in the class, being in the place. Because when I use the computer, when I am teaching through the virtual way, I sit down, I am talking, just talking, moving the mouse, just talking and listening. We can move, I cannot move around the class. It is different, yeah, I feel comfortable, I feel better when I am in the class. But we have to do our best. If we have to teach through the virtual way, yeah. But I think it is, of course, different.

Definitely, the physical contact plays a role in the way we teach. Because it is not the same what we are interacting, what we are having, a kind of debate in class. In the manner we are facing to a debate on a platform like Zoom or Google Meet. That is very different, right? And in that way, we cannot let the others speak at the same time. Well, at the physical debate, you are in a position in which you can appreciate the students' gestures, the way they smile... uh-hmm... produce the information, the non-verbal communication and other different aspects that enrich the language.

(Facilitator's intervention): Yeah, this is a nice part talking about the students. When we are teaching... Do you consider that you are different when you are in the classroom than when you are in a live classroom?

Well, of course, it is totally different when you are here in the classroom in a present class. Well, you interact with the students, and you can answer questions or maybe solve doubts. But in a synchronous or in a virtual class, they have to work on their own. If they are good students, they have to... let's say, responsible with the learning process, they have to look for more information. So, it depends on the students, really. It depends on the maybe of the students want to go beyond. Of course, they can learn a lot in a virtual class. But I think for my case or in my opinion, in my humble opinion, I think it's totally different.

Well, I'm going to start from the last part, which is quite striking to me. It says: do the ways you teach differ between these two learning environments? Of course, I think that... I don't know, just as a small personal experience, the pandemic marked, marked our lives in many aspects, and among them education was not stranger to this. Here I go with this. Let's say that teachers were not as used to it, or used to handling this kind of tools, they were forced to enter this world to continue dictating their curriculum, right? So, my point goes in that many times, as a personal comment, they told me once: teacher, "I don't think it's appropriate for us to connect to a class so that a teacher can read me a PDF". Right, we are talking about the part of digital platform, digital work, etc. So, I was telling them - well, I say this because my master's degree is in ICTs, it is a subject that I am also very passionate about... So, I said to them: - Guys, you can't teach a digital class, a virtual class, the same as a face-to-face class. I mean, it has always been my premise. So, that's why I was telling you that I start from the latter. Of course, I mean, the strategies, the way you put the work, how you interact, how you make your students participate in it, it has to be totally different. I mean, there are strategies or content that can be developed at the same time, because if I project a video in virtual class sessions, I can project it in my classroom and I can ask the same questions. But please don't tell me that the rest of the class is the same as how you do the class engagement. No, no, that totally varies, totally. So, that's the balance that you have to take. I think that going to the top questions of this segment, one should have a clear balance. One should give the contents according to how one has. One, the content and two, the type of content you have. I don't know if I'm going to get ahead of other questions. For me, one of the skills that the pandemic highlighted and that 21st century teachers must have is: adaptation. There is a book called "You adapt or you die" and I think it is the same in education. If you see yourself as an educator, you see yourself as an adaptable being. This is not working for me, or this is already in disuse, or there are already better tools. That's why I tell you that the teacher never stops learning. That is true. But he must also never stop being adaptable.

5.0 Historical Technology Usage and Evolution.

Let's look back at the tools you used for synchronous activities in the past as you think about your journey. Now, in the present, have you noticed any changes in how we use technology? How has the program changed over time, especially when it comes to using technology to help with the learning process?

I think that maybe the changes, if we compare, let's say, the past and the present, I think that maybe it is the access to the information. Because, of course, years ago, we had also the opportunity to find information anywhere. But now, I think that we have more resources. And we can find more activities and games and papers and different things that we can use in order to share with students. And we can use during the classes and for the classes. So, I think that maybe that are the changes regarding to the technology. And also, the courses that have been designed to be mediated by technology. Because during the pandemic, it grew. But now, it has been growing. So, I think that those are the two changes.

Well, of course, I have noticed different changes. Especially in my case. Because I'm not good with technology. Being honest, I have to look for help. Julie helps me, Andres helps me. And something curious is that I'm working for "SENAT" (National Training Service of Servicio Nacional de Aprendizaje as says in Colombian Spanish) as well. And it's a virtual course. I guide "Softia Plus". But I'm not good with technology. So, right now, I have to learn more about technology. Maybe it's because I don't like technology. No, no, being honest. Not really, and actually, some teachers and students use it... "Chat...". What is it called?... "ChatGP". I don't know how to use it. I don't know how to.

(BLT-02's intervention): ...or "ChatGP"...

...but I don't like it.

I consider that... I mean, if you have the connection, if you have the technology in your hands, you can do wonders, right? But if you don't have the technology, it is difficult to say that you can appreciate any change, right? For instance, as a professor, I have the technology. Something that was meaningful about what Julie (BLT-01) said is the learning experience we can create. Because we have to adjust, we have to modify our strategies to a virtual learning event for students was difficult because they were adapted to listen to the professor in the classroom. But here, we were mediated by a screen, right? And we were chained to a screen. But something that was very interesting, the capacity to hear others. Because we could chat with other students. We can learn about the way they were feeling. How they were touched by these pandemic times and those kind of things... It was not only about a class. It was only learning and growing as individuals as well.

Well, OK, we're talking about the program itself or we're talking about when I started being a teacher?

(Facilitator's intervention): In two parts. The first part is when you started. Yes. Using the technology of the program and how the program has evolved in the use of that technology. Is the same technology?

No, no, no. Of course not. It has changed a lot. For example, at the beginning, we use just a recorder or maybe a screen. Yes. Maybe just listening. Yes. A recorder or something like that. But now, in this moment, we have a lot of different tools to use. At the beginning, maybe a video beam. Right. In this moment, we have a lot of tools, a lot of, let's say, platforms that we can use to involve the students in the learning process or to make them work in different activities. For example, the university in all the classrooms, the university, we have video beam and the Internet, so we can make them work. And also, they have cell phones. And this is a very good tool. Cell phones is a very good tool to make them interact with technology and maybe use the technology in order to learn a new language. In this case, English.

Got it. Yeah, yes, the changes that have been noticed are many. They are many because, to put it this way, the university also has spaces for totally virtual courses. That is to say, the courses that you see in person can also be seen virtually, but not all the courses. That depends on each person's curriculum and all that. And many times, so to speak, your role as a teacher changes. You are no longer a teacher in class, but rather a tutor. And what has changed? I can say that more than implementing the tools, different digital tools, the teachers or those of us who are behind this type of courses, the development of content, we are aware of the assignment of homework. That is, we set up "Y" assignments with an intention. That intention is communicative, right? They are no longer flat assignments, like have this grammar or do this matching game. There may be, there may be, but more than that, they are tasks that can be divided into three or four parts that go in progression. So, if first I did this vocabulary, then I do a video, then I do an audio, then I do a podcast, then I do an analysis, right? The level goes up. You say, what do I want with this activity? Ah, for them to communicate in English, for the students to have an opinion about something in English or to make criticisms about a kind of situation. So, you see all those implicitly impregnated in all the programs, in a virtual way and also in an on-site way, face-to-face classes.

Why do I emphasize more in the virtual one? Because the university, apart from the Virtual Campus, has created... so, as a tutor, the intervention you make in there is as much the same as when you prepare a face-to-face class. For example, it is said that there is teaching freedom but let's say there is a little more freedom in face-to-face class itself. It is because in the virtual, basically, the content is already set up. You can make many modifications. But you can ask yourself: what is this plan telling me? Or why did they create a plan like this? Or why did they update the source?

Let's say that this change in the learning process has been noticeable. It wants to be intentional. This part has been very, very marked in the development of these tools.

5.1 Historical Technology Usage and Evolution.
 Let's go into more detail now. Could you tell us about the most common tools you used when the program first started? Has the overall form of these tools changed over time? And most significantly, how beneficial or challenging has this evolving technology been for our teaching?

Most common tools?... Pages with themes. We don't like games. Pages to find information. For example, databases... Other tools... Uhhmm... I don't remember the names... That specific page that I use all the time? No.

(Facilitator's intervention): No, in a number of ways. What kind of pages? Or what kind of tools? Those for our repositories, for example. To find information. Virtual libraries, maybe.

Yes, databases.

(Facilitator's intervention): Not a specific tool or a specific name. But how you use it and what kind of tools...

Oh, you know what?
 I always use... Well, it's not a tool. It's kind of... Sorry, I don't know how to call it... I'll tell you... "Breaking news"... Okay, it's not a tool, maybe. I'm not sure. Maybe it's not a tool. But I like to use breaking news because they can read, they can...

(BLT-07's intervention): ...listen?

Yeah, yes. Breaking news has lots of news. Lessons... Short lessons...

(Facilitator's intervention): It's a source...

Yes, you're right. Yeah. And they can learn vocabulary. They can read better. They can learn more about everything that's happening around the world. But I like using breaking news and pages from the British Council... I love them. They help me a lot.

(Facilitator's intervention): A lot of resources...

Something that I tend to use with my students during pandemic was like mash-up reactions to videos. For example, a series that they feel captivated, or they feel attracted to. They expressed their comments, thoughts about any particular episode. Something that was relevant for each of us. Narratives and other ways of narratives too... different webpages... I use this one that Dalia (BLT-07) has mentioned before or previously. That was a British Council with the audio... listening to different recordings... "ELLO.org" in which...

(Facilitator's intervention): "ELLO" is a nice one...

...in which they have the capacity to disseminate and to understand how others communicate in different languages. Different, different types. Or for example, like commenting on a wrestling fight...

Well, okay. As I told you, well, at the beginning, we use the video beam. We use maybe a presentation, a video. But in this moment, we have more interesting tools to use in a classroom or in a specific exercise. But it has changed a lot. Well, maybe a challenge nowadays, even in the classroom here at the university, is that some students don't have connectivity. So, they have to use Wi-Fi. Maybe the Wi-Fi is a problem here, right? The Wi-Fi doesn't work properly. So maybe it is a problem or maybe when the connection is not good. But in general terms, we can say that we apply a lot of technology inside the classroom. Well, in my class. I don't know.

That last part seems interesting to me, let's say yes, I already mentioned that part. I already gave details of the tools used. I'm going to go a little bit deeper into the part that says: How beneficial or challenging has this evolving technology been for our teaching?

I mean, technology brings many benefits, but the "challenges" part I find interesting to highlight that word that you tell me or that I am questioned here. It is about how challenging it has been to connect technology in these processes. In many courses I have taught... now we are with the boom of AI generated so you can have a text or different essays in seconds just typing orders. But I always tell the students: for me, technology, as well as creating jobs, also destroys them, or makes them obsolete. We don't have letter carriers anymore, there are no more, well... it's difficult to find a phone booth to make a long distance or regional call, because technology evolves and makes them obsolete.

I used to tell my students: there are already jobs that are going to disappear... a company is automated, and they no longer need workers to manipulate, load boxes or weld automobiles, etc. So, my parallel with that is that for me, education can never be replaced by technology, by robots... No, never. But the students, sorry, the teachers who know about technology and its use... those are the ones who are going to replace you. That's when you're going to become obsolete. So, the challenge, as the question mentions, it is to "adapt" and above all to have one of the principles of digital education, you have to apply "filters" because the information is there. Nowadays a student does not need a teacher who says: uhhmm... let's look at photosynthesis or let's work on the structure of the past perfect in English... The information is there... the thing is how you get it to them through me. That is the challenge the new teachers must face. How to apply all these technological environments in virtual classes and in face-to-face classes or in blended learning as we are talking about.

6.0 Teaching Language Strategies.
 Could you share one effective strategy you've used for teaching language in a blended learning environment, and how did it impact student learning, engagement, and language acquisition?

(Facilitator's intervention): What about you?

I think that maybe the games. I really like to use games with my students because it's a way for them to engage with the class. Especially with the English class. Because as we know, some of the students don't like English. They are there learning English because they have to, but not because they enjoy it... because they like it.

(Facilitator's intervention): Because it's mandatory.

Yeah, because it's mandatory. They have to graduate, so they have to take the English courses. But it's not because they enjoy or they like to learn English. So, I think that maybe using games and virtual... well, not virtual... online activities. It's a good strategy, at least for me. To motivate and to engage the students with the class. And they participate actively. So that's a way in which I realize if they are engaged with the class, and they enjoy and they learn through these activities.

(Facilitator's intervention): So, it means that every time you have a class, you use games...

Yes, I really like to show different things. And I like to create material. And I like to create games, like "Jeopardies" and "Millionaires".

I think that depends on the level as well. Because if I'm teaching a low level, like level one... two... I like... I always use images, like pictures... and with those pictures they have to describe what is happening over there. Example: colors, animals... and they have to create short sentences about the images or pictures I'm sharing. Easy audios about any real topic and an interesting topic for them. Topics like: sports, food, and why not, sex. Yeah, I think we have to share like... interesting activities for them. Not just for us. Not because I like talking about food, I have to suppose they like to talk about food as well. Yeah... those kinds of activities.

I don't know if I could name it as a blended activity. But something that I have been implementing in my courses is video dramatization. In which the students recreate a scenario for a story. They record it and they feel engaged because they learn, and they are pushed to use the language. And that is something that has been meaningful for me. And it's something that has been working for several courses I have been teaching.

(Facilitator's intervention): Okay. That's a nice strategy...

Okay, interesting. Well, for example, when I start, I don't know, in the second class or in the third class, I ask all the students to change the language of their cell phone. It's a very interesting tool. Because what? They get nervous. They get distressed. They say: no, teacher, it's not possible. We cannot understand that. But I ask them: okay, just do it. One week. One week. And later we can see the results. Also, when I explain a topic, I don't know, let's say simple present or simple past. Or I don't know, maybe an advanced topic like conditionals or something. I work with them in a platform that is called Quizizz. Quizizz. And they have some exercises to work with that platform. And they understand the topics much better.

Okay. Got it. There are many strategies, but one very, very timely one comes to mind right now. And that is: it's a problem that I think that every teacher or language teacher has had in a class: it's the pronunciation, right? I don't know... Luis (facilitator) and I, who were a little bit in the Old Testament (laughs)... we had to learn a little bit with the phonetics book... (laughs).

(Facilitator's intervention): (Laughs) Yes. Yes... We had to learn them by heart.

Exactly, one saw these certain grammatical structures. One said: ah... that reads (pointing to a word of the question asked and displayed on the screen) ... "strategies" that "s" is slurred... or it's interlingual... etc. nowadays, teaching it that way... ah... whoever does it... I respect him, but I think it's a difficult way, it's a bit orthodox. So, you tell me: effective strategies in blended learning... I mean, combining the virtual part, there are the "voice synthesizers"... they are wonderful if you write, you can change the accent, if you want a masculine, feminine voice, British, Australian... I don't know... and the best thing... the... you can change the speed, the velocity, I mean, you can repeat it as many times as you want... slower, faster, with different accents, mean... for God's sake! that, in our time (looking at facilitator) when would it happen in life?

(Facilitator's intervention): ...Never...

I used to tell the students, I used to tell them, don't keep just with mine. Or more than one student would say to me: teacher, why is it that I understand you, but I go to watch the TV, or I go to watch a video and I don't understand so much? Then I tell them: No, you have to train your listening ability. Yeah, you're listening. So, one strategy is very... I mean, I, for example, I play texts, I put... I really like the reading aloud exercise. So, more than one, an exercise as simple as I put a text and I pronounce it in front of my students. I pronounce it in front of my students, and I tell them: well, next week I'm going to count the time and the grammatical or pronunciation mistakes you probably make standing in front of me. And more than one of them is panicking, how come you wanted to read? And it is an interesting exercise. But then they tell me: but how do we learn about pronunciation? And I tell them: have this tool. Yes, so there's the combination. That's blended learning at its best.

(Facilitator's intervention): And you mentioned... voice synthesizer?

Exactly.

(Facilitator's intervention): Is that how you find it?

Voice synthesizer. There are even some that allow you to download in MP3. So, as I say, ah, I don't have the possibility or I'm going somewhere else or I want to continue practicing if I'm offline I can download the text I create in MP3. So, if you want (addressing the facilitator), right now I have the page over there, it's just... This week I used it. I used it because... an example: You create your own text. And I say, but I want to turn that text into a listening text. So, you copy your text, you paste it, and the synthesizer pronounces it for you, and you download the file. Then you can put... listen to the file in this audio... And you have British voice, female voice, male voice, etc.

(Facilitator's intervention): I think that's important. Right?

7.0 Technology Use Strategies.
 Could you share a **technology-based approach or tool that has worked effectively** in the English Language program, and how did it **enhance student engagement and learning outcomes?**

We have the opportunity today, not only with the online courses. But also with the face-to-face courses to share materials on "Campus Virtual". So, I think that we... most of us... we share some materials that we create on "Campus Virtual" but also we share some games and videos with the students... like, to reinforce the topics we worked with them during the courses, during the classes. So, I was... How do we realize if they are engaged with those activities? It's because then, during the class we talk about the activities and the way they developed those activities on the "Campus Virtual". So, I think they enjoyed it because this generation is more... they feel more comfortable using technology. So, I think it is also an opportunity for us, teachers, to reinforce that part... that teaching process...

(Facilitator's intervention): ...to take advantage...

...to take advantage of that...

(Facilitator's intervention): ...and you?

...the same... maybe, well...

(Facilitator's intervention): ...because in this... in this topic, in here, is how you include technology when teaching language...?

I'll give you an example. In my level, "ALE 28 - ALE 26" (three-letter code to identify English levels and courses at UCLA)... I don't know, I'm not sure, it is like... level 6 or 6..... maybe 61 or...

(BLT-02's intervention): ...Yeah... 61...

They have to listen and then talk... an audio, a short story, from learning stories, "Learning English Through Stories" from YouTube, right? They have to listen to it... a short story... And after that, they... in pairs... they create like the end of that story. And they have to use their mobile phones to talk, of course, because they have to write first and then talk about that end. And they have to use the mobile phone... So, at the end of the class, we listen to all those audios, and we can talk about them. So maybe they are using technology...

(Facilitator's intervention): Yeah, absolutely.

With that activity. Yeah.

Well, something that could be for me... in case of effective strategies... eh, uhmm... it could be similar to Julieth's talk (BLT-01), she has said about games... with Kahoot Games, in which I have the links, specifically we are reviewing a topic, and we are seeing a topic that is meaningful for them, for instance, like Disney series or movies, and we have the possibility to have entertainment, because entertainment, right? or to have fun, is one of the keys to move forward and learning outcomes. And other aspect is like... sometimes they upload some audio or recording, narrating different adaptations to a reading plan that we manage here in the institution, and they create, yeah, like a podcast, and they create their own stories, and we share the audio, in front of the groups, and that's it. And for that, they say, okay, we have the capacity to create, we have the capacity to put our voices there.

But, you know, I believe that students learn a lot through reading. Through reading. And I have a platform that is called English for Everyone.org and they have a lot of exercises on reading. And they can use those exercises in order to improve grammar, to improve reading comprehension, to improve a lot of things. So, I ask them, okay, go to this webpage and work with exercises in level two or level three. And they work with that, and they learn, or they improve reading comprehension. That is very good. I also use a different platform that is Rong-chang. You know Rong-chang?

(Facilitator's intervention): No...

Rong-chang is a very interesting platform because it works with a lot of texts or maybe some passages. And at the end, they have some questions, and they have the listening, and they have some dictation, and they have some... So, I use those platforms or those webpages in order to make them work online with technology. So that is very interesting.

(Facilitator's intervention): OK, it seems like it is.

I believe that reading is a very good exercise too... to teach them English... to read and teach everything.

(Facilitator's intervention): It's the... it's the ground for learning... OK, thank you for that. So maybe later in the chat you can share those names because it would be interesting to check those... They seem very complex for those purposes, for teaching, teaching a language.

Yes, yes, they are (the questions)... I mean, I'm telling you... Ehmm... these questions are complex. They are complex, or more than complex, they are complemented among several. So, obviously, one brings all this type of information and strategies that apply.

Results... The results, so to speak, I mean, it could be too... very specific. One of them is... one of them is that I have the possibility... is that... (one of my students) tells me: teacher, I can't connect to the virtual class... I don't have a data plan... my internet connection is very bad... I don't know... Then, I tell them: well, when you have the opportunity, to be in the university (to be able to use the free Wi-Fi network) or go to your company and connect to the Wi-Fi; copy your text, create your map and take it with you (download it, then, let's say as an "offline tool" it has been wonderful).

This is something... ehmm... this is something that is still from the "Old Testament of languages" of us... (addressing the facilitator) but (smiles), what I say to you (to my students): Guys, is that there is no magic formula, repetition is one of the keys.

Repetition and memory is one of the keys to learn this second language or any other language. You need to memorize rules, grammar rules, or vocabulary, etc. And one more, different from the repetition, repetition, repetition... it is... to study... So, I... more than one (of my students) says to me: ah, but you study... and I tell them: of course! I am clear proof that: I have not one of those who was born abroad (referring to native teachers)... I do not have a family link with this foreign language but, why do I have these abilities and why are you surprised? Because I study. And I tell them (my students): I wish I had had those tools... I would have obtained results three or four times faster.

8.0 Classroom Management Challenges.
 Reflecting on your experience, what specific challenges have you faced in managing a blended learning classroom, and how did you address these challenges effectively?

(Facilitator's intervention): ... and we like that you are being honest. Because those kinds of things are what we need to learn from you. Because sometimes we assume that everything is settled, and everything is working nicely. Okay?

I remember the biggest challenge was to learn how to use, for example, "meet" and... What was the other? The one we were using at the university?

(BLT-02's intervention): ... Zoom...

(BLT-02's intervention): ... Zoom...

And I remember also "Classroom". So, because we didn't know how to use it when the pandemic began. So, I remember that... in one day we had to learn how to use it. So I think that the biggest challenge was actually that one. To learn how to deal with those platforms. Because we didn't know it actually.

(Facilitator's intervention): ... Because it was the first time you saw, and you practiced with that.

I still have difficulties using "Sistema Académico" (digital platform for uploading grades) and "Campus Virtual (Virtual University)". And as I said before, I had to ask... Ah! (addressing BLT-01) ... Andrés (addressing BLT-02) ... But I...

Sometimes we have to deal with the video beam because it is not working. And we try to use another technological device or another strategy to address our learning. Or maybe sometimes we have been advocating to move to another classroom in which the video beam is working. So, for instance, for showing a presentation... virtual campus... or to other tasks that have been planned there, right?

Well, maybe a big challenge is when you don't have Internet. When you don't have Internet, there is something... or something happened with the Wi-Fi... or with the connection... it is really difficult to... to involve technology in the class. But as we are new teachers or teachers that are evolving all the time, we need to have plan A, B and C because in some cases something doesn't work. Well, you need to go into plan B or plan C or something. But I think the big challenge in this moment, even in the 21st century, I think it is... the connectivity. There are some students that they don't have maybe a cell phone plan or a data plan or something like that. So, they have to use the Wi-Fi of the university. And in some cases, the Wi-Fi of the university doesn't work properly.

(Facilitator's intervention): ... Because it's too crowded...

Yeah. Yeah. Too many people and maybe the connection or the signal is not good... So they say: - No, teacher, I cannot connect to the Web page. I cannot do this. So, we have to wait, or we have to do something different or even have to share data to them. It happens to me in a class like three weeks before we were working with Quizizz and they say: - No, teacher, I cannot connect to it... and they wanted to participate in the activity. So, I had to share Internet to them.

(Facilitator's intervention): Okay, thank you.

I don't... I'm going to get a little bit into the social and psychological part of the students.

(Facilitator's intervention): Remember that it's your perspective, okay? What do you think.

Got it. See, no pressure about that. I think one of the things that I refused to believe is that one says, no, it's just that these students of today, generally one has a young population, right? From the millennial part, right? Baby boomers, etc. So, one says, no, it's just that they are digital natives, and they already have a chip on how to handle those tools, etc. please don't believe that. I mean, while they can have a cell phone, handle the different tools or "know about" (makes quotation marks with his hands) them, rather, the fact that a student stays all day glued to WhatsApp, sending messages, receiving, or handling an email, doesn't mean he's a good writer. It doesn't mean he's a good producer (referring to language learning content). Let's say that these devices, at least where I am at the moment, which is the cell phone, are more than anything else a means of entertainment rather than production. So, I present to the students K or F tools, in technology, and they can say: - oh, yes, I know it! But they don't know how to use a good application, make a couple of conclusions, etc. So, that's the challenge. The challenge, rather than showing them the tools, and for them to say: - oh, this video is very beautiful, this tool that allows me to create videos is very beautiful! But instead... Well, how productive are you? Right? How efficient are you to create to make an academic product, etc. So, for example, Drive, which is wonderful, where you can get 5, 7, 8, 10 people at a time and modify a file, create it, but it's difficult for them to agree and to make a product a workable product, a responsible, written product. That would be the challenge.

(Facilitator's intervention): So, we could say that one of the challenges is to work collaboratively? ... Is it difficult?

Working collaboratively is difficult. Sometimes... You ask them (the students) to work in pairs or in groups, but (the teacher) choose the groups, and you have been with your students for two, three months in the course... I with them... and many say: - but what is his name? And I told them... I said: - for God's sake, this is Santiago Ramirez, you have been in classes together, see, I introduce him to you. Or sometimes they say: - professor, but the doesn't live next to me. And I told them... I mean, please be honest (referring to the students). Repeat that question again to yourself. I'm telling you (addressing facilitator and Observer), there are too many tools nowadays where you can connect synchronous or asynchronous. It doesn't matter that the student or the partner is not from my career, or I don't see her/him every day, but in this English class there are a lot of tools, guys. So, yes, to refer to what you just said. Luis (addressing facilitator), one (challenge) is collaborative and the other is that it is a quality product. That is the other. Because although, as I said, I know how to write, or rather, I know how to type on a cell phone, but I do not know how to write a paragraph, or I create a good argumentative essay, right? With criticism, with a conclusion. That is another great challenge, they can handle word processors, but do they know how to produce a good text?

(Facilitator's intervention): Uh huh, that's correct, yes, and how did you address these challenges?

Okay, address it. No, for collaborative works is that... that is... you have to insist, you have to insist, you have to make it mandatory in a certain way the rule that they have to work in groups, in different groups. In other words, you as a teacher have to... You have to promote those spaces in order that they engage with each other, know each other, and create strategies in order to be in touch, keep in touch. That would be like in the collaborative part. And the other one... I know I'm going to skip a lot of details, but... in the interest of time, if I need you to refer to specific, I would be happy to do it. I know how to write, or rather, I know how to type on a cell phone, but I do not know how to write a paragraph, or I create a good argumentative essay, right? With criticism, with a conclusion. That is another great challenge, they can handle word processors, but do they know how to produce a good text?

9.0 Your own definition on Blended Learning.

How do you personally define "Blended Learning" within the context of English Language Education?

Example Perspective:

Picture Blended Learning as a symphony where traditional classroom notes harmonize with digital melodies. How do you orchestrate this fusion to create an educational masterpiece?

(Facilitator's intervention): Yeah... what about you?

Well, okay, the definition, maybe that is a combination between... a combination of possibilities... Possibilities. In order for students, or not only for students, but also for teachers too... for teachers to teach a language in order for students to learn a language. Something is there...

(Facilitator's intervention): ... because it's difficult. It is not... it's not that easy.

It's not.

(Facilitator's intervention): ... what about you? Your own definition of blended learning...

Definition of blended learning. I think it's a combination between classes, real classes, well, in the class, with virtual classes. It's a combination. And, of course, they have to use, or we have to use more... virtual.

If we are functioning as an orchestra, we have different elements that create harmony. For example, we have the cellos, we have the trumpets, the drums. And they need to work together to check, to form, to create a symphony, right? And a melody. And blended learning is not only metaphorically saying, it's like putting two pieces and they form a whole, holistic element, right? And here we have the technology that plays in favor. We have the technology, the resources, and the learning, and the technology. And they make blended learning a useful strategy to create new learning experiences.

A technical definition? No, no, no. I don't have a technical definition. I think is I think blended learning is maybe to take advantage, take advantage of the technology. Yes. Use the technology to maybe try to interact, try to combine. Right? Combine the knowledge that you have with the technology to make them learn easily. That's it, I think, is the combination or the interaction between technology and the knowledge that you have as a teacher.

Okay, it's an approach where different digital and face-to-face classroom strategies come together. The idea is to create a class that combines the best of both worlds in order to have a smooth teaching and learning process that allows to achieve the objectives agreed at the beginning. I think that being a bit poetic, it's like taking the best of both worlds to get the best out of each other.

10.0 Defining and Objectifying Blended Learning.

What do you consider to be the primary goals or objectives of employing Blended Learning in your teaching approach?

Example Perspective:

Visualize Blended Learning as a recipe where face-to-face ingredients blend seamlessly with virtual spices. How does this culinary mix enhance student engagement and learning flavor in your classroom?

I think that the primary goals or objectives, ... eehhmm... one of these goals, I think that maybe should be that not only students but also the teacher knows how to manage, how to use those virtual learning environments because sometimes we don't know how to do it. So, I think that maybe that we should be... have courses or, I don't know, something like this (refers to the opportunity to have a meeting to talk about blended learning) in order for us to learn how to do it. So, I think that is a primary goal because if we have all the information and we have a lot of resources, we don't know how to use it, how to manage. So, I think that it is important to know how to do it.

(Facilitator's intervention): ...and what about you?

I don't know.

(Facilitator's intervention): It is a good answer too! That "I don't know" ...

(Laughter) Let me think about it. Okay? (The student answers the question and paraphrases.)
...Visualize blended learning as a recipe where face-to-face ingredients blend seamlessly with virtual spices. How does this culinary mix enhance student engagement and learning flavor in your classroom?

(Facilitator's intervention): Do you consider this like having a classroom in here, face-to-face and putting little spices into the classroom? Or is it the other way? ...Like having mostly virtual and having just little ingredients about face-to-face interaction? ...

(BLT-21's intervention): I think it has to be middle and middle (uses an expression in Colombian Spanish -*medi-medi* that means half and half). Mediated, yeah. That is mediated. It should be mediated by the teacher. Because sometimes students don't know how to do that information that they already have learned. So, I think that the teacher has to be the mediator.

(Facilitator's intervention): It is. It's a tricky one. Yes, I know.

New learning experiences... with that... creating new learning culinary experiences and creating new learning experiences.

Well, I think that we can use blended learning in order to make them produce, communicate, because, as you know, they are young people, so they need to interact with technology. But in that process of interaction, they need to take advantage of the technology and produce and communicate. Yes? That is the main objective of the blended learning, that they get engaged into the process, into the learning process. And of course, that they produce the English, because there is no point in teaching a lot of grammar rules, a lot of words, a lot of vocabulary if they are not going to use that in a context. So, the main goal is to use blended learning in order to involve them into the learning process and make them use that in context.

(Facilitator's intervention): ...English or language is not an isolated term.

Yes.

(Facilitator's intervention): To have a mix.

...And of course, the objective is that they use the language, not just to receive a lot of information and keep them in the brain without using that in a context.

(Facilitator's intervention): ... With a purpose.

Yeah.

New learning No, I am going to ask you for the citation (smiles) and where you are getting that quote from. (The way the interview is being addressed) is very good.

Well, I think that, as I said before, the primary goal is to promote learning. It's to promote the learning process in your students, right? It's to reach or to accomplish the goals in language learning. Okay, I want my students to be able to describe something, okay? So, let's see which of the face-to-face and virtual tools can help me meet that goal. That's kind of the primary... that would be it.

And let's say, secondary... we already started to say that they learn how to handle digital tools in virtual learning environments. That this is not something strange to them. And the other thing is, let's say, in blended learning, as the word itself says, it's a combination, it's a mixture of this one.

So, the idea is not to burden responsibilities towards one, but towards both worlds. That is, to look at the properties, the goodness of both, right? Because I cannot overload everything to the virtual, to the virtual tools, because it is also... when I am not in front of a computer, but face-to-face with my teacher, with my colleagues or partners, what development do I do? (referring to teaching practices) That would be like two secondary objectives. So, to recap, the main one is, between the two, to get the scope of the objectives with the students. And the secondary one is to know and manage the benefits of both worlds, virtual and face-to-face classes.

11.0 Assessment and Feedback Strategies.
 Could you share any effective and meaningful strategies you've used to assess students' progress and provide feedback? How creatively have you engaged them in the assessment process? Additionally, have you found these strategies challenging or successful?

I think that might be the feedback with the... the whole courses or have here in the University. Most of the activities the students have to present, they upload those activities on Campus Virtual. And Campus Virtual has the possibility that the teacher can write the comments... the comments the teacher can have related to the activity the student uploaded. But also, feedback, we do it normally, let's say, face-to-face, not like mediated by technology, like the traditional way you can say. And also happens with the assessment. It depends on the type of assessment. For example, with summative assessment, there are, for example, the two PAC's (Individual Skills and Knowledge Test or as its acronym says in Spanish: Pruebas de Aptitudes y Conocimientos Individuales). They have to present two PAC's, like in the week 8 and the week number 16. That is, most of them mediated by technology. So they upload... the coordinator upload the test, and they have to present the test... mediated by virtual environment... the virtual learning environment. And also with the summative and formative assessment. And also with the formative assessment, we do it at the time, right? Because that is like a process we have with the student. And they have to present different activities in the whole process. So, we use different strategies and different activities with them in order to assess them. Not only formative, but also the summative process. And that can be the traditional way, or it can be also mediated by virtual environment.

I like when we are, or when we have face-to-face classes, because I think we can be, I mean, we can talk with all our students, in, not unreal, but I mean, we can tell them when they have to... learn more, when they have to correct something. Maybe some sentences, paragraph, when they have to create essays, when they have to present audio, when they have to talk. But when we are using campus virtual, of course, we can write in the part of comments, and of course, they can read what we have, what they have to correct, what they have to learn, maybe more. Yeah, those kind of feedback.

(Facilitator's intervention): As an addition to that, I remember that a teacher, a friend of mine, told me once that it is even more engaging when the voice has a face.

Yes.

(Facilitator's intervention): ... when you have the chance to be in front of your student and tell him what needs to be improved and when he or she is doing well. That's nice.

Assessment and feedback. I think, for example, in virtual campus, when there are virtual courses, they have to create a video presentation in which they introduce personal information, some references, some lines, and those kind of stuff related to the individual. And we have some... We were using some keywords reinforcing and strengthening their motivation to continue producing videos. But as well, in a touchy way, to say something that they need to get improved.

Since like... four or three semesters ago, we are applying the final exams and the midterm exams... online. So, I think it's a very interesting tool is the combination with the platform, for example, Google forums or, for example, quizzes or, for example, other platforms or even the virtual campus to apply the exams to them. But with something extra is that they should come to a system classroom (Computers' Room) and we have to monitor the progress of the exam. So, they... they don't use maybe an extra person helping them or maybe using translators or maybe dictionaries online and all the stuff. So, I think it's a very interesting tool to make them work here in the university in the systems classroom (Computers' Room) with the midterm and the final exams.

Here I am revealing here all my secrets (smiles), you know, as a teacher. Yes. But Luis and José (addressing facilitator and observed), I did one a little while ago that I found very interesting. I mean, I've been wanting to do it for a long time. And, well, as you see, and I think that the question is specific... (the question) I says, show one... It says, share one meaningful strategy. I think that... in that part of reading aloud, which I also like very much, we recently did a live podcast. Now, well, as a response to that part of new technological scenarios, I added a simple element, but the word is there... I wanted it to be something meaningful. (What I wanted) is for them to record themselves. In that reading aloud, in those podcasts that they did, I'm talking about two different groups. One was a reading aloud (addressing to a class session activity); and another one was a podcast. I said to them (the students) -okay, you're going to record yourselves in groups. And from there, one of my assessment processes is going to be a reflection. You, after this, you are going to... upload the video, either to YouTube, privately, or to Google Drive link, etcetera. And you're going to look at, what are your pros, your pros, and what findings do you have in these videos? And the answers were amazing.

I mean, besides one of them (this student) said: "Teacher, I have good body expression. And I said -yes, why do you say that? (and the students answered) teacher, because as you say in class, I speak with my hands, I speak with my body, and that for me... I mean, I have a low level of English, but I could see myself speaking or my partner speaking... because they also highlighted what the partner was doing (co-evaluation) and continued saying: "man, we have good body language, and I can understand what... although I don't understand 100% of the word that I or my partner pronounced, I can understand, for (them) my body language, the idea of what we are saying.

So, there we are combining the technological part. And in class, when they already brought the text, the reflection produced... So, I told them (the students): "OK, OK, this strategy has been meaningful, because you yourselves are discovering findings. You have findings that you can exploit or that you can say: man, me, to be honest... when they put me to talk about myself, it doesn't flow. So, OK, what are we going to do to improve that type or this aspect of your language acquisition?

12.0 Professional Development.
 What professional development opportunities have you pursued to enhance your skills in this context? If given the opportunity to choose, what aspects would you like to strengthen as a blended learning instructor? How has your commitment to professional development influenced your teaching practices in blended learning?

The university provides us as teachers professional development courses each semester. I remember that during the pandemic, we had a "Diplomado" (Course) regarding to the use, didactic use, something like that, didactic use of virtual learning environments. But as I mentioned before, the university provides us different courses, but I don't remember different courses related to strengthen the use of learning environments. I remember the "Diplomado" because all the teachers at the university would have to take it. But not, I don't remember other different professional development courses related to this.

(Facilitator's intervention): So, you have that opportunity... once?

(BLT-01's intervention): Yes.

Exactly. We had to look for different courses, but outside. In other places, as an example, I'm working for "SENA", as I said before. And "SENA" gives us the opportunity to take different courses and we can learn more about it. Of course, they are not easy.

(Facilitator's intervention): You can tell...

...But we have the opportunity to learn more and to take them.

(Facilitator's intervention): So, that is the question... That's what the question is addressing. If you've had the chance to be outside of the university learning about blended learning, or if the university is giving you the opportunity...

I think we have had, as Julie said, some "Diplomados". Right?

(BLT-01's intervention): Just one.

Just one. And... it was one. I don't know why. It was part of professional development. And it was teaching the didactics with Katherin Ulan. Do you remember that? (addressing BLT-01).

(BLT-01's intervention): Yes.

It was. But it was with the change in the course. It was when we teach a class. And our teaching practices, but not only focus on improving certain skills. Because we improve any of the skills that we are writing to our students in the class. Not only in our virtual mediation.

(Facilitator's intervention): Yes. So, the question is related to that. If you've had the opportunity inside the university or outside the university. And if you are willing to learn more about blended learning. Because you told us that you had the "Diplomado" opportunity once. Long time ago?

(BLT-07's intervention): Yeah.

Yeah. Long time ago.

(BLT-01's intervention): In 2021, I think. In 2021.

(Facilitator's intervention): Okay. So, that's a good question. That's a good resource that we need to know.

... but it could be a great possibility if we have the chance to check a "Diplomado" or...

(BLT-01's intervention): We're open.

... or something to improve and to learn how to manage in a better way this blended technology, right?

Yes. I have a master. I have a master's in TICs for teaching (information and communication technologies). Well, of course, I work with the government. I work in a school in Manique, here in Medellín. Well, I have that master because, of course, we need to improve the level to the government. But I think with that master, I learned a lot of things and different programs to work with technology and maybe to combine technology with language teaching. So, it is really important to continue with our professional development.

OK, let me analyze a little bit. I think that when you are involved with technological aspects, you are on challenging mode. Yeah, you are always challenged because every week, every year, new products or apps are launched, appliances that you have to know and to say (you have to say to yourself): -hey, is the good for me? Is it appropriate for my context or not? So, for me, that is the challenge of my professional development. And that they influence, of course, too much. Because these students... apart from the fact that there are new strategies, students also bring up new scenarios to your class. So, in a certain way, you have to have... be at the forefront, be in constant professional development... of these tools... And, above all, you have to make a filter, because there are some tools that you say -oh, in Luis Amigo's context... that's not possible to do it. So, that is the challenge you have to keep in mind.

What would I like to... Strengthen, improve, to improve. I would like to have an immersed class opportunity to improve as a blended learning instructor. I don't know, to travel to some country that has this methodology within its curriculum development. I would like to be immersed and see how other foreign colleagues apply this part, right?

(Facilitator's intervention): It would be nice!

Yes, it would be nice. Or that they would give me the opportunity as a foreign teacher in a Latin American context to apply in a foreign or Anglo context. That would be like... very enriching for me. Because if there's one thing that teacher Andrés learns, it's by example (BLT-01 suggests that he learns through visualizing and experiencing examples). And I think that would be a great example to learn and learning opportunity for me.

13.0 Vision for Blended Learning.
Considering the future of language education, do you envision blended learning having a positive impact on student outcomes and overall educational experiences? Could you also define how blended learning potentially enhances education?

I think that it's going to have a high impact, talking about the future because as I mentioned before, this generation feels more comfortable using technology. So, I think that it's going to... the impact is going to be higher than it is now. And it's also a possibility for students to learn in a way they feel good and engaged. So, I think that it is going to be higher.

(BLT-07's intervention): ...And look, guys are learning English through games. Through...
...PlayStation...

(BLT-07's intervention): Yeah. Music. PlayStation. Movies as well.

(BLT-02's intervention): Movies.

(Facilitator's intervention): ... And they're having great pronunciation.

(All participants): Yeah.

(Facilitator's intervention): So, now your vision of blended learning. Considering the future of language education in general, how do you envision blended learning having a positive impact on the student outcomes and overall educational experiences? So, think about blended learning in the future. Is it going to be like... being a higher impact or the impact is going to be diminishing?

No, I think it's going to have a higher impact. Especially for young people. Well, I'm young. But...

(Facilitator's intervention): Of course. The youngest.

(All participants): (Laughter).

Yes... Because technology. "No sé cómo decir: está mandando la parada" (I don't know how to say it, it's gaining momentum). Well...

(BLT-02's intervention): ... It's gaining force.

(Observer's intervention): It's hitting the rock.

(Facilitator's intervention): It's in fashion.

It's in fashion.

(BLT-02's intervention): It's in fashion as well.

Totally. Yeah. Definitely. Higher impact. Especially for young people. For all of us, right? But especially for young people. Yeah.

(Facilitator's intervention): ... and... what about you?

I think it will have, certainly it will have a bigger impact. A bigger impact. Yeah. Because we are in an era where digitalization and technology have been evolving and growing every time. As well as the society has been advancing, right? And I have heard my students say - okay, teacher, I am using applications like Duolingo to learn or others, inclusive. And they have another one that is Talk that is British, in which they have the interaction with the professor, and they have an interactive way to learn English. And another one that is possible that (inaudible) chat in which they interact with people from other countries.

(Facilitator's intervention): ... And they are having the opportunity, and they know how to do it. And we are just learning.

Much better than we do.

(Facilitator's intervention): Yeah. That's correct.

Yes. Well, I think in the future, everything has to do or will have to do with artificial intelligence. You know, everything is going to be related to artificial intelligence. For example, in this moment, a lot of students are using chatGPT. You know what chatGPT is?

(Facilitator's intervention): Yes.

(Observer's intervention): Yes.

They are using... Yes, that is artificial intelligence. And I think in the future, everything is going to be related to artificial intelligence. Even as a teacher in a normal classroom, maybe we can disappear. I don't know. In the future, maybe they are going to have virtual teachers or maybe they are going to have maybe courses, courses, specialized courses with all the instructions inside the course. And maybe the teacher is going to be just like, I don't know, like...

(Facilitator's intervention): ...like a facilitator...

Yes, like a tutor, like a tutor of the program. But I think the role of the teacher in the future is going to change.

(Facilitator's intervention): It is changing now!

Yeah, it is changing. In this moment, we are we are part of the learning process of the students. But let's see what's happening in ten years...

Right. Okay, I think that blended learning was born as a response of traditional method classes. This approach was born... I think the positive impact that this approach can have, is something that I already mentioned. It's that it takes the best of both worlds, the physical (face-to-face) world and the virtual world.

So, in a way, it is a message that one gives to the students to tell them: man, virtual classes, all those learning environments, virtual learning environments are important, but they are not everything in life. In languages you also need human interaction, life, face to face.

So, let's say that's the positive impact, that you can take the best of both worlds, combine them and in a way improve the skills.

Because if I am not present every hour with my students, then virtually I can be. And when they are already present in my classes, face to face, then we can take advantage of what you learned synchronously and reinforce it asynchronously with live strategies with the teacher. So, let's say that this is the improvement that this educational approach gives to the learning process.

14.0 Personalized Professional Growth.
Could you share three areas (e.g., methodologies, technological tools, students' engagement, classroom management) where you'd like to receive training to better address challenges?

Maybe about technological tools.

(Facilitator's intervention): Uh-huh. And another one, because there are at least three. Sorry. At least three.

...Because maybe technological tools can be connected with students' engagement. So, I selected these two. And classroom management, it's also, they are like it's three connected because classroom management is not just to know or to have the student like be quiet and silent. It is classroom management. It's not just about behavior, but also as an opportunity for students to feel motivated and feel engaged with the class. So, I am going to select these two... Because maybe technological tools can be connected with students' engagement. So, I selected these two. And classroom management, it's also, they are like it's three connected because classroom management is not just to know or to have the student like be quiet and silent. It is classroom management. It's not just about behavior, but also as an opportunity for students to feel motivated and feel engaged with the class. So, I am going to select these two.

(Facilitator's intervention): Sometimes we have a quiet classroom with the students, but they are not paying attention. They are just paying attention to the cell phone. Yes. Sometimes it happens... Okay.

Yeah, technological tools.

For me, methodologies.

Well, I like didactics. Didactics is really interesting for me. And maybe, yeah, the use of technology. That is very interesting. And didactics. Maybe I want to make a master in didactics because I think that with a good activity, with a good exercise, the students may show interest. And that is really important for me. Also, maybe the empathy, the empathy between the student and the teacher is really important. So, I think in didactics, you can prepare, create very interesting activities and you can combine them with technology. And this may be called the attention of the students, and they can be engaged or maybe involved in their own learning process.

All right. Yes, yes, as I said at the beginning of the interview, you always have to be an adaptable teacher to changes, challenges. And you have to accept that sometimes you don't know everything, or in a way you don't have enough stimuli around you, or context that tells you, I can keep improving in this, because I don't have the students, I don't have courses that have that type addressing blended learning.

I think that, specifically in three areas, I really like the didactics part. I would like to learn more about didactics in blended learning, in methodology, to look at other types of strategies, to keep creating. I am a teacher who sees a strategy in another country or in another context, and I say -ah, but in Colombian (style) you can do it this way. Or you say - since I don't have that machine... but I can do it with paper, I can do it with cardboard!

As I am very creative, I love to create that type of strategy, or I see programs, I see contexts, and I say - Ahem, but this in Amigoniato context... there are not these kinds of folders, but there are these puppets... I don't know, something like that.

I would like to receive methodology, didactic, and what I mentioned before. I don't know how to call it... immersed training, let's call it that. I would like to receive immersed training, because it's not the same to have a student that their mother tongue is Spanish, that (to) have a student that their mother tongue is English. So, I would like to receive that kind of immersed training too.

14.1 Personalized Professional Growth.

Professional Development and Growth:

How has your **commitment** to professional development influenced your **teaching practices** in blended learning?
Could you share **three specific ideas** for professional growth that align with **your vision** for effective blended teaching?

Okay, that's great. It is because it's about talking about the specific ideas you have about that professional growth and how you consider that it's effective being effective inside the classroom.
(Facilitator's intervention): You are not mentioning, but I can also give you an example of commitment. You are here. You are here sharing with us your ideas. So, thank you.

It was a nice presentation and nice questions for us. And difficult answers. Difficult questions for difficult answers.

(Facilitator's intervention): No, I think that you did it well. It's because for us, as I mentioned, before Fabian (Observer) came here, it is for us... really, really enriching what you have shared with us. We had the opportunity to share another professor here virtually. We were having a meeting via Teams and he was sharing with us all those answers too. It was really enriching. Having you here, it's for us... I don't know how to call it...

(Observer's intervention): It's really priceless.

(Facilitator's intervention): It's really priceless.

Yeah, if you have the attitude, if you have the commitment and the disposal, I think you are open to learn. And if you are open to learning, you are open to changing your teaching practices.

Well, it will be great. It will be great to create maybe our own. Let's say platform or maybe a profile or something, you know, maybe or maybe a blog, a blog to make them interact with the teacher would be great. Yes? And maybe to continue studying a doctorate in combination of technology.

(Facilitator's intervention): Why not?

It would be great. Yes. But I think a good strategy or activity is to maybe to create a blog, a blog and make them interact with that blog. Yes?

(Facilitator's intervention): OK. So, the ideas of participating in forums and conversations and topics.

... The problem is that we don't have time. You know, for example, in my case, I work in a school, and I work here at the university and I'm studying some other courses. So time is really complex.

All right. Yes. Okay, let's start. Again, from the bottom up. One of the ideas is what the immersed context abroad. It could be one of my requirements or one of my statements for this one. And another one could be... let's see... I don't know... no... no, not really, or at least that specific, I have no notion and I am not a witness of it... But it could be created as a curriculum related to this type, not only in blended learning, but as a type of elective subject that aims to train teachers in this type of strategies. We did not have that chance.

(Facilitator's intervention): From the bachelor's degree (in English teaching)?

... From the bachelor's degree (in English teaching)... Okay, I don't know if I'm getting a little bit out of line, Luis (facilitator), you can tell me, but... One idea would be that the stakeholders would say... man, since these are the cutting-edge strategies or approaches, let's create subjects where we believe or where we provide specific tools, strategies, and didactics to future teachers. We did not have that opportunity, at least I did. I think you did too (addressing the facilitator), because you and I were very much aligned at the end of the course. But there were courses that had a high-sounding name, like "preparation" or "creation" of English courses. And one says: "No, here we are going to break it, here they are going to give us tools. And unfortunately..."

(Facilitator's intervention): ... it was more focused on face-to-face classrooms.

... to face-to-face classes, to pedagogy, right? Very theoretical, exactly, very theoretical. Very theoretical approach. So, that would be like the other one. And a third one, I would think that... I've always had the idea that... Let's see... I don't want to be misunderstood. And you... if you are one of those who do trainings with colleagues (teachers), it is very difficult to train students or people who are in undergraduate training (pre-service teachers). I would think that when you have been in the profession for a long time... let's talk about the context of Luis (facilitator) which is very similar to mine in schools... when you arrive with so much theory, it is sometimes exhausting, because we teachers live with theories almost every day. So, you tell me: man, share with us a specific idea to have an effective vision of blended learning... well, take a blended learning class and apply it with your colleagues... so, every so often... and you bring them the ready-made tool yes, some may say: that's giving them the work in their hands... but I think that's an effective thing to do, and from there, there may be many teachers like me, who, like when I see some strategies, I say: man, I can improve it like this or I can adapt it in this way... Then, in that way you create that idea, you plant that seed in the mind of people and that allows you to create... believe me that I creates effective results. Those are the three ideas that I can contribute to you and ending at the top with the commitment... how had your commitment to professional development influence in your teaching practices? We have already mentioned it enough, I will return and elaborate it. Commitment goes hand in hand with work and work goes hand in hand with being updated, with adapting. So, in this way, as a conclusion, I can tell you Luis and José (Facilitator and Observer), the teachers of today, of the 21st century, must be a person open to changes, but it must also be open to... Not only accepting them for the sake of accepting them, but they (teachers) should also have filters, about what is useful or useless for me in my classes... and in that way, I have the power to say... to create the contents, the strategies that I consider according to my context, more accurate and thus obtain, in a large percentage, the expected results. I think that is what can lead you to blended learning and obviously, this implies the use of technology, this implies the use of face-to-face methods, that is where we are involving the blended learning part.

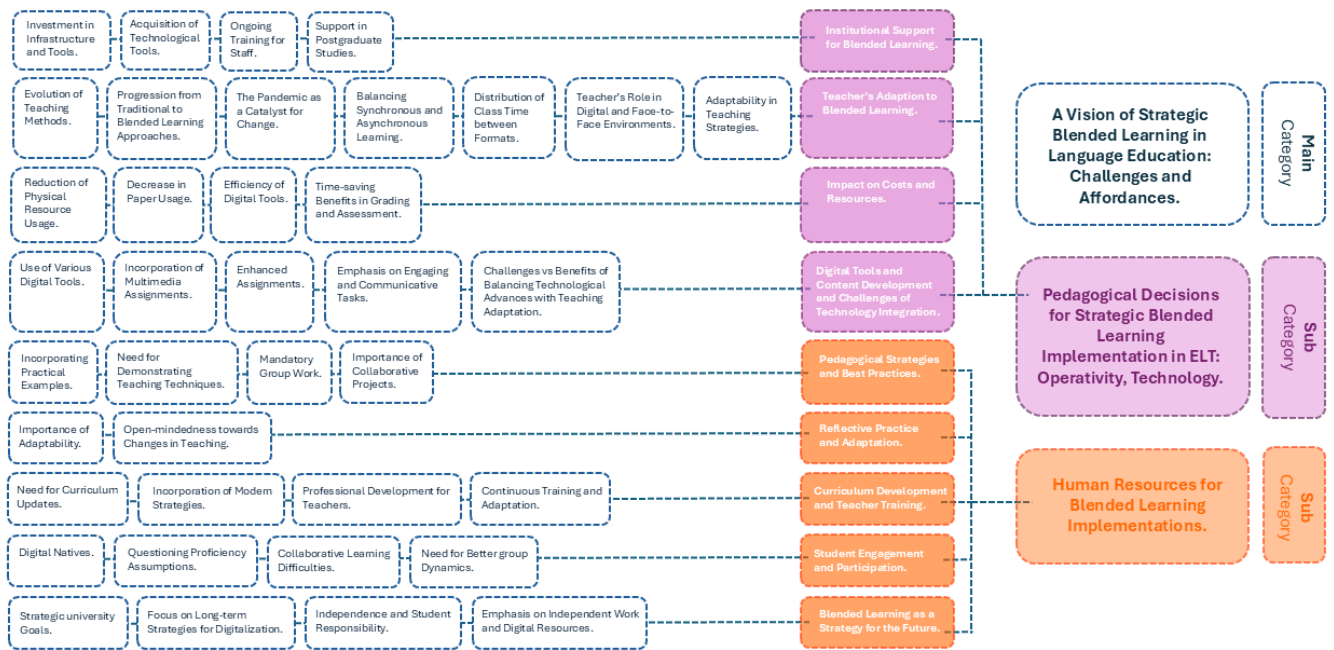
Appendix 9.

Codes gathered from Data Analysis.

CODES	DESCRIPTION
Institutional Support for Blended Learning	<ol style="list-style-type: none"> 1. Investment in Infrastructure and Tools 2. Acquisition of technological tools 3. Ongoing training for staff 4. Support in postgraduate studies.
Teacher Adaptation to Blended Learning	<ol style="list-style-type: none"> 1. Evolution of Teaching Methods 2. Progression from traditional to blended learning approaches 3. The pandemic as a catalyst for change 4. Balancing Synchronous and Asynchronous Learning 5. Distribution of class time between formats 6. Teacher's Role in Digital and Face-to-Face Environments 7. Adaptability in teaching strategies
Impact on Costs and Resources	<ol style="list-style-type: none"> 1. Reduction of Physical Resource Usage 2. Decrease in paper usage 3. Efficiency of Digital Tools 4. Time-saving benefits in grading and assessment
Digital Tools and Content Development and Challenges of Technology Integration	<ol style="list-style-type: none"> 1. Use of Various Digital Tools 2. Incorporation of multimedia assignments 3. Enhanced Assignments 4. Emphasis on engaging and communicative tasks Benefits vs. 5. Challenges vs Balancing technological advancements with teaching adaptation
Student Engagement and Participation	<ol style="list-style-type: none"> 1. Digital Natives 2. Questioning proficiency assumptions 3. Collaborative Learning Difficulties 4. Need for better group dynamics
Pedagogical Strategies and Best Practices	<ol style="list-style-type: none"> 1. Incorporating Practical Examples 2. Need for demonstrative teaching techniques 3. Mandatory Group Work 4. Importance of collaborative projects
Curriculum Development and Teacher Training	<ol style="list-style-type: none"> 1. Need for Curriculum Updates 2. Incorporation of modern strategies 3. Professional Development for Teachers 4. Continuous training and adaptation
Reflective Practice and Adaptation	<ol style="list-style-type: none"> 1. Importance of Adaptability 2. Open-mindedness towards changes in teaching
Blended Learning as a Strategy for the Future	<ol style="list-style-type: none"> 1. Strategic University Goals 2. Focus on long-term strategies for digitalization 3. Independence and Student Responsibility 4. Emphasis on independent work and digital resources
MAIN IDEA	<p>The data analyzed expresses recurring themes around institutional support, teacher adaptation, digital tools, and the impact on costs and resources. There is a strong focus on professional development and the need for adaptability in teaching practices, alongside challenges related to technology integration and student engagement.</p>

Appendix 10.

From Codes to Categories process.



Appendix 11.

Memos-Writing Process.

Main Category	Sub Category			
	Pedagogical Decisions for Strategic Blended Learning Implementation in ELT: Operativity, Technology.			
Institutional Support for Blended Learning.	Teacher's Adaptation to Blended Learning.	Impact on Costs and Resources.	Digital Tools and Content Development and Challenges of Technology Integration.	
Investment in Infrastructure and Tools.	Evolution of Teaching Methods.	Reduction of Physical Resource Usage.	Use of Various Digital Tools.	
<p>Teacher BLTOS's responses provide insight into the university's strategic approach to implementing blended learning, particularly in terms of operativity and the integration of technology. One of the key themes that emerges is the university's investment in infrastructure and tools. BLTOS specifically mentions the development of the Virtual Campus platform, which demonstrates the institution's commitment to creating a robust infrastructure to support blended learning. This platform serves as the foundation for a seamless transition between face-to-face and online learning environments, a critical feature in modern education, especially after the pandemic. The teacher's reflection on the university's role in acquiring various technological tools emphasizes how such investments directly enhance the teaching process. "The university has opened different spaces, has acquired different tools."</p>	<p>In reflecting on the transition to blended learning environments, it is clear that the pandemic has acted as a catalyst for strategic pedagogical shifts within ELT (English Language Teaching). Teacher responses point to a growing integration of virtual learning environments, particularly as instructors sought to balance synchronous and asynchronous modalities. BLTOS acknowledges this shift by highlighting the increased presence of virtual courses post-pandemic, demonstrating how external forces have shaped internal pedagogical decisions. "Since the pandemic occurred there are more courses mediated by virtual learning environments."</p>	<p>Teacher BLTOS's reflections provide significant insights into the financial and operational impacts of blended learning, particularly the reduction in physical resource usage and the efficiency gains associated with digital tools. One of the main themes that emerges is the reduction of physical resource usage, as BLTOS highlights the shift from using traditional paper-based systems to the Virtual Campus for administrative tasks such as completing the PACI (Prueba de Aptitudes y Conocimientos Individuales) or Individual Skills and Knowledge Test (SKT). BLTOS notes that for more than five years, they have no longer needed to complete this task physically. "For more than five years I do not do a PACI in a physical way, but use the Campus Virtual... This has been a great progression." This transition reflects a broader institutional move toward digitalization, which not only reduces the need for physical resources such as paper but also contributes to more streamlined administrative processes.</p>	<p>The responses from teachers reflect both the benefits and challenges of integrating digital tools into the English Language Teaching (ELT) curriculum. A central theme in their reflections is the extensive use of various digital tools to enhance learning. Teachers such as BLT01 and BLT02 highlight the wide array of resources available, ranging from games and multimedia strategies to specific platforms like Kahoot, Guided, Breaking News, and British Council resources. BLT01 mentions that "we have more resources, online resources" and specifically notes the inclusion of "pages to find information" such as databases, which serve as key tools in the blended learning environment. These resources allow for more engaging and interactive activities, catering to different learning styles and fostering better student engagement through diverse platforms.</p>	
Acquisition of Technological Tools.	Progression from Traditional to Blended Learning Approaches.	Decrease in Paper Usage.	Incorporation of Multimedia Assignments.	
<p>In terms of technological tools, BLTOS notes that the university has provided guidelines and training to help faculty implement these resources effectively. "Trainers who give us guidelines to implement this kind of strategy." This reveals that the institution not only invests in acquiring technology but also ensures that teachers are supported in using these tools in their pedagogical practices. Such support structures are key in ensuring that the integration of technology is successful and not overwhelming for educators.</p>	<p>One theme that emerges is the enhanced flexibility and expanded tools available to both teachers and students. BLT01, in commenting on the "games or strategies" used to engage students, also notes the importance of maintaining student interaction, even in digital formats. Here, technology functions as both a medium for delivering content and a method for interaction, creating new layers in teaching dynamics. The integration of games as a strategy, which BLT01 employs, demonstrates how teachers are rethinking engagement in a hybrid context. This pedagogical approach aligns with BLT02's assertion that technology, alongside resources and learning, forms a "holistic element" crucial to the success of blended learning.</p>	<p>The decrease in paper usage is particularly noteworthy in the context of sustainability, as it reflects the environmental benefits of moving to a blended learning model. The Virtual Campus and other digital platforms allow both students and teachers to engage in a paperless workflow, significantly reducing the institution's reliance on physical materials. This shift toward a digital infrastructure also represents a cost-saving measure for the university, as it minimizes the expenses associated with printing, paper, and other traditional resources.</p>	<p>Teachers like BLT03 emphasize the incorporation of multimedia assignments and how various technological tools are leveraged to enhance students' skills in specific areas. For example, BLT03 encourages the use of cell phones and online platforms such as English for Everyone.org and Rong-chang for improving reading comprehension and grammar. BLT03's emphasis on using different platforms for assignments indicates a conscious effort to engage students through enhanced, communicative tasks. "The idea is to use a lot of different strategies because, as you know, times are changing. And, of course, they need to involve technology in the learning process."</p>	
Ongoing Training for Staff.	The Pandemic as a Catalyst for Change.	Efficiency of Digital Tools.	*Enhanced Assignments. *Emphasis on Engaging and Communicative Tasks.	
<p>Another significant aspect of this strategic implementation is the ongoing training for staff. BLTOS highlights that teachers receive continuous training each semester, which is essential for staying updated with new tools and methodologies. "At the beginning I taught like this... but now, because of the trends, I have acquired more tools." This comment suggests that there has been a notable progression in teaching methods, driven both by institutional support and external factors such as technological advancements. The reference to the pandemic as a catalyst for change also underscores how external events have forced educators to adapt quickly to blended learning strategies. BLTOS reflects on this forced shift, noting that "the pandemic marked our lives," indicating how it accelerated the integration of digital tools into everyday teaching practices.</p>	<p>Teachers also reflect on the need for adaptability, a key factor in strategically implementing blended learning. BLT02's response underscores the necessity of modifying strategies for virtual teaching. "As a professor, we had to adjust and modify strategies for virtual learning." This points to the ongoing evolution of the teaching role, where teachers are expected to adapt not just to the tools but also to new ways of thinking about interaction, motivation, and feedback. Similarly, BLT05 echoes this shift in method, asserting that "you can't teach a digital class the same as a face-to-face class," underscoring the necessity of rethinking participation and engagement in these different contexts.</p>	<p>Additionally, BLTOS highlights the efficiency of digital tools, particularly in relation to grading and assessment. The use of virtual platforms to handle grading tasks has led to notable time-saving benefits for teachers. "It helps you a lot, it saves you a lot of work for grading." This increased efficiency also brings about improvements in the accuracy and reliability of assessments. According to BLTOS, the results obtained through digital tools are "more accurate and reliable" than manual methods, suggesting that the adoption of technology has not only reduced the workload for educators but also enhanced the overall quality of evaluation processes.</p>	<p>Another notable point in the teachers' responses is the emphasis on engaging and communicative tasks. BLT02, for example, uses video dramatization where students recreate stories, as well as podcasts where students narrate stories and share their audio with the group. These activities not only incorporate multimedia but also foster communication skills, offering students a platform to express themselves creatively while practicing language skills in an immersive manner.</p>	
Support in Postgraduate Studies.	* Balancing Synchronous and Asynchronous Learning. *Distribution of Class Time between Formats.	Time-saving Benefits in Grading and Assessment.	Challenges vs Benefits of Balancing Technological Advances with Teaching Adaptation.	
<p>Additionally, support for postgraduate studies is another key theme in BLTOS's responses, signaling the university's investment in the professional growth of its faculty. The university's encouragement for teachers to pursue master's or doctorate degrees aligns with its broader goal of enhancing the pedagogical skills of its staff. By supporting postgraduate studies, the institution ensures that its educators are not only equipped with practical tools but are also engaged with the latest educational research and theories, thus enriching the ELT program as a whole.</p>	<p>Furthermore, blended learning is seen as an opportunity to enhance the learning experience through a thoughtful distribution of synchronous and asynchronous class time. BLT02 outlines a rough division between formats: "30 to 40 percent asynchronous and 50 to 70 percent synchronous," which highlights the flexibility and adaptability needed in structuring lessons for a blended format. These insights emphasize the operational considerations necessary for the strategic use of blended learning in ELT, demonstrating a deliberate balance between live interaction and independent work.</p>	<p>This increased efficiency aligns with the time-saving benefits commonly associated with blended learning. By automating certain administrative and grading tasks, teachers can focus more on pedagogical aspects, such as planning lessons and interacting with students. BLT05's comments indicate that digital tools significantly reduce the time spent on repetitive tasks, allowing educators to dedicate more energy to other areas of teaching.</p>	<p>However, despite the benefits of digital tools, the teachers also identify several challenges in balancing technological advances with teaching adaptation. BLT01 points out that the biggest challenge was learning how to use platforms like Meet, Zoom, and Classroom during the shift to blended learning, emphasizing the need for more structured courses on virtual learning environments. "We should have courses to learn how to use these virtual learning environments." This highlights a key tension between the rapid adoption of digital tools and the varying levels of technical expertise among teachers. BLT07 also mentions personal difficulties with technology, expressing a lack of confidence in using tools like ChatGPT or ChatPDF, which further suggests that teachers may require ongoing technical support and training to effectively integrate these tools into their pedagogical practices.</p>	
<p>In analyzing these responses, it becomes clear that the university's strategic decisions are designed to create a holistic and sustainable blended learning environment. The investment in infrastructure, continuous training, and faculty development all point to a deliberate effort to ensure that both teachers and students can thrive in this hybrid model. These observations also align with grounded theory perspectives that emphasize the need for a comprehensive approach—one that balances technology with pedagogy and provides ongoing professional development for educators.</p>	<p>*Teacher's Role in Digital and Face-to-Face Environments. *Adaptability in Teaching Strategies.</p> <p>Ultimately, teachers view themselves as facilitators who must continuously adapt their strategies to remain effective in both digital and face-to-face settings. As BLT01 notes, "I am the same teacher. What is different is the mediation." This reflects a strong sentiment that the core pedagogical approach remains intact, but the delivery and interaction methods are what evolve. The notion of blended learning as a "holistic element" (BLT02) suggests that educators view this as an integrated, multifaceted approach rather than a mere technological imposition.</p>	<p>From an analytical perspective, the responses suggest that blended learning offers substantial operational and resource-related benefits for both the institution and its faculty. The reduction in physical resource usage not only reflects financial savings but also points to the growing role of technology in shaping modern education. Similarly, the efficiency gains brought about by digital tools enhance the teaching process, enabling teachers to allocate their time and energy more effectively. These operational improvements align with grounded theory perspectives on the integration of technology in education, where the use of digital platforms often leads to greater efficiency and a more sustainable use of resources.</p>	<p>Furthermore, teachers such as BLT03 express concerns about connectivity issues. BLT03 points out that problems with internet access, either from students' side or due to weak Wi-Fi at the university, can disrupt classroom activities: "In some cases, the Wi-Fi of the university doesn't work properly, so they say, 'No, teacher, I cannot connect to the webpage.'" This reflects a broader issue of infrastructure limitations that, despite the availability of digital tools, can hinder the effective use of technology in the classroom. BLT03 mentions that in some instances, they had to share their own mobile data to ensure students could participate, which shows how adaptability and contingency planning (i.e., plan A, B, and C) are essential skills for teachers in these environments.</p>	
<p>In conclusion, BLTOS's insights reveal that operativity and technology are at the core of the university's blended learning strategy. The institution's efforts to invest in digital platforms, provide training, and support faculty advancement create an environment where educators can adapt their teaching methods effectively. These observations will later serve as key elements in connecting to grounded theory on blended learning in ELT, particularly in how educational institutions can foster both technological and pedagogical growth to support blended methodologies.</p>	<p>In sum, the implementation of blended learning within the ELT program reflects a complex interplay between technology, pedagogy, and operativity. Teachers demonstrate a growing confidence in navigating digital tools while also rethinking strategies to create engaging, participatory learning environments. This evolution signifies a progressive shift in how language educators can be structured for a digital age, with technology playing a pivotal role in both the practical and pedagogical dimensions of teaching.</p>	<p>In conclusion, BLTOS's insights underscore the importance of operativity and technology in driving the implementation of blended learning in ELT. The reduction in physical resource usage, coupled with the time-saving benefits of digital tools, reflects a strategic approach to improving both the environmental and operational aspects of education. These insights will later contribute to a broader grounded theory analysis of how blended learning can enhance the efficiency and sustainability of English language teaching.</p>	<p>From an analytical perspective, the responses point to a dual reality in which the benefits of digital tools are clear, but significant challenges remain in terms of technical proficiency, accessibility, and infrastructure. On one hand, teachers are capitalizing on a wide range of resources to make learning more interactive and engaging. On the other hand, the rapid integration of these tools, coupled with technical challenges like connectivity issues, creates an additional layer of complexity for teachers, especially those less familiar with technology.</p>	

Human Resources for Blended Learning Implementations.

Pedagogical Strategies and Best Practices.	Reflective Practice and Adaptation.	Curriculum Development and Teacher Training.
Incorporating Practical Examples.	Importance of Adaptability.	Need for Curriculum Updates.
<p>Teachers, particularly BLT07 and BLT05, underscore the need for integrating practical examples into the learning process. For instance, BLT07 adapts materials according to the students' language proficiency levels: "For lower levels, I use pictures for students to describe and create sentences," while for higher levels, BLT07 relies on YouTube stories to encourage listening and speaking activities. This approach reflects the customization of teaching techniques to address students' different learning stages, ensuring that the material is both relevant and engaging.</p> <p>Similarly, BLT05 illustrates how practical strategies are used to complement the learning process. The implementation of a digital reading plan is a noteworthy progression at the university, which allows students to access texts that would otherwise be expensive or cumbersome to print. BLT05 explains: "Imagine printing that bulky book... Why would I take them with me if I have unlimited access to my cell phone or tablet to the reach of my fingers?" This demonstrates how teachers are leveraging digital resources to make learning more accessible and efficient, thus aligning with the broader objectives of blended learning.</p>	<p>Teachers emphasize the importance of adapting to new teaching modalities, especially in blended environments where technology plays a central role in mediating learning. For example, BLT01 reflects on how their role as a teacher remains constant, but the tools and mediation differ: "I am the same teacher. What is different is the mediation." This statement highlights the shift in the method of content delivery rather than in the core identity of the teacher. Blended learning requires flexible teaching methods, where teachers must integrate digital tools and adjust their approaches to meet the demands of both face-to-face and online interactions.</p> <p>BLT02 echoes this sentiment, emphasizing the transformative potential of technology: "If you have the technology, you can do wonders." This showcases a recognition of the power of technology in enhancing the learning experience. However, the underlying message is one of adaptability – the ability to make the most of available resources and to continuously find new ways to engage students, regardless of the teaching modality.</p>	<p>Teachers underscore the importance of ongoing training to adapt to the use of digital tools and online learning environments. BLT01 highlights the necessity of formal training programs: "We should have courses to learn how to use those virtual learning environments." This response reflects a sentiment shared by many teachers who feel that, while they are adapting to blended learning, they require institutional support in the form of structured training. The increasing reliance on technology means teachers must continuously develop their skills to stay current with new platforms, tools, and pedagogical approaches.</p> <p>Training is crucial not only for basic platform navigation (e.g., learning management systems) but also for understanding how to strategically integrate these tools into pedagogical practices to foster effective learning outcomes. This aligns with the broader grounded theory on teacher professional development in ELT, which suggests that effective blended learning requires teachers to have both technological literacy and pedagogical flexibility.</p> <p>One of the challenges raised by teachers relates to the perceived rigidity of the virtual learning curriculum. BLT05 comments on the predetermined nature of virtual content: "It is because in the virtual, basically, the content is already set up." This suggests a tension between teacher autonomy and the pre-designed curriculum typically associated with blended learning platforms. In contrast to face-to-face classes where teachers feel a greater degree of freedom to modify lesson plans and adjust to student needs, the virtual curriculum may seem more static and limiting.</p> <p>BLT05 adds that, despite some room for modification, the preset structure may lead teachers to question themselves about the rationale behind specific content choices: "You can make many modifications. But you can ask yourself: what is this plan telling me? or why did they create a plan like this?" This reflects a need for teachers to go deep in curriculum understanding of the intentions behind instructional design. Teachers need to be engaged critically with the curriculum, not just as implementers but as co-creators who can tailor content to meet their students' needs.</p>
Need for Demonstrating Teaching Techniques.	Open-mindedness towards Changes in Teaching.	Incorporation of Modern Strategies.
<p>Several teachers discuss the necessity of demonstrating specific teaching techniques, especially in response to complex or challenging topics. BLT05 highlights the use of additional resources such as videos and practice pages to support students' understanding of difficult grammar concepts: "I upload more videos of explanations, I upload pages to practice grammar tips, grammar corner, etc." This suggests that teachers recognize the importance of providing extra materials to help students independently review and consolidate their learning outside of class. The flexibility to customize content delivery according to the complexity of the material reflects a key advantage of blended learning environments.</p>	<p>The teachers also express an open-minded attitude toward the evolving landscape of education, particularly in response to blended learning practices. BLT07 notes the strategic potential of blended learning beyond their institution, stating: "I think it's a good strategy not just for this university but for the rest of the universities." This statement underscores the teacher's belief in the scalability and relevance of blended learning as an effective teaching model for diverse educational contexts, including for students living abroad or in different time zones: "Especially for those who live abroad, or in different times..."</p> <p>This openness to change reflects a forward-thinking mindset, where teachers view blended learning not as a temporary solution, but as a long-term strategy that can be adapted and expanded to meet a variety of needs. This highlights how blended learning can address geographical barriers and increase accessibility to education, which is particularly relevant in a globalized world where students may come from diverse backgrounds and locations.</p>	<p>In the blended learning context, teachers are also focusing on moving away from traditional, static assignments towards more dynamic, communicative tasks. BLT05 describes a progression in assignment design that aligns with modern pedagogical practices: "We set X or Y assignments with an intention... They are no longer flat assignments, like have this grammar or do this matching game." This shift highlights the desire to make assignments more engaging and interactive, incorporating elements of communicative language teaching (CLT) that focus on practical language use and student interaction.</p> <p>The design of assignments has evolved to reflect a multi-step progression, involving different mediums and levels of complexity. BLT05 elaborates on this process: "There may be tasks that can be divided into three or four parts that go in progression. So, if first I did this vocabulary, then I do a video, then I do an audio, then I do a podcast, then I do an analysis, right? The level goes up." This layered approach not only scaffolds language skills development but also takes advantage of the multimodal affordances of digital tools, allowing students to engage with content in diverse formats (e.g., audio, video, written text). This approach reflects best practices in ELT, where blended learning can provide varied opportunities for skill integration and real-world language application.</p>
<p>*Mandatory Group Work. *Importance of Collaborative Projects.</p>		<p>*Professional Development for Teachers. *Continuous Training and Adaptation.</p>
<p>The emphasis on collaborative learning is a recurring theme in the teachers' responses. BLT01, for example, mentions how blended learning facilitates personal interaction between students and teachers, allowing learners to share information and ask questions in real-time: "Now... students can have that personal interaction with the teacher... They can share... the information, they can ask questions." This interaction is crucial for fostering a collaborative atmosphere, which is further supported by the use of group work. By encouraging students to work together, teachers are enhancing peer learning opportunities, an important feature in blended environments that allows students to engage in active learning beyond traditional settings.</p> <p>The digital resources and tools used by teachers also help facilitate collaborative efforts. BLT05's mention of digital books and platforms supports the idea that students can work together, even remotely, with access to shared resources. This collaboration is integral to the blended learning framework, where group projects and mandatory collaboration help mimic the interactivity found in traditional classrooms while taking advantage of the flexibility that technology offers.</p>	<p>Despite their adaptability, teachers also point to the challenges of transitioning from traditional in-class teaching to virtual environments. BLT07 remarks on the emotional and practical differences between physical and virtual classes: "I feel better when I teach in the class... it's different, yeah. I feel comfortable in class, but we have to do our best in virtual." Similarly, BLT02 highlights the role of physical presence and non-verbal communication in teaching: "Physical contact plays a role in the way we teach." These reflections underscore a preference for face-to-face interactions, where teachers can rely on body language, gestures, and other non-verbal cues to assess students' understanding and engagement.</p> <p>BLT02 further elaborates on the difference between physical debates and online discussions: "It is different from a physical debate where we appreciate students' gestures and non-verbal communication." This insight highlights a key limitation of virtual learning environments, where the absence of physical presence can hinder the nuanced understanding of students' responses and engagement. However, the teachers also acknowledge the need to adapt to these limitations and find ways to enhance virtual interaction despite these challenges.</p>	<p>Teachers express a sense of professional autonomy when discussing their ability to influence and adapt the blended curriculum. While BLT05 acknowledges some constraints in virtual settings due to the pre-set nature of the material, there is also recognition of their role in guiding and personalizing the learning experience. BLT03 speaks to the strategic intentionality behind task design, where teachers create assignments that encourage students to progressively build on their skills.</p> <p>This reflects the importance of teacher agency in the blended learning environment. Despite the structured nature of virtual content, teachers actively interpret, modify, and supplement the curriculum to suit their classroom dynamics and student needs. This flexibility is essential in blended learning environments, where pre-designed courses must often be adapted to reflect the diverse learning styles and proficiency levels of students.</p>
<p>BLT01 also addresses the balance between maintaining the role of the teacher while adapting to new tools and methodologies: "I am the same teacher. What is different is the mediation." This highlights a key element of blended learning – while the teacher's role remains central, the way in which they mediate learning has evolved. The use of technology serves as a complementary tool that enhances the learning experience, rather than replacing the teacher's direct involvement. This ability to mediate through technology allows teachers to maintain personal connections with students while leveraging the advantages of digital tools to expand the scope of their teaching.</p>	<p>The COVID-19 pandemic serves as a critical turning point in the teachers' adaptation to blended learning. BLT02 reflects on the unique experiences of teaching during the pandemic: "We were chained to a screen, but it was interesting to hear how students felt during the pandemic." This highlights both the emotional strain of being confined to virtual platforms and the importance of empathy in understanding students' experiences during such a disruptive period. The pandemic forced teachers and students alike to rethink their approach to education, making technology a necessity rather than a supplement.</p> <p>In this sense, teachers had to quickly adjust their methods and re-evaluate their roles in a fully virtual environment. This reflective process allowed them to better understand student needs during an unprecedented time, enhancing their ability to navigate the challenges of blended learning in the post-pandemic landscape.</p>	<p>The responses highlight a critical intersection between curriculum development and teacher training in blended learning environments. Teachers are tasked with not only delivering pre-designed digital content but also modifying it to enhance student engagement and communicative competence. However, the effectiveness of such modifications relies heavily on the professional development opportunities available to teachers.</p> <p>The tension between structured curricula and teacher autonomy is a recurring theme. While the digital curriculum offers the benefit of consistency and ease of access, it can also feel restrictive for teachers accustomed to the flexibility of face-to-face classrooms. Teachers want to exercise greater control over curriculum decisions, particularly in how they incorporate modern pedagogical strategies like task-based learning and communicative assignments.</p> <p>In terms of professional development, the responses underscore a strong desire for continuous training that not only covers the technical aspects of blended learning but also addresses the pedagogical implications of teaching in a hybrid environment. This aligns with grounded theory in ELT, which suggests that teacher effectiveness in blended learning is closely tied to the quality of training and support they receive. Teachers must be equipped with both the technological know-how and the pedagogical skills to navigate the challenges of blending traditional and digital learning modalities.</p>
<p>The responses from the teachers reflect a strategic and thoughtful approach to pedagogical decisions within blended learning environments. The use of practical examples, as seen in the integration of images, stories, and multimedia, showcases the teachers' adaptability in creating interactive and engaging lessons. These strategies align with best practices in blended learning, which emphasize the importance of multimodal learning and the integration of real-world applications to foster deeper understanding.</p> <p>The need for demonstrating teaching techniques reflects a proactive approach in addressing student needs, particularly with complex topics. By providing additional instructional resources outside the classroom, teachers are empowering students to take ownership of their learning, a key principle in blended education. Moreover, the reliance on group work and collaboration indicates that teachers value peer-to-peer learning as a vital component of student development in both face-to-face and digital environments.</p> <p>Finally, BLT01's comment on mediation captures the evolving role of the teacher in blended learning. The teacher remains a guide and facilitator, but now with an enhanced capacity to mediate learning through technology. This is a crucial insight into how teachers are balancing personalization and digital intervention in the learning process.</p>	<p>The reflections shared by teachers reveal an ongoing process of adaptation and self-reflection as they navigate the complexities of blended learning. While teachers like BLT01 maintain a consistent teaching identity, they recognize the need to evolve in response to changing circumstances. The integration of technology is seen as both an opportunity and a challenge, requiring teachers to expand their skills and rethink their instructional methods.</p> <p>The pandemic served as a catalyst for change, pushing educators to embrace blended learning and develop new ways to maintain student engagement in virtual settings. However, the responses also indicate that physical interaction remains a valued aspect of teaching, with teachers expressing a preference for face-to-face contact due to the importance of non-verbal communication in gauging student understanding.</p> <p>This reflective process aligns with grounded theory perspectives on teacher adaptation in blended learning, where the success of technology integration is</p>	<p>The insights from these teachers reveal that the success of blended learning programs hinges on the integration of modern pedagogical strategies and the ongoing professional development of teachers. While the digital curriculum provides a structured foundation, teacher agency and adaptation are essential to its effective implementation. Moving forward, institutions must prioritize curriculum flexibility, allowing teachers to make meaningful adjustments that reflect their students' unique needs, while also ensuring continuous training opportunities to support their evolving roles in blended learning environments.</p>
<p>The teachers' responses highlight the importance of pedagogical strategies such as the use of practical examples, group work, and personalized interaction in blended learning environments. The role of the teacher continues to be vital, but the integration of digital tools and collaborative projects enhances the learning experience. These insights contribute to a broader understanding of the evolution of teaching practices in response to blended learning, offering valuable connections to grounded theory on how human resources and pedagogical adaptation drive the success of blended learning in ELT.</p>	<p>The insights from the teachers demonstrate a balance between adaptability and reflection, highlighting the importance of flexibility in both teaching methods and attitudes towards change. The challenges posed by blended learning, particularly the loss of physical interaction, are acknowledged, but the teachers remain committed to finding ways to mediate learning through technology. As institutions continue to evolve their blended learning strategies, teacher adaptability will be critical in ensuring the success and sustainability of these programs.</p>	

Student Engagement and Participation.		Blended Learning as a Strategy for the Future.	
*Digital Natives. *Questioning Proficiency Assumptions.		*Strategic university Goals. *Focus on Long-term Strategies for Digitalization.	
<p>A prominent theme that emerges from the teachers' responses is the questioning of the assumption that students, particularly digital natives, are inherently adept at using digital tools for learning. BLTOS expresses skepticism toward this notion: "One says, no, it's just that they are digital natives, and they already have a chip on how to handle those tools, etc. please don't believe that." This insight challenges the widespread belief that younger generations, who have grown up with technology, automatically possess the necessary skills to navigate and utilize these tools effectively in an academic setting.</p> <p>Instead, the teacher highlights the distinction between students' familiarity with digital tools for entertainment and their ability to use these tools in a productive and academic manner. BLTOS points out that while students may find certain digital tools appealing, the real challenge lies in fostering academic productivity: "How efficient are you to create, to make an academic product, etc.?" This raises the issue of digital literacy in the context of blended learning. While students may know how to operate technology, they require guidance to use it effectively for academic purposes, such as creating video presentations or engaging in productive group work.</p>		<p>Several responses emphasize that blended learning is being viewed as a long-term strategic approach for the university, aligning with its broader goals of digitalization and modernization. BLT07 describes blended learning as a combination of "real classes and virtual classes," suggesting that this hybrid model integrates the best aspects of both face-to-face and online learning to create a more comprehensive learning experience. Similarly, BLT02 highlights how blended learning creates a "holistic element" by merging the two formats, which suggests that this approach is not just a stopgap measure but rather a fundamental part of the institution's future educational strategy.</p> <p>This holistic view is critical because it moves beyond the simple implementation of technology in classrooms. It represents a philosophical shift in how learning is perceived, with the aim of enhancing learning experiences through the integration of technology, resources, and traditional teaching methods. This signals the university's commitment to long-term strategies for education, where digital tools and learning platforms play a central role in shaping the future.</p> <p>BLT03's comments on the role of artificial intelligence (AI) provide a forward-looking perspective on how blended learning might evolve. The teacher reflects on the increasing use of AI in educational settings, specifically mentioning tools like ChatGPT, which students are already utilizing: "In the future, everything is going to be related to artificial intelligence... maybe we can disappear." This statement underscores the potential for AI to transform not only student learning but also the role of the teacher.</p> <p>In this envisioned future, teachers may shift from being the primary source of content delivery to serving as facilitators or tutors guiding students through pre-designed digital courses. BLT03's reflection that "maybe the teacher is going to be just like a tutor" suggests a reduced, yet more specialized role for educators in a fully digital or AI-assisted learning environment. The teacher's role may evolve into one that focuses on mentorship, helping students navigate autonomous learning paths, and providing personalized support when needed.</p> <p>This idea speaks to broader trends in education technology, where AI-driven platforms provide students with tailored content and adaptive learning experiences. The teacher's role, in this context, shifts from content creation to providing human oversight, ensuring that students stay engaged, motivated, and able to navigate the complexities of independent learning.</p>	
*Collaborative Learning Difficulties. *Need for Better group Dynamics.		*Independence and Student Responsibility. *Emphasis on Independent Work and Digital Resources.	
<p>The responses also reveal significant challenges regarding collaborative learning in a blended environment. One of the key difficulties is the disconnect between students, even after spending several months in the same course. BLT05 shares a scenario in which students, despite being in the same course for a long period, still don't know each other's names: "Many say - but what is his name?" This highlights the isolation and lack of social interaction that can occur in virtual environments, making it difficult for students to establish the relationships necessary for effective collaboration.</p> <p>BLT05 suggests that in blended learning, teachers must take an active role in facilitating group interactions. This involves mandatory group work and a consistent effort to promote student interaction: "You have to insist, you have to make it mandatory... they have to work in groups, in different groups." This points to a pedagogical challenge: in the absence of physical cues and spontaneous interactions that typically occur in face-to-face settings, blended learning requires structured interventions from teachers to encourage collaboration. Teachers must not only assign group tasks but also create opportunities for students to get to know each other and develop the skills needed for working in teams.</p> <p>Furthermore, the teacher emphasizes the importance of creating spaces for interaction beyond the academic content, urging the need for teachers to promote engagement: "You as a teacher have to promote those spaces in order that they engage with each other, know each other." This reflects the blended learning reality where teachers need to go beyond content delivery and also focus on fostering community among students, which is key to enhancing engagement and participation.</p>		<p>Another critical aspect of blended learning as a future strategy is the focus on promoting student independence and autonomous learning. Several teachers stress that the success of blended learning hinges on students' ability to take responsibility for their own learning. BLT07 and BLT02 highlight the "importance of autonomous work," noting that it is most effective when students have the responsibility to study independently and advance their knowledge: "Autonomous work is something meaningful if they have the responsibility to study by themselves."</p> <p>This aligns with the overall goals of blended learning, which seeks to balance instructor-led and self-directed learning. The shift toward digital resources and online modules means that students must develop greater levels of self-discipline and time management skills. However, this independence does not come naturally to all students, and BLT02 acknowledges that students require proper guidance and instruction from teachers: "Autonomous work is better... if the teacher teaches them in the right way."</p> <p>Teachers also recognize their critical role in fostering this independence by providing clear expectations, offering scaffolding when necessary, and ensuring that students are prepared for the challenges of working autonomously. BLT05 touches on this aspect by discussing the need to adapt and "continuously seek new methodologies and strategies" that fit the local context. This focus on adaptability points to the idea that teaching strategies in blended learning must be dynamic and responsive to students' evolving needs, particularly in developing the skills necessary for independent learning.</p>	
	<p>A recurring theme in the responses is the gap between what teachers assume students should know and what they actually need help with. BLTOS addresses this issue by discussing the assumption that older students should already be proficient in basic academic skills, such as writing summaries or essays: "Even if they are 25, 26, 30 years old and they tell me, they should know how to summarize." However, BLTOS stresses the importance of modeling these skills for students, suggesting that, regardless of age, students still require explicit instruction in key academic practices: "Do it, teacher, create the example for them."</p> <p>This speaks to the broader need for pedagogical scaffolding in blended learning environments. While students may be expected to possess certain proficiency levels, the reality is that many struggle with foundational skills, and it falls on the teacher to provide clear examples and step-by-step guidance. In this case, even something as seemingly basic as summarizing requires demonstration and practice. This response reflects a grounded theory principle in ELT, where task-based learning is effective when combined with teacher modeling and gradual progression in tasks.</p>		<p>Several responses underscore the necessity of continuous professional development for teachers to adapt to the blended learning environment. BLTOS advocates for training teachers in the specific tools and strategies required for blended learning: "Create subjects where we provide specific tools, strategies, and didactics to future teachers in blended learning." The emphasis here is on ensuring that teachers are not only equipped with the necessary technical skills but are also able to apply these skills effectively in their teaching.</p> <p>There is also a call for curriculum development that is responsive to the needs of blended learning. BLT05 suggests developing a blended learning curriculum as an elective subject to train future teachers. This proposal reflects the understanding that blended learning is not just a matter of incorporating technology but also requires a paradigm shift in how curricula are designed, delivered, and assessed.</p> <p>Teachers express a need for hands-on training where they can directly apply blended learning strategies and adapt them to their unique teaching contexts. This highlights the importance of experiential learning for teachers, allowing them to develop practical skills and build confidence in using blended learning methodologies. Moreover, BLTOS suggests that these strategies should be adapted from other contexts or countries, but with careful consideration of local needs and conditions. This aligns with grounded theory's focus on contextualized practices that are sensitive to the specific cultural and institutional realities of a given learning environment.</p>
	<p>In terms of engagement strategies, teachers in the blended learning program are turning to more interactive assignments to keep students engaged and foster deeper participation. BLT02 shares an example where students create video presentations to introduce themselves, and teachers provide personalized feedback: "In virtual courses, students create video presentations where they introduce themselves, and we provide feedback." This method reflects a blended learning strategy where student engagement is enhanced through creative assignments that encourage self-expression and interaction with the teacher.</p> <p>By incorporating video presentations and other digital tools, teachers are leveraging the strengths of blended learning platforms to make learning more engaging and student-centered. This approach not only helps students become more active participants in their learning process but also allows teachers to individualize their feedback, which is crucial in maintaining student motivation and participation in a virtual environment.</p>		<p>Overall, the responses reflect a growing belief that blended learning is not only a current solution but also a key strategy for the future of education. Teachers recognize that blended learning is gaining momentum and will have a greater impact, especially among younger students (BLT07). The idea of blending in-person and virtual classes is seen as a sustainable model, one that could potentially transform education over the next decade, especially as institutions integrate more AI and digital tools into their learning platforms.</p> <p>This future-oriented perspective aligns with the strategic goals of many universities, including the institution in question. The emphasis on student independence, digital literacy, and autonomous learning aligns with a broader global trend in higher education, where students are expected to take on more responsibility for their own learning while teachers serve as facilitators of that process.</p>
	<p>The responses from teachers in this category reveal several critical issues related to student engagement in blended learning environments. The assumption that students, particularly digital natives, are automatically skilled at using digital tools for learning is clearly challenged. Teachers express the need for a more nuanced understanding of students' digital literacy, highlighting the difference between technological familiarity and academic productivity.</p> <p>Moreover, the difficulties in promoting collaborative learning point to the need for intentional group formation and the creation of opportunities for students to build relationships. Without the social glue of face-to-face interactions, students can easily become isolated, which undermines the effectiveness of group work. Teachers are tasked with the additional responsibility of fostering these connections, which requires consistent effort and the use of structured group activities.</p> <p>Finally, the proficiency gaps in basic academic skills, such as writing and summarizing, demonstrate that students need ongoing support, even in areas where teachers might assume competence. This calls for a blended learning model that integrates explicit instruction, task modeling, and gradual progression to help students build both their language and academic skills.</p>		<p>Blended learning is increasingly seen as a future-ready strategy that incorporates both technological advances and pedagogical shifts to create more flexible, adaptive, and student-centered learning environments. Teachers' reflections suggest that while blended learning requires a rethinking of the teacher's role and student responsibilities, it also offers significant opportunities for enhancing learning outcomes through digital resources and fostering independent learning.</p> <p>As blended learning continues to evolve, universities will need to invest in teacher training and curriculum development to ensure that educators are equipped to navigate these changes and guide students in this new learning landscape. These insights can be connected to grounded theory in ELT, particularly in the areas of learner autonomy, teacher adaptation, and the role of technology in transforming educational practices.</p>
	<p>The insights from these teachers emphasize that student engagement in blended learning is a multifaceted challenge. Teachers must address the myth of digital natives, facilitate group dynamics, and provide scaffolding for basic academic skills. Successful engagement in blended learning requires teachers to be proactive in designing tasks that are not only engaging but also promote collaboration and critical thinking. This reflects a broader grounded theory in ELT, where blended learning works best when teachers actively mediate between technology and pedagogy, creating learning environments that are interactive, supportive, and conducive to student success.</p>		

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