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Incorporation of the b-learning methodology in the process of teaching English as a second language

Incorporación de la metodología b-learning en el proceso de enseñanza del inglés como segunda lengua

Incorporação da metodologia b-learning no processo de ensino de inglês como segunda língua

Incorporation de la méthodologie d'apprentissage en ligne dans le processus d'enseignement de l'anglais en tant que seconde langue

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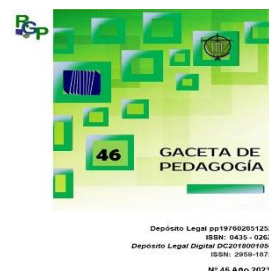
ABSTRACT

Incorporating blended approaches in education that combine remote and face-to-face training is synonymous with a great and authentic paradigm shift within traditional teaching and learning theories. The purpose of this study was to provide a reflection on the incorporation of the b-learning methodology in the process of teaching English as a second language. For this systematic review, the following databases were used: Scopus, Scielo and Redalyc, found 240 articles and selected 18 to carry out an in-depth review on the themes of the b-learning approach and the review of these strategies in teaching English in institutes of higher education. In summary, it is established that the incorporation of this approach combined with the management of ICT contributes vehemently to the development of better skills in learning English and therefore points to better training of citizens.

Key words*: B-learning, Teaching and learning, Virtual scenarios, ICT*

RESUMEN

La incorporación de enfoques mixtos en la educación que combina la formación remota

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presencial son sinónimo de un gran y auténtico cambio de paradigma dentro de teorías tradicionales de enseñanza y aprendizaje. El propósito de este estudio fue proveer una reflexión sobre la incorporación de la metodología b-learning en el proceso de enseñanza del inglés como segunda lengua. Para esta revisión sistemática se utilizaron las siguientes bases de datos: Scopus, Scielo y Redalyc, encontrándose 240 artículos y seleccionando 18 para realizar una revisión a profundidad sobre las temáticas el enfoque b-elearnig y la revisión de estas estrategias en la enseña de inglés en institutos de educación superior. En síntesis, se establece que la incorporación de este enfoque combinado con el manejo de las TIC contribuye de forma vehemente con el desarrollo de mejores competencias en el aprendizaje del inglés y por ende apunta a una mejor formación de ciudadanos.

Palabras clave*: B-learning, Enseñanza y aprendizaje, Escenarios virtuales, TIC*

RESUMO

A incorporação de abordagens combinadas na educação que combinam treinamento remoto e presencial são sinônimo de uma importante e autêntica mudança de paradigma dentro das teorias tradicionais de ensino e aprendizagem. O objetivo deste estudo foi proporcionar uma reflexão sobre a incorporação da metodologia b-learning no processo de ensino do inglês como segunda língua. Para esta revisão sistemática, foram utilizadas as seguintes bases de dados: Scopus, Scielo e Redalyc, encontrando 240 artigos e selecionando 18 para uma revisão profunda sobre os tópicos da abordagem do b-learning e a revisão destas estratégias no ensino do inglês em instituições de ensino superior. Em síntese, estabelece-se que a incorporação desta abordagem combinada com o uso das TIC contribui veementemente para o desenvolvimento de melhores competências no ensino do inglês e, portanto, aponta para uma melhor formação dos cidadãos.

Palavras-chave*: B-learning, Ensinar e aprender, Cenários virtuais, TIC*

RÉSUMÉ

L'intégration d'approches mixtes dans l'éducation, qui combinent l'apprentissage à distance et l'apprentissage en face à face, est synonyme d'un changement de paradigme majeur et authentique dans les théories traditionnelles de l'enseignement et de l'apprentissage. L'objectif de cette étude était de fournir une réflexion sur l'incorporation de la méthodologie d'apprentissage mixte dans le processus d'enseignement de l'anglais en tant que seconde langue. Les bases de données suivantes ont été utilisées pour cette étude systématique : Scopus, Scielo et Redalyc. 240 articles ont été trouvés et 18 ont été sélectionnés pour une étude approfondie de l'approche b-learning et de l'examen de ces stratégies dans l'enseignement de l'anglais dans les établissements d'enseignement

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supérieur. En résumé, il est établi que l'incorporation de cette approche combinée à l'utilisation des TIC contribue fortement au développement de meilleures compétences dans l'apprentissage de l'anglais et vise donc à une meilleure formation des citoyens.

Mots clés*: B-learning, Enseignement et apprentissage, Scénarios virtuels, TIC*

INTRODUCTION

Educational news demands different types of training, one of these is related to the possibility of training people to adapt and respond to the demands of a globalized society, full of contrasts, complexities, and contradictions. Technological progress and the communication link are realities that education must attend to. In this same sense, the linking of information and communication technology (ICT) tools to educational processes enables the creation of new learning and teaching environments, thus providing teachers with the opportunity to transform the educational process and improve the quality of Education.

In this context, virtual and remote training appears as a flexible training modality that allows the student not only to access information but also to transmit and produce knowledge based on data obtained through modern communication networks, regardless of the moment or the place where the people involved are located, which undoubtedly contributes great wealth when creating and attending to new educational realities.

Educating in the 21st century demands that students be prepared to participate in the information society, according to UNESCO (2003) that knowledge network must significantly impact people's lives and this can be achieved by exchanging knowledge through ICT, said exchange requires an essential communicative link and this can be found in the English language, which is one of the most spoken on the planet, where Ortiz (2013) mentions "that recent estimates suggest that some 402 million people speak it as their first language, as it is currently used by more than 1 billion non-native speakers" (p. 20).

From the curricular level, it is necessary to use strategies that allow the teaching of English to be achieved by linking elements of metacognition, self-regulation, and intrinsic

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motivation, thus revealing the high degree of motivation generated by the implementation of ICT in the formal process of learning. The teaching of English in the agents is linked to said process. For his part, Cisterna (2005) offers a complete referencing of ICT and outlines how the set of technologies allows the acquisition, production, storage, treatment, communication, registration, and presentation of information, in the form of voice, images, and data contained in signals of an acoustic, optical or electromagnetic nature provide a better acquisition of knowledge, thus giving support to the use of ICT in the field of teaching English in virtual environments and b-learning methodology.

For its part, the virtual learning environment was another line of sweep and this is analyzed as a space in which the student accesses information, interacts with his peers, receives guidance and guidance from the teacher for his learning process. Because you do not need to be physically in a certain place and time, it is called a virtual environment. It is possible to access the virtual learning environments every day at any time, that is, there is no barrier in terms of time and space. Users do not have any restrictions on the use of tools such as forums, chats, email, etc., just as they can access the course contents as many times as they wish, such as information, videos, and audio, among others. This is how one can "... define a Virtual Learning Environment... AVA... as the set of synchronous and asynchronous interaction environments where, based on a curricular program, the Teaching-Learning process is carried out..." (Marqués, 2000, p.3).

As stated by Alcalá and Lirola (2008), ICT is the ideal complement to virtual educational environments, since they provide the opportunity to acquire, produce, store, and present information, above all, enable communication; interactivity is one of the properties that ICT have, where the human being has the technological advance that allows him to investigate, communicate and build his knowledge and help others.

On the other hand, b-learning is a teaching-learning methodology that combines online and face-to-face activities, makes it possible to establish links between participants, develops skills and attitudes that are rarely worked on in e-learning experiences, and reinforces face-to-face teaching strategies (Bains and others, 2011). Greater motivation is expected in students, currently familiar with the use of technologies in education

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(Kavadella and others, 2011).

The general objective of this systematic review was to analyze and reflect on the incorporation of the b-learning methodology in the process of teaching English as a second language, through the incorporation of new approaches and methodological strategies for the development of skills of audio, vocabulary, grammar, reading and writing, dimensions of the appropriation of the English language, complemented with ICT tools.

METHOD

The research is based on the documented systematic review, the themes of the phenomenon that allowed strengthening the curricular contents of the teaching of English from the incorporation of ICT and the b-learning strategy were analyzed and classified; This type of review frequently serves to identify and determine which are the most important research questions, and then to answer them (Hernández and others, 2006).

A corpus of eighteen documents was reviewed using keywords of b-learning, teaching and learning English, incorporation, ICT, and virtual education, in advanced search engines that responded to each category established to be studied, the eighteen were magazine articles. The texts were explored according to the themes of investigative study, teaching and incorporation of ICT in the teaching of English, the b-learning approach and the review of these strategies in teaching English in higher education institutes, including the selection between the years 2003 to the present, which leaves open the opportunity for future research towards the incorporation of learning another language from the creation of virtual learning environments at that educational level. Additionally, publications in English and Spanish were included.

For the selection of studies, the following inclusion and exclusion criteria are taken into account, which are identified according to the objective of the review: articles of works published since 2003 in Scielo, Redalyc, and Scopus databases were included, and previous articles were excluded. the year indicated and written in languages other than Spanish and English.

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After applying the inclusion and exclusion criteria, it was considered to include 18 articles for the systematic review.

RESULTS AND DISCUSSION

Once the systematic review was carried out, which served as support and theoretical references, the phased work plan was deployed from which the results would be determined.

Table 1

Articles analyzed

ID	Date bases	Year	Títle	Authors	Experimental	Metodology
1	Scielo	2012	Incorporation of ICT in the teaching of English.	Herrera B., Miguel.	No	Qualitative
2	Redalyc	2015	B-learning as an educational modality to build knowledge	González, M.	No	Qualitative
3	Redalyc	2017	Distance education as a response to the educational needs of the 21st century	Chaves Torres, A.	No	Qualitative
4	Redalyc	2009	E-learning, an educational response to the demands of 21st century societies	Baelo, R.	No	Qualitative
5	Scielo	2012	Information and communication technologies in learning	Belloch C.	No	Qualitative
6	Scopues	2006	Opinion, knowledge and use of web portals for teaching English as a foreign language	Prato y Mendoza	No	Qualitative
7	Scielo	2003	Internet and Education: Learning and Teaching in Virtual Spaces.	Valzacchi, J.R.	No	Qualitative
8	Scielo	2008	Present and future of the development of e-learning Web platforms in higher education.	Álvarez, V.M., and others.	No	Qualitative
9	Redalyc	2007	Open e-learning platforms to support open educational content.	Boneu, J.M.	No	Qualitative

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10	Scopus	2011	Effectiveness and acceptability of face-to-face, blended and e-learning: a randomised trial of orthodontic undergraduates	Bains and others	Yes	Quantitative
11	Scopus	2011	Evaluation of a blended learning course for teaching oral radiology to undergraduate dental students	Kavadella and others	Yes	Quantitative
12	Scopus	2017	Students' perceptions and attitudes towards asynchronous technological tools in blendedlearning training to improve grammatical competence in English as a second language	Pinto , A.; Sánchez, M.; García, F. y Casillas, S	No	Quantitative
13	Scopus	2021	Blended learning to foster EFL college students' global literacy	Yang, Y. y Kuo,N.	Yes	Quantitative
14	Scielo	2020	Integrating digital technologies in Brazilian English languae teacher educaton through blended learning	Macedo, A. y Finardi, K	No	Qualitative
15	Scielo	2019	Curricular proposal from a bimodal approach and an informative multimedia for the course Didactic Resources for the Teaching of English	Saborío-Taylor, S.	No	Qualitative
16	Scielo	2019	The effectiveness of a blended learning model for teaching English as a foreign language: an empirical study	Morales, R y Ferreira, A.	Yes	Quantitative
17	Scielo	2013	The impact of blended elearning on undergraduate academic essay writing English (L2)	Ferriman, N.	Yes	Quantitative
18	Redalyc	2016	Development of oral English proficiency through open educational resources	Rico, J.; Ramírez, M. y Montiel, S.	No	Qualitative

Table 1 shows that the systematic review was carried out from 2003 onwards, managing to analyze and interpret authors who write from the boom in new technologies and the digital age, demonstrating its rise and the need to incorporate these innovative tools in all areas of life, especially in the education sector to promote new learning

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strategies. Also, it is possible to appreciate that as the years go by, the topics change as a consequence of the intention of discovering new possibilities that technological tools offer us since in the oldest article consulted, the capacity of offer that it has the technology and in the most current it is possible to observe much more specific and accurate questions and topics with respect to the possibilities offered to the tools of technology and communication in education (Chaves, 2017).

Regarding the product of the research, it is possible to analyze that, according to Herrera (2012), b-learning as a methodological strategy is used to improve the teaching and learning process of students in the blended modality, provoking. Likewise, Valzacchi (2003) seeks to generate basic and reflective knowledge about the advantages and disadvantages, contributions, and tools that the use of the Internet and new technologies have within schools. Definitely, the value of these new and powerful tools will depend on the pedagogical project to which they are incorporated.

In the same way, the research results of Yang and Kuo (2021) revealed that activities under blended learning boosted the development of global literacy through intercultural communication by establishing online social connections with English teachers from different cultural backgrounds. In the same sense, Álvarez and others (2008) contributes to understanding diversity and questions such as which, how and why one study platform or another is chosen. With different approaches, a high level of competitiveness, and a growing interest in this type of application.

Belloch (2012) states that the impact of Information and Communication Technologies (ICT) on education possibly fosters one of the greatest changes in the field of Education. Through the Internet and the information and resources it offers, a new window opens in the classroom that allows us to access multiple resources, information and communicate with others, which offers us the possibility of easily accessing personalities of several opinions.

For their part, Bains and others (2011) in their study suggest that the b-learning method is more likely to be effective and accepted when training university students in complex subjects. Just as Boneu (2007) emphasizes that the learning process is not

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immune to technological changes, since it has been adapting to the different advances in ICT. E-learning throughout its recent evolution, and technological means, has been called by different terms such as CBT, IBT, WBT among others, which are different ways of calling it depending on the use they make of technology. Based on the analysis of the literature, Pinto and others (2017) states that it is feasible to argue that the experiential results show that the b-learning modality promotes the education and learning of the English language as a foreign language in the majority of institutions where it was applied. In addition, it provides benefits to the teacher and student such as learning autonomy, more organization time, flexibility, attention, and innovation.

Thus, the research by Macedo and Finardi (2020), when analyzing the responses, concluded that the factors that determine the success of the integration of digital technologies in blended learning are closely related to the opinions and reflections of teachers about the value of the online environment in education and their perception of teacher education and training for innovation in his methodology. According to Saborío-Taylor (2019), after having analyzed the SWOT evaluation (strengths, weaknesses, opportunities, and threats), it was concluded that the proposal to apply the blended learning model in the university environment was promising because the results only showed strengths, not finding threats that prevent the application of such a teaching model.

However, Prato and Mendoza (2006) state that teachers use Web pages infrequently, despite having demonstrated, for the most part, that they have the necessary knowledge for their use. In the study, almost all the respondents assumed a position of acceptance before the incorporation of the Web into the educational fact. Equally important, the research by Morales and Ferreira (2008) revealed that the application of the combined model helped to improve the acquisition of the English language, with a difference in the progress of 10% in the experimental group compared to the control group.

In the experience of Rico and others (2016) it was possible to observe an increase in the oral ability of the students after the application of digital materials in a context of mixed learning. Eventually, the perception of the students was positive, enhancing their

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ability to interact and study in any space. Similarly, Ferriman (2013) found no significant differences between the experimental and control groups after applying tools to improve writing skills. Despite this, it was stated that the approval and satisfaction of the teaching model through digital tools is higher in small classes compared to classes with a larger number of students.

In this sense, the construction of spaces for the development of blended learning experiences to support the different subjects corresponding to the study plans of each university or university education institution could be constituted as a main objective in all these institutions in such a way that the teaching-learning process becomes something motivating for the student and the teacher and together build knowledge. University education institutions need to train teachers in the use of technological tools for their use as teaching resources in the administration of different subjects (González, 2015).

For his part, Baelo (2009) states that the literal translation of b-learning into Spanish would lead us to a conception of "electronic learning". He himself points out that the principle of interaction on which b-learning is based leads to the development of more individualized, more collaborative educational processes. He himself points out, in this sense, the importance of prioritizing pedagogical aspects over technological ones, despite the fact that we are aware that the latter will largely condition the success of the educational proposal to be developed. That is why the b-Learning methodology is a key tool for the effective appropriation of a second language, but also given this review, the impossibility of traditional methodologies to achieve the goals and requirements of citizens is highlighted (Morales and Ferreira, 2008).

CONCLUSIONS

After the review of various articles, it was possible to conclude that the learning process has not been alien to the technological changes that the world has brought, since it has been adapting to the different advances in ICT. Distance learning through ICT provides a student-centered environment, as well as offers interactive, effective, and

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easily accessible and distributed scenarios without the consequent spatio-temporal limitations that face-to-face learning has. E-learning throughout its recent evolution has been a protagonist in the advancement of teaching through ICT, facilitating the teacher-student relationship, and allowing optimal learning.

Likewise, the findings obtained, it was found that under Scopus, Scielo, Redalyc search engines, allowed analyzing that there is a wide literature on the importance of the incorporation of ICT for the English teaching processes; It was evidenced that 50% of the documents, the authors highlight the importance generated by autonomy within the acquisition of abilities and skills when learning English; as well as the preponderant role that Information Technologies have as a motivating component for said learning. Regarding the strengthening of methodological and evaluative curricular contents of English as a foreign language in schools, it was found that the review is also broad at the higher education level, but b-learning is only applicable to the use of virtual education institutes.

In this sense, it was possible to demonstrate that in general, teachers use Web pages infrequently, despite having demonstrated, for the most part, that they have the necessary knowledge for their use. However, in most of the studies consulted, people assume a position of acceptance before the incorporation of the Web into educational fact. Despite the fact that less than half of the teachers acknowledge having skills for the didactic management of Web pages, almost all of them consider that practice is necessary to optimize the use of the Web and they are willing to familiarize themselves with its use.

This is how this article tried to demonstrate the imperative of strengthening the curricular and evaluative contents of teaching as a second language through the incorporation of new approaches and methodological strategies that allow generating a positive impact on the teaching and learning processes from the creation of environments based on the incorporation of ICT in the b-learning methodology and that promote compliance with the social demands of the 21st century.

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CONFLICT OF INTERESTS

The author declares that there is no conflict of interest for the publication of this scientific article.

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