



**ELT COLLEGE STUDENTS' PERCEPTIONS OF
GRAMMAR TEACHING THROUGH THE USE OF ACTIVE PATHS**

John Jairo Garcia Artunduaga

ICESI UNIVERSITY
LANGUAGE DEPARTMENT
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John Jairo Garcia Artunduaga

Director: Diana Margarita Diaz

Director of the Master's program in TEFL, M.A in Education

Research Advisor: Hector Fabio Biancha

M.A in TEFL

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To my brother. As Bach stated: "The bond that links your true family is not one of blood, but of respect and joy in each other's life".

To Diana M. Diaz. For gave me the courage to venture into this journey of knowledge and personal growth.

To my advisor Hector Biancha and all the teachers who supported me.

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INTRODUCTION

The English Learning Center (EL Center) is a place at Icesi University that offers an autonomous active learning space, created to support students learning process and to strengthen student's communicative competences in English, through autonomous learning strategies. The different activities done at the EL Center go hand-to-hand with the Active learning educational model proposed by the university, a model similar to the flipped classroom approach; an evolving tendency having the advantage of increasing interaction in class time, helping students to achieve an improved understanding of the class concepts (Enfield, 2013; Kellogg, 2009).

With this on mind, a didactic sequence was developed where the grammar is flipped; a study methodology that combines autonomous and accompanied work outside the classroom in the student's spare time at the EL Center that also helps the student to reinforce their communicative skills; for terms of this project, we will refer to the said flipped grammar strategy as Active Paths (AP) (see attachment 1). The main focus of the AP is the study of grammatical topics through first, a practice with the English Learning Center Digital Catalogue (ELC: Catalogue), a PowerPoint Show¹ presentation, created with a didactic form of interaction through clicks (see attachment 2), then, a speaking with the monitor activity and lastly, a practice time corresponding to short online workshops. This methodology, teaches students how to study topics they learn in class on their own,

¹ A PowerPoint format that automatically starts the slide show when the file is opened instead of seeing the slides in edit mode.

enabling them to use their class time to practice, apply concepts and solve doubts through interaction with peers and teachers. It is important to mention that, the AP involve the use of the ICTs through Videos and Online Material (VOM), where the use of multimodal text tools help students to have a better understanding of the English topics (Almurashi, 2016; Bastos & Ramos, 2009; Hamilton, 2010).

The objective of this study is to analyze the perception that ELT college students have about the AP and to what extent their use, can help them understand better grammatical topics, taking also into account the four communicative skills (speaking, listening, writing and reading). With the aim of achieve this, this study uses a qualitative research model, based on interviews, focal groups, in-depth interviews and a survey. In this way, to have a more global vision of the perception that students have of their learning process through the AP, to then, determine what adjustments should be made to improve the experience and to what extent they could be used as support for classes that could be based on the Flipped Classroom approach.

1. PROBLEM RESEARCH

1.1. Research justification

Icesi University has as an active learning educational model, where students must be responsible and autonomous in their own learning process. This model requires changing that model, in which the student comes to the university to be taught and the teacher considers that his/her main role is to teach. The active learning model is where the student arrives at the university to study and learn and the teacher designs and manages learning experiences that maximize the likelihood that the student will build their own knowledge (Universidad Icesi, 2017).

Taking into account the educational model of the University, the creation and implementation of new study methodologies that make teachers and students, use of the active learning model is a priority, in addition, to explore how students are perceiving these methodologies and if they are being useful for their learning is a must. To be able to create and implement those new study methodologies, we need to have in consideration the trending in education as for example the implementation of technology and the influence of internet in the learning context.

Given all of the above, the AP were created and implemented, with a methodology that goes hand in hand with the Flipped Classroom approach. After inquiring about how this approach helps students to have a better and deeper understanding of the concepts

(Enfield, 2013; Kellogg, 2009; MJ Platt, GJ & Treglia, M., 2000), and that, in addition, various studies show that students have a very positive perception of this approach (Afrilyasanti, Cahyono, and Astuti, 2016, Butt, 2014, Johnson, 2013), the need to know about the perception that the students who did the AP had about this process arises.

Finally, as Musallam (2012) says, the learning through the Flipped Classroom approach has many ways to be used and applied, as the one proposed by the AP, so, to define the perception of the students, is the importance of this study, since it will determine if the use of the AP should be continued. Additionally, will be make possible to evaluate what changes are required in the process of the AP, to have a more positive reception for the students. Lastly, through that knowledge of their perception, we can now know how attractive it would be for students to use the AP, as part of classes where the grammar could be studied based on the Flipped Classroom approach where the AP are used as an active learning resource.

1.2. Research question

After the creation and implementation of the AP for the study of grammar at the EL Center, there is a need to know how this AP implementation is working, for which it is vital to know the perception the students who carried them out. The question that arises is about what perception students have about this methodological strategy and if through them,

they could study new grammatical topics or solve doubts that they had about them. Given this, the central question for the present investigation arises:

How do Icesi University students perceive the implementation of AP to enhance the study of grammatical topics prior to class?

1.3. Subsidiary questions

- How does the implementation of Active Paths facilitate the learning of grammar outside the classroom?
- What is the perception of the students about the effects that Active Paths have on their communication skills?
- What problems and difficulties do students encounter when they use the Active Paths?
- What are the students' perceptions about their assessment performance after doing the Active Paths?

2. OBJECTIVES

2.1. General objective

To identify EFL college students' perceptions about the use of Active Paths to foster grammar learning and internalization.

2.2. Specific objectives

- To study how the implementation of Active Paths could facilitate the learning of grammar outside the classroom.
- To analyze the perception of the students about the improvement of their communicative skills through the Active Paths.
- To inquire about the problems and difficulties that the students had when performing the Active Paths.
- To analyze the students' perceptions about their assessment performance after doing the Active Paths.

3. THEORETICAL FRAMEWORK

In recent years, researches in Second Language Acquisition (SLA) (O'Malley & Chamot, 1990; Brown, 2000), the investigators have focused on learning styles; and what aspects influence in the learners' success. Some of the identified factors that interfere in the success of the learners are the learning strategies, their level of anxiety, their awareness about their learning and their motivation. All these factors go hand in hand with the teaching methodology used by the teacher, where varied studies (Ariza & Sanchez, 2013; Azmi, 2017; Ghasemi & Hashemi, 2011; Watkins & Wilkings2011;) show that the incorporation of Information and Communication Technologies (ICT) and in addition to videos and online material (Almurashi, 2016; Bastos & Ramos, 2009; Hamilton, 2010), provide an improvement in these factors, which make the student feel more interested in their learning as long as those materials are used with the teacher's support and guidance. This was the background research in order to design and implement the AP, a study methodology based on learning strategies with the incorporation of ICT and the resources of the EL Center.

Therefore, the purpose of this research is to know the perception that students have about the AP, where, to understand that perception, we must also comprehend how students learn English as part of their SLA through the use of ICT, prioritizing, the use of videos and online material (the acronym VOM will be used to refer to the use of videos and online material).

With the aim of analyzing these students' perceptions, researchers have used different types of techniques that include interviews, surveys, observations, comparisons, journals among others. The common denominator among the different investigations on these issues is qualitative research as this one, so, the use of interviews and surveys will be of high priority for data collection. This is because, as has been stated by DiCicco-Bloom and Crabtree (2006), interviews and surveys are the most familiar strategies for qualitative data collection, since, among the varied disciplinary perspectives, interview approaches and surveys may vary, in our case, these tools to collect data are intended to involve the person more actively in meaning making.

As manner of summary, this research pretends to have a better understanding of the student's perception about the implemented AP. In that perception is involved the use of the ICT through the exposition to VOM, which is linked with the flipped classroom approach, since, as the Flipped Learning Network (2014) proposes, the active learning is one of the foundation of the Flipped Classroom approach, and also, the educational model of the Icesi University, where students must be responsible and autonomous in their own learning process. For the above, and as a synthesis, we will discuss these issues below and their importance for this study, to understand the student's perception regarding the AP.

3.1. The ICT and VOM importance for the learning of English

The use of the online video platform YouTube to teach a second language like English and to stimulate learner autonomy predominates in the use of VOM. We should consider,

that the VOM's like YouTube offer the advantage of having millions of videos with different content that students can access, however; since the quantity is so vast, the possibilities are too many. Therefore, the role of the teacher as a counselor is of the utmost importance. However, not all teachers are familiar with the use of ICT and VOM, so "administrators should hold workshops and seminars to train lecturers or teachers on how to implement technology in their English lessons" (Almurashi, 2016, p.9). It is vital that teachers are properly trained in the use of ICT, since we are in an era where everything revolves around technology, implementing the use of multimodal tools in our classes is vital to keep our students' motivation high (Campbell, 2007; Cheung, 2001). The use of YouTube in the classroom with the appropriate guidance of the teacher motivates the students, since it is friendly and familiar to them, however, without a clear orientation by the teacher, the development in the student of autonomous methodologies of study outside of class, it would be very low, although, as stipulated by Kelsen (2009) in his study, it is also important to let students conduct an exploration of class topics through research on VOM platforms, so that the learner develop an autonomous study methodology.

Of course, the use of ICT and VOM like YouTube as we discussed, can have an important role in the study of how our students learn and how to maintain high motivation and autonomy, but, how the teacher organizes and plans their classes involving those ICTs and VOM is equally important. In order to achieve this, it is necessary to involve an approach where the analyzed tools are used.

3.2. The link between the flipped classroom approach and the use of the ICT and VOM

Consequently, for this study we will analyze the flipped classroom approach, since it is one of the approaches in which Icesi University is very interested and that goes hand in hand with its active learning methodology. One might think, of how this approach is related to the use of ICT and VOM, well, the theory of the different topics that the teacher must dictate in the curricular programming that has been assigned, is replicated through an endless list of videos hosted on the YouTube web platform, now considered one of the most popular sites worldwide, currently occupying the second place of the list of most visited sites in the world (Top, A. 2018), in addition to the platform itself, for students It is very engaging and makes the visual and auditory experience more powerful with the featuring of being repeatable anytime.

To show the importance of using VOM's like YouTube various studies (Almurashi, 2016; Bastos & Ramos, 2009; Hamilton, 2010) have yielded important results, where using YouTube as a multimodal text tool, helps students to better understand their English lessons, improve performance in class and develop autonomy in their learning process (Almurashi, 2016), in addition, that the students show satisfaction, since, in their production and reception of the L2 there is an improvement through the use of the VOM's (Hamilton, 2010).

Thus, a teacher trained in the use of ICT and VOM's, will be able to access to web material, to flip content from their classes, so that students can take advantage of their time before class, studying the topic through YouTube, for example, with selected videos by the

teacher, and in this way, the student will do his study through narrative structures and multimodal texts that help to retain information and create critical thinking (O'Flaherty & Phillips, 2015). Consequently, the student in class will be able to discuss the studied topics and to clarify them more easily with the guidance of the teacher. So, the priority of this approach is to make efficient use of the class time, taking advantage of it, by putting into practice the previously studied theory assigned by the teacher or that the student wishes to reinforce, through the use of the VOM, avoiding inactive classes (Cole & Kritzer, 2009).

The flipped learning approach, is an emerging trend, mainly in the last 6 years (Uzunboylu & Karagözlü, 2017), since it offers the advantage of increasing interaction in class time, between students and the teacher, and between the same students through structured exercises to be done in class. This, allows students to manage themselves either by creating small groups, discussions or workshops, where the teacher supervises and clarifies doubts of the students while they work. In this way, students achieve a better and deeper understanding of the concepts including topics that were difficult to understand at home (Enfield, 2013; Kellogg, 2009; Lage, Platt & Treglia, 2000).

Finally, the interest in ICT in the field of education have become commonplace entities (Oliver, R. 2002). Online resources, multimodal texts and different VOM are becoming more natural in learning environments, where classes must be used more actively, with mixed learning that is, combining the different tools discussed throughout this document. Therefore, the structure of our lesson plans should be anticipated, always focusing on the teaching of guided study methodologies at the beginning, so that later, they can be autonomous and owners of their learning, over the study of the class topics, more

consciously, to use the class, as a space to clarify doubts and share information through a joint work of students with the teacher.

Taking into account the above, and having analyzed the importance of ICT, the VOM and their link with the Flipped Classroom approach, it is necessary to understand the importance of the students' perception, about the use of the AP to enhance grammar study outside the classroom thanks to these technological resources immersed in the AP.

3.3. Student's perception about the ICT, VOM and the Flipped Classroom approach

As we have appreciated, the use of ICT can free the teacher from lessons always taught in the same way that leads the student to monotony, boredom and therefore to lower their motivation for learning. Through the implementation of ICT, the teacher can move towards a dynamic learning environment focused on the student. However, despite what has been said above and the benefits of the use of the flipped classroom approach in conjunction with the advantages offered by ICT, it is necessary to know what students perceive about this process in order to know if it is well received for them and if their motivation about their own learning is increasing in the process.

Firstly, studies such as the one carried out by Johnson (2013) about students' perception of the flipped classroom approach, show that students do less homework, since, the general belief is that students tend to do more homework when they use this approach in class. The students stated that class time is used more efficiently to solve doubts and to

put into practice what was studied previously, which allows them to go directly to practice, which, they found very beneficial.

On the other hand, the students' perception of this approach shows that they enjoy this learning methodology much more than the regular learning, where the teacher spends most of the time of the class, explaining the topic. Different studies (Butt, 2014, Gómez, Pineda, Eduardo & Marín, 2012, Johnson, 2013, Kellog, 2009, Khokhar & Javiad, 2016) have supported these affirmations, where some of the aspects mentioned by the students are related to the interaction student-teacher, where they emphasize, that by going directly to solve doubts and to put into practice what has been studied, improves the relationship with the teacher. Another important factor the students mentioned, is how the homework is substantially reduced through the effective use of the class time to practice and solve doubts, what was confirmed by the teachers in the mentioned studies. To close, the studies share the fact that the implementation of ICT; in specific the use of VOM, is much more attractive to students to learn since this type of multimodal texts are more dynamic for them, in addition, that they offers the great opportunity to pause or re-watch the videos to rectify the concepts.

In contrast to the above, there are cases where students do not carry out the pre-class assignments such as watching the videos sent by the teacher, which, as Butt (2014) mentions, class time solving doubts and carrying out practical activities of the subject studied becomes inefficient for those students. This point is not entirely negative, since that students' experience, allows them to realize that it is necessary to take the time to do the pre-class assignments in order to be an active member of the class, which makes part of the

educational model of active learning, where students must be responsible for their own learning (Universidad Icesi, 2017).

Finally, talking about our context, in the field of English learning, the implementation of the active learning model has not yet been carried out in the same way as other subjects do in the university. Part of this analysis about the perceptions students have about the flipped classroom approach, gives us a general vision of how the implementation of the AP can be very beneficial for the students of Icesi University. For this, we must bear in mind that videos and web content have become a common part of our lives and even more for the students. The growth of this kind of web content is helpful for those who want to learn or teach online, since accessing this type of academic content and spectrum of topics is becoming more easily available every day. In addition, a large body of researchers (Ariza & Sanchez, 2013; Azmi, 2017; Ghasemi & Hashemi, 2011; Watkins & Wilkings 2011) have investigated this issue, which has become a trend in recent years, as well as, how to bring all these resources to the classroom. With this in mind, the evident proposal to link these two topics is the flipped classroom approach, as part of the study with the AP.

4. RESEARCH METHODOLOGY

This is a qualitative research, descriptive in nature and primarily exploratory. This research aims to understand and describe students' perception through answering questions about their learning experience over the use of AP. In order to achieve this, this research is conformed of qualitative components, that will help us analyze the perception that students had with the AP and what are the most relevant factors for their learning, taking into account factors like the analysis of the student's grades versus the results of the other tools like the survey and the interviews.

4.1. Context of the research

The research was carried out at Icesi University, a private university in Cali, Colombia; which as a requirement to obtain a professional degree, students must demonstrate a level of competence in English equivalent to B2, in accordance with the Common European Framework of Reference for Languages. Additionally, the learning model of the university consist in the active learning; a pedagogical model in which the student arrives at the university to study and to learn, and the teacher, designs and manages (motivating, guiding, questioning, evaluating) learning experiences that maximize the likelihood that the student will build their own knowledge (Universidad Icesi, 2017).

In first instance, in the semester 172 a joint planning was carried out with the language department about the creation of active paths that will help the students from

the EL Center in the learning of grammatical subjects, for this, was taken the curricular program of the English 1 to 6 courses, with the corresponding books for each level, with which the English Learning Center Digital Catalogue, summarize as ELC: Catalogue (see attachment 1) was created, where, different VOMs were used in an organized way.

Secondly, during the 181 semester based on the information used to create the ELC: Digital Catalog, the AP were created (see attachment 3), where the student would practice with the ELC: Digital Catalog, taking into account a vocabulary, an specific context, a spoken practice with the EL Center monitor and ending with an online workshop practice.

Thirdly, the information of the AP was socialized with the teachers of the department, where, a work plan was carried out with the students of English 2, where during the semester 182 they did the practice with the AP in the EL Center

4.2. Participants

Three groups of students were chosen for the interview part; 17 research subjects: 8 women and 9 men. In addition, 56 students answered a survey about the experience with the AP. All participants, the selected for the interviews and the surveyed' students, were between 17 and 19 years old, from 2 - 6 social strata and both, and they came from bilingual and monolingual schools, also, all of them had carried out the APs in the previous semester (182).

4.3. Procedures

This research was carry out through four stages. Before starting the research, during the semester 182, once the students' practice with the AP had ended, it was carried out the registration of the students in the system of the center², where through the assigned code by the university to the students, all their data were recorded. The first stage consisted on the organization of the collected mentioned data. This implied filtering the record of students who attended the EL Center during the semester 182, selecting only those students who carried out the AP.

In the second stage, with the students' selected, an online survey was implemented. Students were contacted and invited to answer the survey, where 56 students answered the survey. Then, 15 students were contacted for the focus group and 2 students for individual interviews, where all of them agree to be part of the interviews. In the interviews, students had to discuss about their experience and perceptions about the AP and besides discussing possible feedbacks for the process.

In the third stage, the students' grades of the last 4 semesters (181 to 182) were reviewed; the first two midterm, the final exam and their final grade of the subject. With this information, a statistical analysis was carried out that allowed comparing the grades of the students of the semesters prior to the implementation of the AP (171, 172 and 181) with the semester where they were implemented (182). This with the purpose of analyzing

² Students are registered through the university web platform "Moodle", where was designed a specialized section so that the university's support centers, carry out the registration of students' attendance and the services they provide. This, to keep a statistical follow-up of the use of the centers.

the students' perceptions as to whether the AP helped them improve their grades, contrasted with whether there really was a significant change in the grades obtained.

Lastly, through a precoding process and taking into account the steps of the AP and the communication skills the students have to use in the process, some categories of analysis were defined through which, an analysis was made of where some conclusions emerged.

4.4. Tools used in the collection of information and data analysis

4.4.1. Interviews

The interviews are part of the social life that surrounds us, being a sort of meeting very common and familiar to teachers and students. It is for being a known mean of communication and exchange of ideas for which it works so well when it comes to qualitative research, as well as, being the most used tool to collect data in this type of research (DiCicco-Bloom & Crabtree, 2006), becoming increasingly evident in the context of applied linguistics with an endless number of purposes (Trottier, 2010).

For our case, a structured interview was used, where an interview guide was first developed with a list of questions to gather information about the perception that the students had with the AP (look at attachment 4), where the grammatical study with the AP is inquired, the general experience of the whole process, the comparison of the classroom with the active learning through the AP in the EL Center, the methodology used with the VOM, the learner in general where the communicative skills (speaking, listening, reading

and writing) are involved and finally, what feedback the students give to the learning process with the AP.

Then, with the database of the students who carried out the AP in the semester 182 taken from the student registry, the subjects of the research were selected for the interviews. Therefore, three structured interviews with focal groups and two individual structured interviews were conducted.

The focal groups are a very flexible way to carry a structured interview where the interviewers are sharing opinions around the question, which encourages them to think critically (Dornyei & Murphey, 2003), This methodology is based on a collective experience of a group, where through a group brainstorming, participants can analyze each question and answer of their peers, which gives them new perspectives to be inspired to agree with or to be debated, which gives a realistic interaction of the topic , from which clear and conclusive ideas of the treated topic can emerge.

On the other hand, the individual interviews allow a closer approach with the candidate and, at the same time, you can be more aware of their body language, as Ryan, F. et al. (2009) state, this type of interview is effective in gaining an understanding of the participant personal meanings and experiences of a given phenomenon in a more confident way. This methodology is much more effective than any other interview format, since it allows you to analyze the answers, more than that, you need to show the total attention, allowing, to adjust the interviewing style to the needs that are evident, such as

generating more interest, inquiring more about a given answer or reformulating the questions for a better understanding.

Consequently, this structured interviews are very well adapted to the selected participants because, it allows to control in a more organized way the given opinions, besides that, due to the level of literacy of the participants (students of First and Second semester), the oral answers are more easy to analyze due to the spontaneity with which they are given.

The interviews were done in a straightforward way in an isolated classroom. Initially, a relaxed and trusting atmosphere was created where, the reason for the interview was contextualized; which would be, purely for research and for the improvement of the AP and their implementation. This, to avoid the students to feel pressured or defensive and so, that they understood the purpose and importance of it (Robson, 2010). Other techniques suggested by Robson were used, such as varying the tone of voice and facial expression, to not give the message of uninteresting answers or that could make them feel threatened.

4.4.2. Survey application

As Trottier (2010) states, surveys describe the characteristics of a population by investigating a sample of that group. In order to have a sample of the perceptions that the students have about the AP, a survey was created with attitudinal questions, which allow to inquire about opinions, attitudes, interests and of course perceptions, with regard to the experience that the students had with the AP. The question of the survey are closed-ended

which do not require the respondent to produce any free writing, but to choose one of the given alternatives, this, to easily organize the given answers through charts and graphs.

Additionally, this survey, in Spanish, was designed consisting of multiple-choice questions on a Likert scale (Joshi, A. & Kale, S. & Chandel, S. & Pal, D. 2015) with 5 options. The questions are formulated as a statement and assigned a numerical value between 1 and 5 where 1 is the option "strongly disagree" and 5 "Strongly agree" (See attachment 5).

1. Strongly disagree (SD)
2. Disagree (D)
3. Neutral
4. Agree (A)
5. Strongly agree (SA)

Once, the numerical values were assigned to all the answers, they were converted into percentages to facilitate their analysis. The 60% was taken as the minimum significant value. The choice of this parameter was made based on the approval criteria for English 2 students at the university, where 60% or 3 (on a scale from 0-5) is the minimum passing grade. Levels higher than this value are expected as a positive reception, from the students who made the AP. Finally, if the values reported by the survey exceed this number, they will be considered as high.

Then, the created survey was sent to the students who carried out the AP, taking the list of students from the database of the register of the EL Center. The results of this survey, in conjunction with the information from the focal groups and individual structured

interviews, allowed us to understand better the perception that the students had about the process with the AP. As well, which components were the most beneficial prioritizing the grammatical study and which components of the AP should be restructured.

4.4.3. Data analysis

To analyze students' perspectives about the AP, a theme analysis was carried out, where patterns on students' opinions, gathered in the survey, focus group and individual interviews, were identified, where through a precoding process the following categories were established:

1. Student's perspectives on how Active Paths enhance grammar study.
2. Student's perspectives on how Active Paths enhance their listening skills.
3. Student's perspectives on how Active Paths enhance their speaking skills.
4. Student's perspectives on how Active Paths enhance their reading's skills.
5. Student's perspectives on how Active Paths enhance their writing's skills.
6. Student's perspectives on how Active Paths enhance their knowledge of new words.
7. The use of Active Paths and its effect on the students' summative assessment.

Once the patterns were identified, the information was analyzed, in order to explain students' perspectives by triangulating the information provided in the interviews and surveys. This analysis allowed giving meaning to the first impressions that were before collecting the data, as well as making the contrast with the final compilations.

5. RESULTS & ANALYSIS

5.1. Student's perspectives on how Active Paths enhance grammar study

When analyzing the interviews, the students said that the AP are of total help for the study of grammatical topics, because it allows a more personalized and dedicated practice of grammar than in the class classroom. In addition, that the AP helped them to clarify doubts they had about the grammatical topics. It facilitates their learning thanks to the use of VOM or solving doubts with the monitor as part of this learning process, since the students mention that the YouTube videos, are very explanatory and exemplifying, where they reveal that sometimes it is even better than the one given by the teacher in class. Additionally, they said that the YouTube video offers advantages such as being able to repeat itself if something was not understood or even pausing to consult something in the notes taken or with the EL Center monitor, to be able to clarify the topic. As Kelsen (2009) stated, students must learn how to use different tools such as VOM, to develop autonomy and become more aware of their own learning.

³ The YouTube video explains better than the teacher in most of the cases, as it goes straight to the explanation of the grammatical theory without giving as many detours as the teacher does in class... in addition, to using many examples... and that can be repeated when one does not understand or one can ask the monitor for an explanation.

³ "El video de YouTube explica mejor que el profesor en la mayoría de los casos... va directo a la explicación de la teoría gramatical sin dar tantos rodeos como el profesor hace en clase... además de usar muchos ejemplos... y que se puede repetir cuando uno no entendió o pidiéndole al monitor que le explique". Author's own translation May 30, 2019.

Given this, this student's positive perception is also evidenced by the results of the surveys, where the 12,5% of the students "strongly agree" and 58.9% of the students "agree" (figure 1). Therefore, 71.4% students think that this practice helped them to understand better the grammatical topics they are studying or will study at classes.

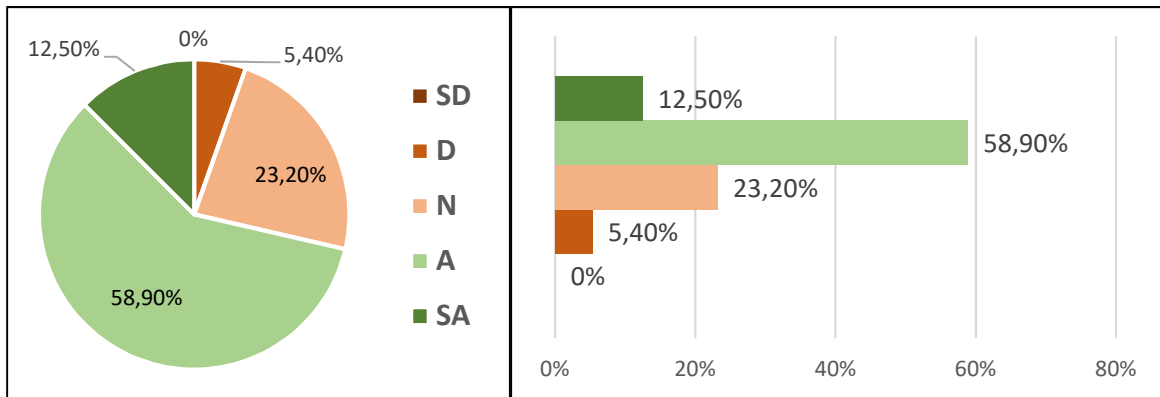


Figure 1 Survey category: Students perception about their grammar improvement.

This positive answers are also reflected on the next two graph of the survey items about the students' perception about if the AP help them to use VOM as a tool to in an autonomous way study grammar topics (figure 2) and the students perception about the use of VOM to study grammatical topics (figure 3).

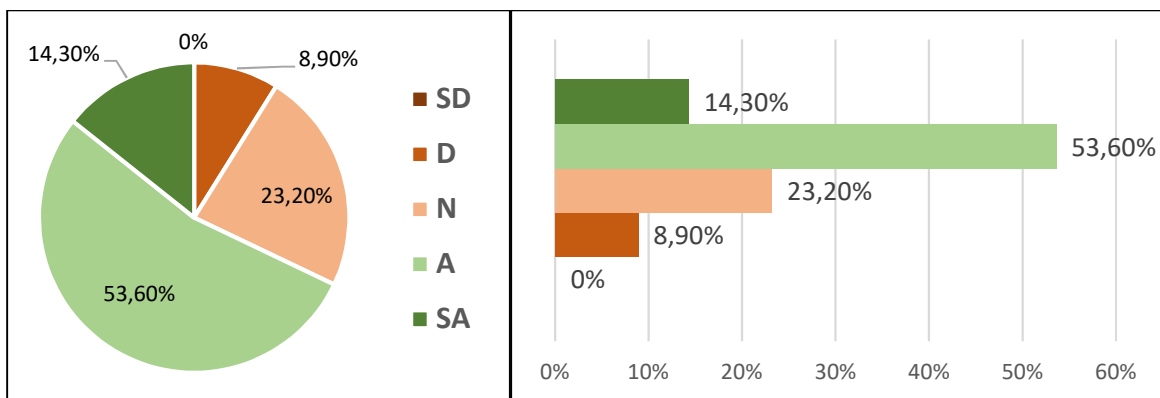


Figure 2 Survey category: Students perception about the use of VOM to study grammar.

The figure 2 shows that 14.3% of the students "strongly agree" and 53.6% of the students "agree", (67.9% positive receptions), on the methodology used by the AP through VOM, as a means of autonomous study of grammatical topics through ICT.

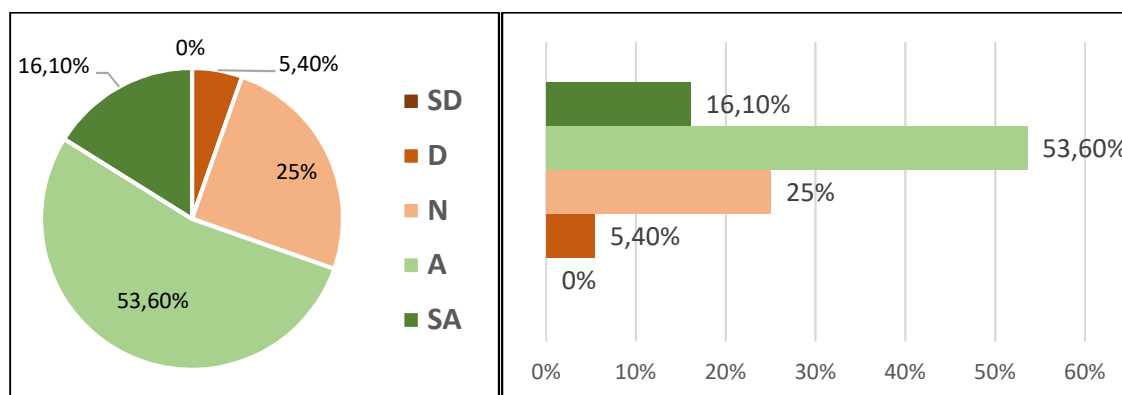


Figure 3 Survey category: Students perceptions about the learning of the grammar through AP.

The figure 3 shows that 16.1% of the students "strongly agree" and 53.6% of the students "agree", on the opinion that VOM are a different and more interactive ways to learn grammar in comparison with the classroom grammar teaching, 69.7% positive perceptions. Students' positive perceptions about the learning of the grammar through the AP, shows it is possible to implement classes with the flipped classroom approach, taking into account that this type of approach goes hand in hand with the active learning (the study methodology of the university).

Taking into account the above, the objective of the AP is the grammar in use, in which all students' communicative skills are immersed and being practiced. Given this, it is important for this study, to see how through a flipped grammatical study, the student puts into practice his communicative skills to listen, speak, read and write in the target language,

as well as, learn new words in the process. In this order of ideas, we will analyze each component below.

5.2. Student’s perspectives on how Active Paths enhance their listening skills

Students perceive that AP are very beneficial for improving their listening skills in English, as reflected in the survey question about whether having carried out the practice with the AP, helped them to improve their ability to listen and understand the English language. Where, as we can see in the figure 4, the 66.1% of students agree that the practice was positive to improve their listening skills, where, only the 1.8% perceives that the practice was not significant for them.

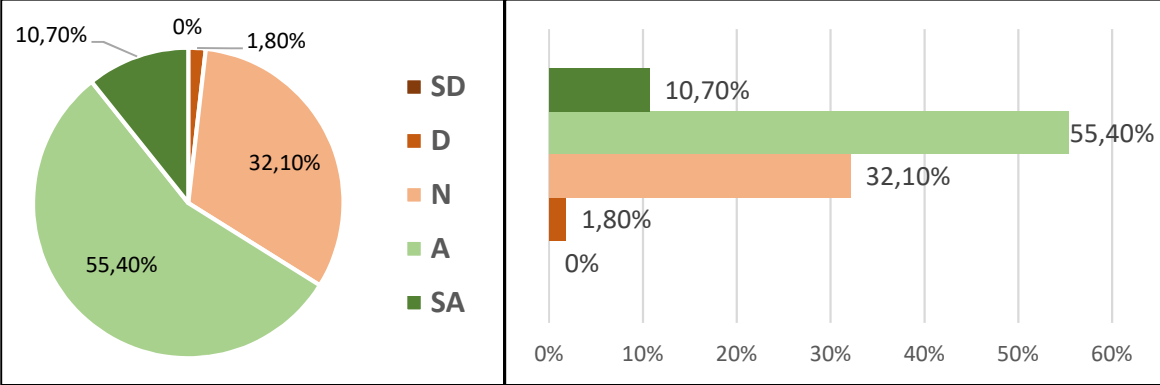


Figure 4 Survey category: Listening improvement perception.

This result goes hand in hand with the answers given in the interviews where, the students expressed that they could better understand the monitor than the teacher, since, the monitor is giving a more personalized help, focusing, on that the student understands everything that he is communicating to him and that be clear for them.

⁴ The best part are the monitors, they are very nice and they show you willingness to help you... also, they have a lot of knowledge and they can clarify your doubts at the moment... they show a lot of willingness to make us understand what they speak in English saying the same thing in different ways or with examples.

This finding is very interesting because, as the students stated, they perceive that through the spoken practice of the AP, the monitor start looking for different ways for the student to understand what he is trying to communicate based on the grammatical topic. In this way, students perceive that they learn how to process the heard information and how to connect it with the information they already have about the studied grammatical topic. As Stephen, H. (2014) affirms, the listening in the classroom needs to be not only limited to listening comprehension. The teacher must analyze himself and realize how important his role is for the acquisition of the language of the students, being aware, that his students really understood what has been said and if they are connecting that information to the studied topic.

5.3. Student's perspectives on how Active Paths enhance their speaking's skills

The conducted survey on the students' perception about if the AP help them to improve their ability to speak in English, as shown in the figure 5, shows that 41.1% of students think that the practice was positive for their learning, but, 48.2% remain neutral and 10.7% think that the practice was not positive at all. This finding shows that 58.9% of

⁴ "Lo mejor son los monitores, son muy agradables y muestran que están dispuestos a ayudarte... además que saben un resto y te aclaran las cosas de una... muestran mucha disposición por que entendamos lo que hablan en Inglés diciendo lo mismo de diferentes formas o con ejemplos". Author's own translation May 30, 2019.

students do not perceive that the activity helps them to improve their speaking skills in English.

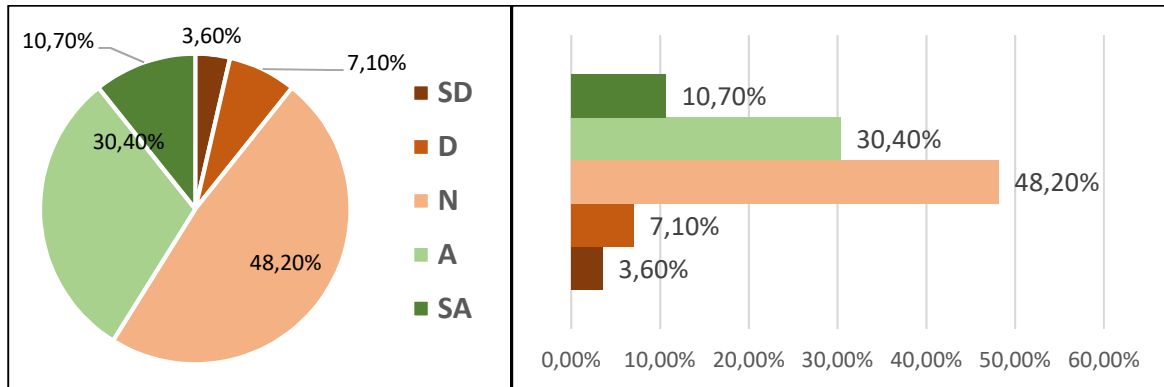


Figure 5 Survey category: Speaking improvement perception.

This finding, about that the spoken practice of the AP is not very helpful for them it is very interesting, since, in the first instance, it was thought that the students in the EL Center, felt themselves in a more confident environment compared to the classroom, which was contradicted by the results. Inquiring more about this finding, in the interviews about this point; we find that the students, feel how the students felt in the spoken practice with the EL Center monitor, taking into account that it is a different environment from the classroom and that the monitor is also a student, that the practice is partly positive, However, they also express dissatisfaction with it.

First, they expressed that they are very pleased that the practice is with the E.L. Center monitors, since, being a student; they feel confident to speak with him in English without fear of being wrong as we confirmed in the last section. Students declared to understand that the main idea of the practice is that the monitor corrects and helps them to improve their ability to speak in English, which, all the interviewed students agree is a

very positive and even better practice than those carried out with the teacher at class. However, for example, during the exams, the students said they felt so anxious and with fear to talk in English, because, the teacher intimidates them in addition of the pressure to know that they are being graded, which, with the monitor disappears. As you can see in some comments highlighted from the interviews:

⁵ The best part is to solve doubts with the monitors, they help a lot, they are very collaborative... and they are also another student like us.

⁶ You can speak in English with confidence with the monitors without fear of being wrong... instead, the teacher... I do not know... it is not the same... it is like more uncomfortable, sometimes it is scary.

On the other hand, the students expressed during the interviews that in spite of all the above, they feel fear and pain when expressing themselves in English during the speaking practice of the AP. When inquiring about this topic, the students declared that the problem is not the monitors, if not, that sometimes when they are carrying out their practice of speaking in English with the monitor, they feel observed by the other students of the EL Center. This generates anxiety and fear and removes the possibility to perform naturally during their practice. Despite the fact, that there are other students, who are also learning and have a similar English level, having to talk to the monitor "in public" generates fear and anxiety to them. Hanifa (2018), in his study on the factors that generate anxiety in students regarding their speaking skills, mentions that speaking in a public context during

⁵ "La mejor parte es resolver dudas con los monitores, ayudan mucho, son muy colaborativos... y pues también es otro estudiante como nosotros...". Author's own translation May 30, 2019.

⁶ "Se puede hablar en Inglés con confianza con los monitores sin miedo a equivocarse... en cambio el profesor... no se... no es lo mismo... es como más maluco, a veces da miedo...". Author's own translation May 30, 2019.

their learning process, generates considerable levels of anxiety and that is inevitable. The teacher must be the one that provides environments more adapted to the needs of the students that help make them feel less anxious.

Evidenced this, we inquired with the students during the interviews, about how we could provide a better environment for the said spoken practice, to which they suggested:

⁷ I would like the practice of speaking to be in a more private place or away from other students who are practicing English.

⁸ If the spoken part was done in a laboratory or a classroom, where there was nobody else, even only 5 or 10 minutes of practice... I think it would be much better... it would be more relaxed and then I could speak with confidence with the monitor.

Based on the given suggestions by the students and taking into account studies such as Hanifa's (2018), it is necessary to restructure the speaking practice with the monitor, so that it can be carried out in a more private environment, that can lower the level of anxiety of the students, and in this way, to be more significant for them.

5.4. Student's perspectives on how Active Paths enhance their reading's skills

Although the focus of the AP is the study of grammatical topics, this also includes other communicative approaches as we have analyzed previously. Within this research,

⁷ "Me gustaría que la práctica de speaking, fuera en un lugar más privado o alejado de los otros estudiantes que están practicando Inglés". Author's own translation May 30, 2019.

⁸ "Si la parte hablada la hiciéramos en un laboratorio o salón donde no hubiera nadie más... así fueran solo 5 o 10 minutos de la práctica... yo creo que sería muchísimo mejor... sería más relajado y uno podría hablar con confianza con el monitor". Author's own translation May 30, 2019.

through the survey we can appreciate that in students' perceptions, about if the study through the AP helped them to improve their reading skills, we observe that 60.7% of the students perceived that the AP are positive for developing their reading skills as shown in figure 6.

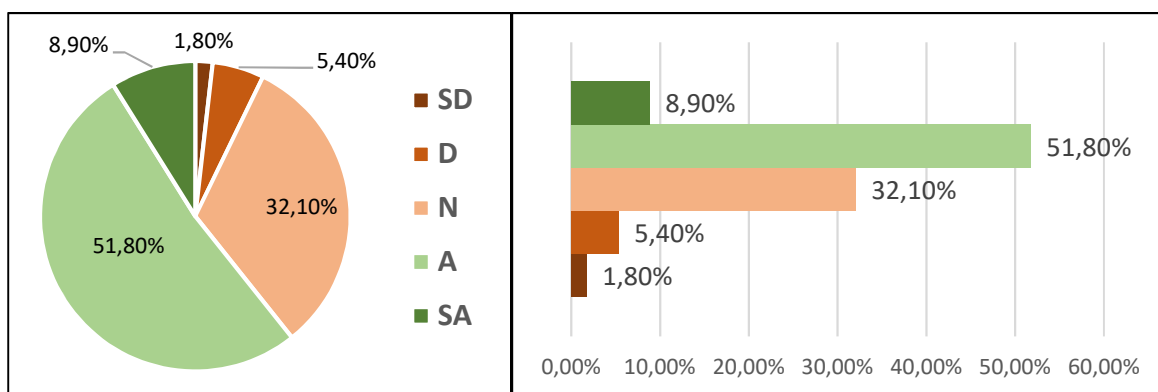


Figure 6 Survey category: Reading improvement perception.

When we inquired about this in the interviews, we found that although the AP are not focused on this particular skill, they perceive that knowing the grammar and vocabulary better, helps them read and understand English texts better.

⁹ The AP does not have a reading section, but, studying grammar, talking to the monitor about it and clarifying doubts, it helps a lot understand better the readings.

Exposing students to different texts requires that they first understand grammatical theory. This will allow them to appreciate how such grammar is used in the texts that teachers assign to them within the reading comprehension component. We must bear in mind that the role of the teacher is to provide this link between the grammatical topics and its daily

⁹ "Los AP como tal no tienen una sección de lectura... pero al estudiar la gramática... hablar con el monitor al respecto... aclarar dudas... ayuda mucho a entender mejor las lecturas". Author's own translation May 30, 2019.

use in the texts, which will allow the student not only understand the texts better, but also how the grammar is used appropriately in the writing of texts.

Chio (2009) states, that the repertoire of tools that teachers implement to help students in their reading should go hand in hand with the teaching of new vocabulary and the implicit grammar in the text, to avoid negative effects in the student's learning, where he is not aware of the correlation of these aspects.

5.5. Student’s perspectives on how Active Paths enhance their writing’s skills

55.2% considered that the AP helped them improve their skills to write in English, where 16.1% considered it was very positive to improve their writing, however, 42.8% consider that AP are not significant for improving writing skills, as shown in Figure 7.

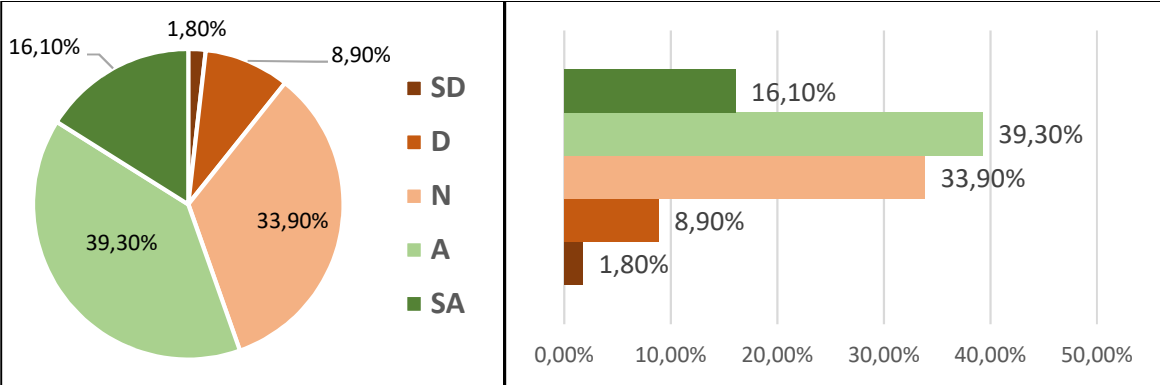


Figure 7 Survey category: Writing improvement perception.

Evidenced these divided ideas in the survey, a more in-depth research was conducted on the interviews about this topic. The students stated that, on the one hand,

they considered that AP help a lot to improve writing, since for example, in exams and writing activities, the idea is to be able to use a grammatical topic correctly when producing a text. This goes hand in hand, with studies such as the one conducted by Geist (2017), where was found, that when the students are performing writing activities, they can realize if their current knowledge of grammar is sufficient to write correctly and make their idea understood through the text.

However, on the other hand the students also stressed that the AP do not have a writing activity as such, by means of which, they can put into practice the studied grammar.

¹⁰ The AP does not put us to practice writing... we can get knowledge of how to use grammar properly but there is no such practice or writing exercise where you can write.

¹¹ The games and the last activity of the AP help to put into practice what we have learned... but... writing as such, it is never practiced.

The perceptions of these students are very well founded, since there is a need to restructure the AP, so that there is a more significant written practice for the students, linking the grammatical study, where the reading can also be highlighted by linking the grammatical topic, which the AP is focused on.

¹⁰ "Los AP no nos ponen a practicar escritura... ósea si se obtiene conocimiento de cómo usar la gramática adecuadamente pero no hay como tal una práctica o un ejercicio de escritura donde se pueda escribir" Author's own translation May 30, 2019.

¹¹ "Los juegos y la última actividad del AP ayudan a poner en práctica lo aprendido... pero pues... como tal escritura, nunca se practica". Author's own translation May 30, 2019.

5.6. Student's perspectives on how Active Paths enhance their knowledge of new words

Firstly, each AP has a specific vocabulary and context that the students need to take into account when doing their practice. Given this, it was analyzed the perception of the students in front of the studied vocabulary through the AP. After the analysis of the survey around the students' perception about if, the AP helped them to learn, understand and use new words, we can appreciate that the 71.4% of the student perceives the AP as a very positive way to learn and understand new vocabulary as it is shown in the figure 8.

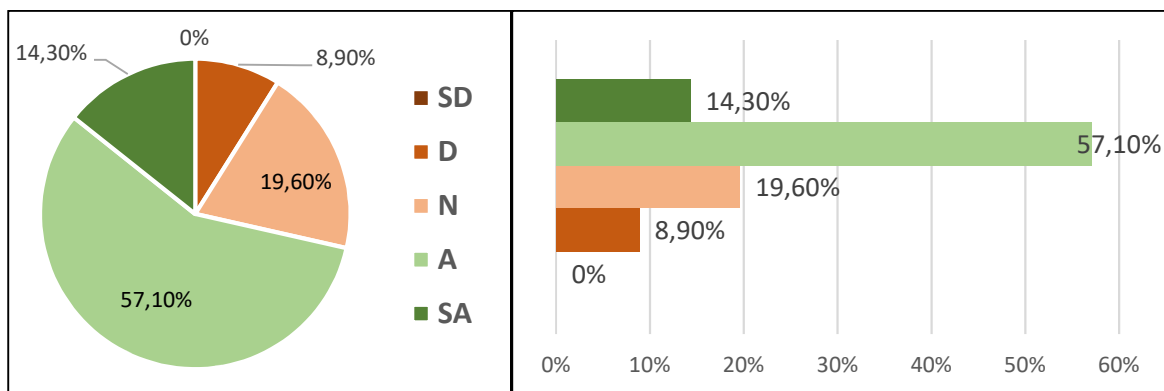


Figure 8 Survey category: Vocabulary improvement perception.

This finding is very significant, since, it shows that students learn new words and how to use them in a specific context, which is a very productive way to practice what, is seen in class or to be well prepared to the classes.

The students declared in the interviews that studying a grammatical topic, taking into account a specific context and vocabulary, helps to better understand that grammatical topic and also to learn and memorize those new words, thanks to putting them into practice. They said that practicing with the monitor helps a lot to those words not being

easily forgotten, since the examples used by the monitor are realistic and easy to understand for the context of which they are speaking. As well, to understand the language, its grammar and the importance of spelling, is necessary to know and understand the target language vocabulary (Reed, 2012).

5.7. The use of Active Paths and its effect on the students' summative assessment

When analyzing the answers from the survey, about the topic: having carried out the practice with the AP helped me to obtain a better grade in my first 2 midterms and in the final English test; we can observe that the 5,4% “strongly agree” and 53.6% of the student “agree” (figure 9) about it for a total of 59% positive responses.

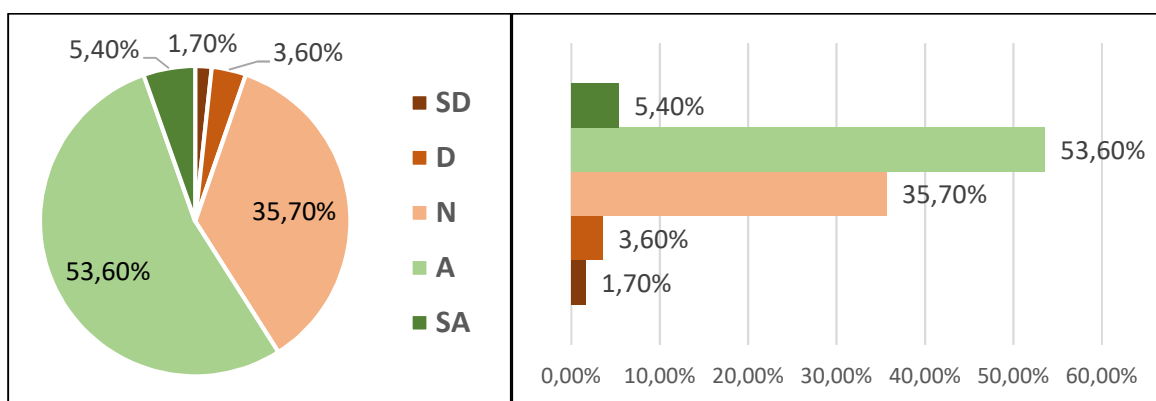


Figure 9 Survey category: Students perception about their exams grades.

Contrasting these results with the interviews, the students expressed in the question about “whether the AP helped them to have a better grade in their first two midterms and in the final exam” that thanks to the AP, they were able to solve doubts they had about different grammatical topics and that also helped them as review for the exams.

The students declared that the whole process of study through the AP, is a practical way to study of the exams, since they review the grammatical topic with the YouTube videos, solve doubts with the monitor that arise at the moment and put the topics into practice. Finally, taking into account the above, students highlight that they perceive and feel that having done the AP actually help them to obtain a good grade in their exams.

In spite of the above, it was necessary to carry out a study of the grades that the students obtained in the last semesters in contrast with the semester of the implementation of the AP. This to see, if there is an actual change on student grades thanks to the AP.

With the grades database of English 2 students of the University, were analyzed the results that students obtained in their first midterm, second midterm, final exam and final grade for the semesters 171, 172 and 181 in contrast to the grades in semester 182, where the students carried out the AP. What was found was the following:

First, are established the number of grades that were analyzed in each semester followed for a graph that show the analysis of student's grades (figures 10 to 13), where the percentage of students who failed (red) in contrast to those who obtained a passing grade (green) per semester are shown in percentages for each type of grade per column. The color of the 182 semester is highlighted (yellow) in the last graph (figure 13) to demark that it was where the AP were carried out.

Semester 2017-1: 258 grades from English 2 students were analyzed.

171	Midterm	2nd Midterm	Final Exam	Final grade
X	24%	17%	30%	17%
✓	76%	83%	70%	83%

Figure 10 English 2 grades for the 171 semester.

Semester 2017-2: 346 grades from English 2 students were analyzed.

172	Midterm	2nd Midterm	Final Exam	Final grade
X	21%	15%	41%	12%
✓	79%	85%	59%	88%

Figure 11 English 2 grades for the 172 semester.

Semester 2018-1: 217 grades from English 2 students were analyzed.

181	Midterm	2nd Midterm	Final Exam	Final grade
X	17%	24%	32%	13%
✓	83%	76%	68%	87%

Figure 12 English 2 grades for the 181 semester.

Semester 2018-2: 193 grades from English 2 students were analyzed.

182	Midterm	2nd Midterm	Final Exam	Final grade
X	17%	22%	39%	11%
✓	83%	78%	61%	89%

Figure 13 English 2 grades for the 182 semester.

Secondly, the subsequent graphics (figures 14 to 17) show the percentages of each semester grouped in a single graph for each type of the analyzed grades: first midterm, second midterm, final exam and final grade. This, in order to analyze if there was a significant change in the semester where the AP were carried out.

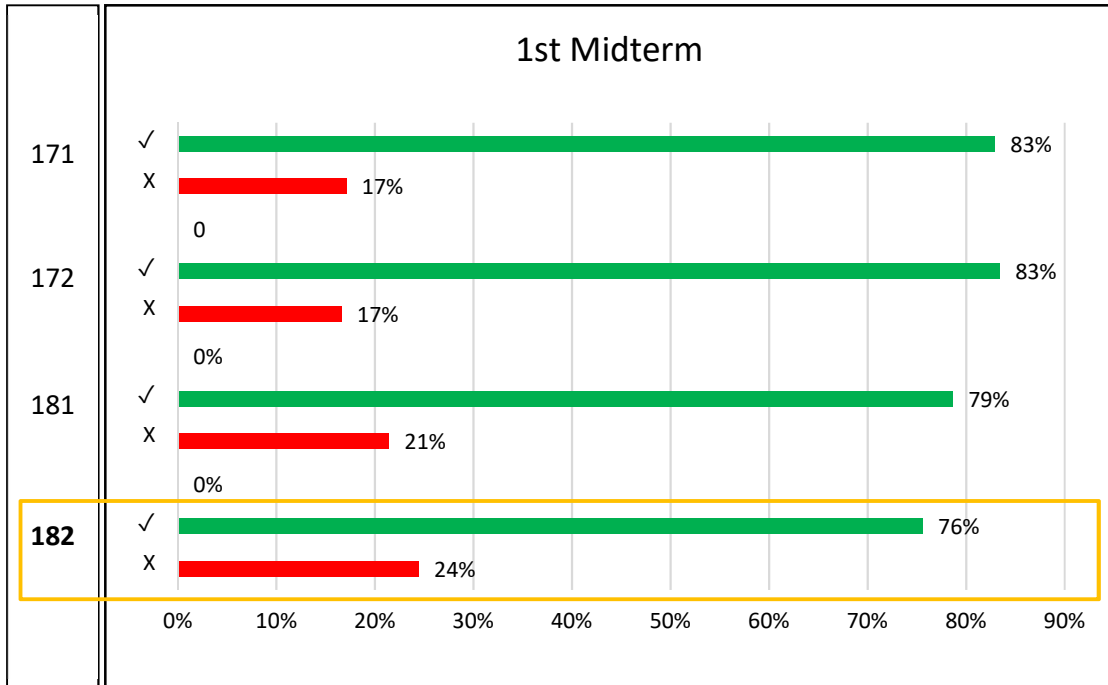


Figure 14 English 2 grades for the First Midterm.

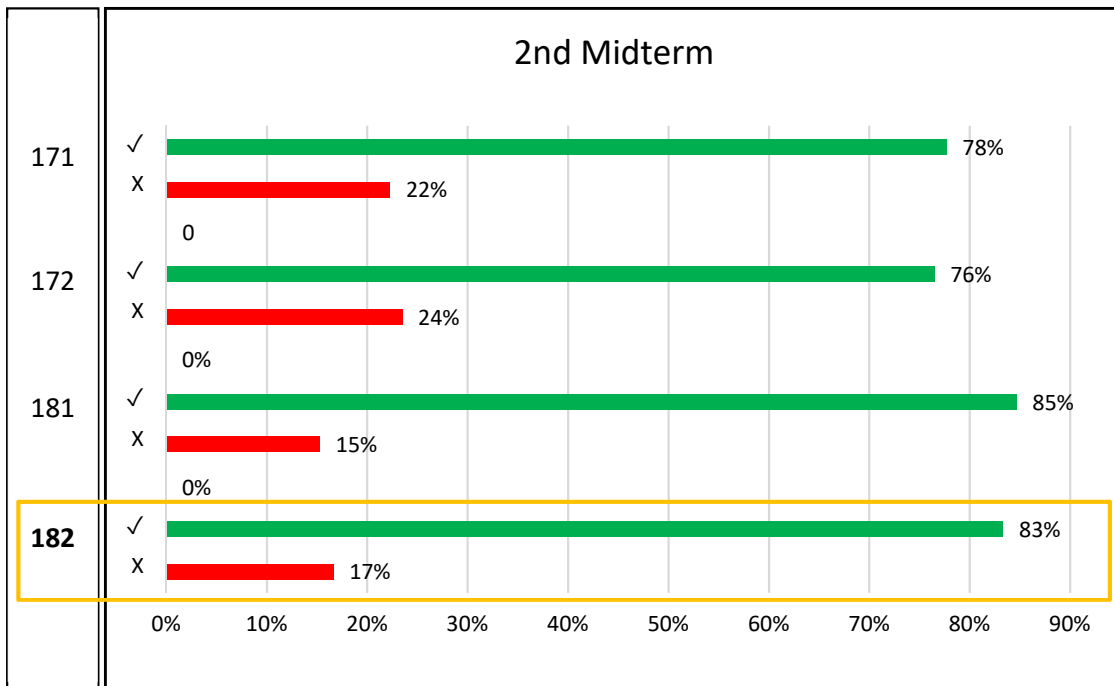


Figure 15 English 2 grades for the Second Midterm.

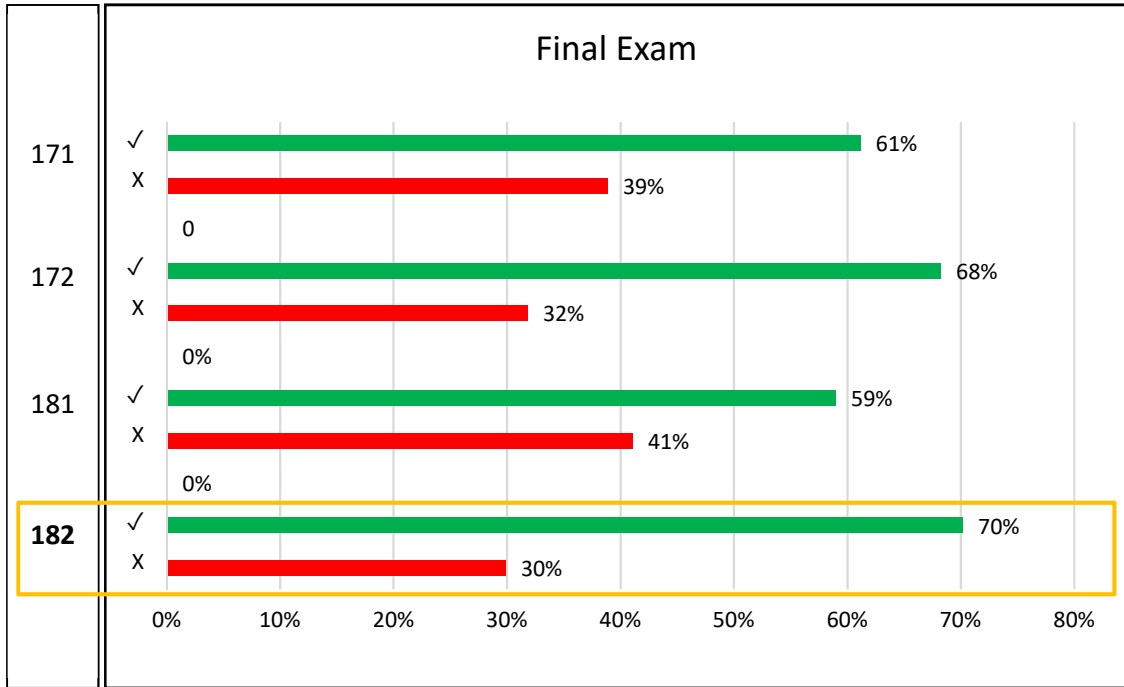


Figure 16 English 2 grades for the Final Exam.

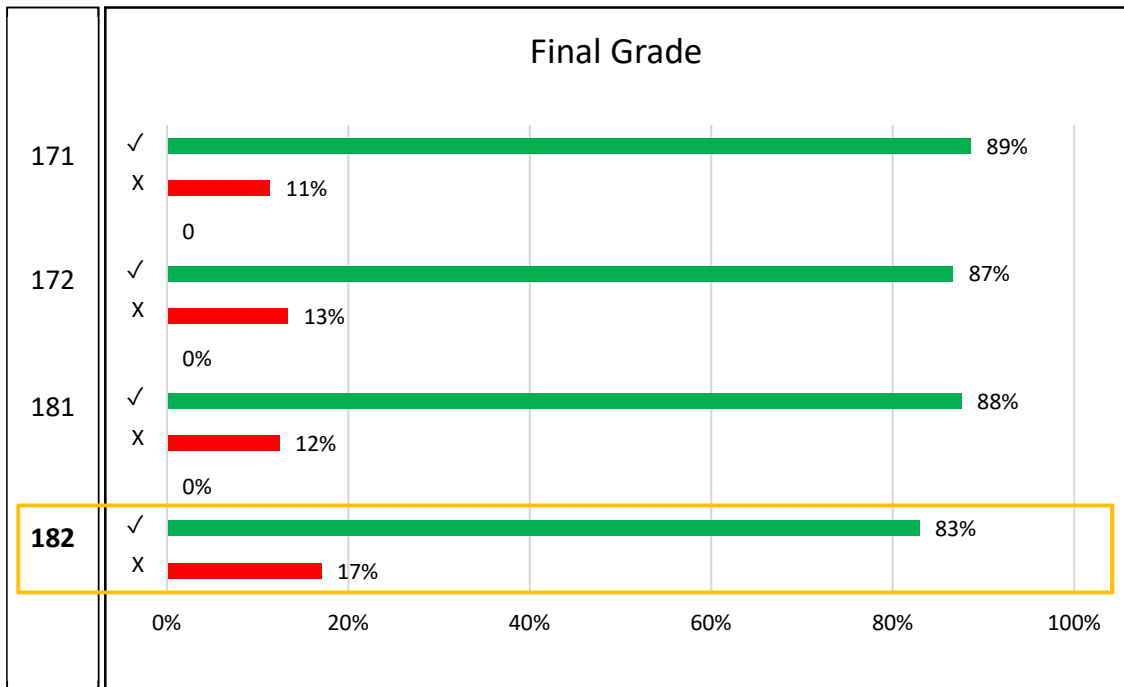


Figure 17 English 2 grades for the Final Grade.

On one hand, after the analysis of the grades of each graph, it indicates that the AP do not have a significant impact on the grades obtained by the students. Doing the comparison between the semesters 171, 172 and 181 with the semester 182 where the AP were implemented, it was found that in each of the group of grades analyzed; first midterm, second midterm, final exam and final grade, there is not a significant change. It is observed in general terms that the number of students who obtain a grade higher than the minimum significant (3.0) is very similar in the 4 semesters analyzed, as it is with the notes where the students failed the exam or the subject, the differences are very vague and not very significant.

Consequently, it is difficult to determine if the AP had a significant impact on the grades obtained by the students, since although the comparison of semesters does not show a significant change, only one semester was analyzed. However, based on the surveys, 59% of students have the perception that the AP help them to improve in their exams. The minimum significant mark for the surveys what determined as 60%, but if we match this results with the answer of the interviews, we obtain that the students have a very positive perception about the AP, as a support for the study of grammatical subjects and means of preparation for the exams.

These findings also match with the results of a variety of studies (Butt, 2014; Johnson, 2013), about the implementation of ICT and VOM for the learning through the flipped classroom approach. Where, the students mentioned, the attractiveness of the learning of different topics for their classes through multimodal texts and how they feel about the mentioned learning through the ICT and VOM. Not to mention, that is a benefit

to better understand the topics from which they will be graded in their courses. The positive perception of the students that is evidence in the results is also related to the results of studies (Enfield, 2013, Kellogg, 2009, Lage, Platt and Treglia, 2000) on how students can review the topics of the class for a better understanding through de ICT and VOM.

6. CONCLUSIONS

The AP are a didactic sequence that goes hand in hand with the educational model of the Icesi University, where students are responsible for their own learning. After analyzing the perceptions of the students, regarding the AP and, taking into account this educational model and the positive reception that the students had on the study of the grammar through the AP, leads us to contemplate the use of the flipped classroom approach at English classes. For example, flipping some grammatical topics that are part of the curricular program of English, since, the use of VOMs provide a different and more dynamic way of learning grammar in comparison with the classroom grammar teaching.

Furthermore, in terms of different communication skills, we can highlight several important points thanks to the analyzed students' perceptions. It is necessary that teachers in class take into account when doing listening activities, which the student is really understanding what he/she is listening and relating it to the grammatical topic immersed in what has been heard; process that was evidenced the monitors carried out in the practice with the student through the AP. This is why, the teacher must be aware that students carry out this connection, so, they can effectively develop listening skills. On the other hand, when students practice speaking in English, it is necessary to analyze that the environment where this practice is carried out is appropriate and that it does not raise the levels of anxiety in the students. Finding a place that keeps the student relaxed, where they build trust with his interlocutor, will allow speaking activities to be more meaningful and close to realistic conversations, where the grammatical topics studied will be put into practice.

Moreover, it is necessary for students to understand the grammatical theory of the subject taught, but also, to determine a specific context for activities with a specific vocabulary. Immersing the student through this, allows their learning to have a meaning and a purpose, where, the student can understand the importance of knowing new words and the appropriate context of their use, to apply the grammatical theory more accurately, as proposed in the AP. Taking the above as a basis, where these grammatical concepts are already much more grounded, we can then expose students to texts where them, through the development of critical thinking, will begin to see the importance of the correct use of grammar by means of reading comprehension; taking into account, that teachers and monitors, being the case of the AP, are the ones who must provide the link between the said theory and its use in the different texts. Similarly, it is necessary that students perform writing activities where they can apply all this grammatical theory and that learned new vocabulary, for which, it is necessary to restructure the AP adding a writing activity where students can test their high order skills thanks to the creation of different types of texts.

Finally, carrying out the aforementioned restructuring of the AP, we will have a more solid didactic sequence, where the students will be able to not only practice a grammatical theme but all their communication skills, which, at the end, are for which Students will be measured through their assessments. Although, the results of this study did not show a considerable change in the grades of the students' evaluations and final results. It is expected, then, that the language department can carry out classes planned under the flipped classroom approach, where AP are used in the EL center, as an active learning resource.

7. RESEARCH LIMITATIONS

Having implemented the AP only one semester, shows that the results analyzed are not enough to reach a decisive conclusion about the impact that the AP may have on students' grades. Future research is necessary, where a greater number of semesters where the students have made the AP can be tested.

It is necessary to analyze the perspective that the teachers of the language department have regarding the study carried out by the students through the AP. Where, in addition, the teachers' knowledge about flipped learning approach and active learning model is investigated, in this way, to had a better perspective of the possibility of linking the AP with this educational approach.

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9. ATTACHMENTS

9.1. English learning center digital catalogue

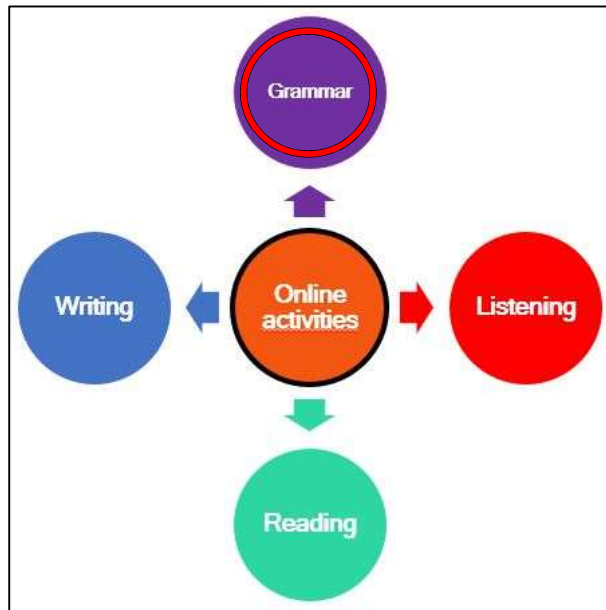


Figure 18 ELC: Catalogue linguistic focus.

The English Learning Center Digital Catalogue, summarize as ELC: Catalogue, is a PowerPoint Show¹² presentation, created with a didactic form of interaction through clicks and is conformed of four main linguistic focus: grammar, listening comprehension, reading comprehension and writing (Figure 18). The presentation is designed to be visually pleasing to the users and very friendly to facilitate its use. The ELC: Catalogue is found in the computers of the E.L. Center and in the 44 computers of the language laboratories (the language laboratories are located in the two computer rooms that are next to the E.L.

¹² A PowerPoint format that automatically starts the slide show when the file is opened instead of seeing the slides in edit mode.

Center), this so, that more students can use it. This PowerPoint presentation it is saved as a Show presentation to avoid the students to do changes on it. In addition, as part of the future research and post-development of this project, it is expected to upload the content of the ELC: Catalogue to a web platform within the Icesi University website. Next, we will describe only the grammar section¹³, which concerns to this research.

9.2. ELC: Catalogue - Grammar section

The main purpose of the grammar section of the ELC: Catalogue, is to help the student, to review topics they are studying or will be studying in each of their three modules, taking into account that each module of the curriculum for English 2 is based on specific units of the course book “Speakout Elementary Flexi Book II”¹⁴, with a precise grammar and vocabulary focus within a specific context.



Figure 19 ELC: Catalogue level menu.

¹³ The listening comprehension, reading comprehension and writing sections manage a visual environment and sub sections very similar to the grammar section, staggered by levels and online didactic activities.

¹⁴ Course book that corresponds to the A1-A2 level of the Common European Framework of Reference for languages. The Speakout course books are used for the English levels 1 to level 6 at the ICESI University.

First, after clicking on the grammar button, we will encounter the grammar level menu (Figure 19), a general section with the six first¹⁵ levels that ICESI University offers, but for the case of this research, we will focus on the English 2 (level 2) section.

After clicking the Level 2 button, we will find the main grammar topics that students will see in their classes as we described before (Figure 20). The different topics found in this section are organized by a characteristic color that demarcates the corresponding grammar topics; where yellow was used for module 1, green for module 2 and red for module 3. Each one of the topics was selected according to the grammatical topics of the modules of the university curriculum for English 2 based on the course book.

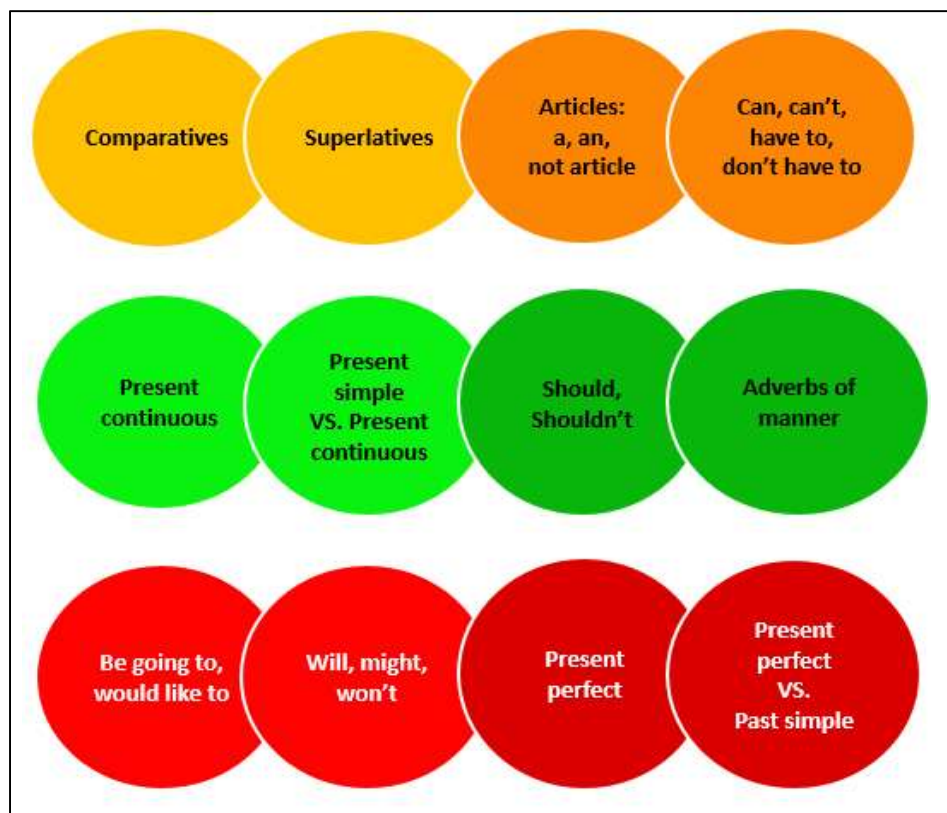


Figure 20 ELC: Catalogue English 2 topics section.

¹⁵ The level seven and eight of English courses do not use a course book and the content is linked with the university curricula and teacher's lesson plans so, this two levels are still on construction.

Then, the user will choose the topic in which he is interested in studying. Before, we will see a screen with the title of the topic, and instructions about how to use this section of the presentation (Figure 21).

First, the student will click on the picture of a YouTube video, where the grammar topic will be explained. This video was carefully selected through several to be, no so long¹⁶, in Spanish¹⁷ to ensure that the topic is easily understood by the student and without more information than the required by the topic.



Figure 21 ELC: Catalogue English 2 topic section.

¹⁶ To avoid bore and make the student lose interest and attention in the topic.

¹⁷ The videos are in Spanish for the Levels 1 and 2 only (A1 to A2), this to avoid frustration and to help them to construct knowledge in the target language and to increase efficiency (Yi-chun, P. & Yi-ching, P. 2010).

Secondly, the student will do click on the picture of an interactive game, that will take the student to a webpage with a game about the topic. This game, was selected from many to ensure to test the student knowledge about the use of the grammatically rules of the topic and to be entertaining for the students.

The purpose of this last part of the practice is to challenge the student about the review topic and to, if is necessary, to check again the video to clarify doubts. One of the advantages of this methodology is that it allows students to review online teaching materials several times to ensure their own learning, which is why it is vital that both the video and the online game be engaging and attractive¹⁸ to them.

9.3. Active paths (AP)

The English AP it is a learning route designed for students from level 1 to 6 and it was created so that students receive support from the E.L. Center with some of the curricular content that they will see in each of their English classes, taking as a point of reference the different units of the course book, in the same way that was done in the creation of the ELC: Catalogue. Each AP is divided in 3 modules and each of these modules are divided into 3 sections as well with a designed number.

Also, each module uses a characteristic color, in the same way as the topics of the ELC: Catalogue grammar section, this to help the student to associate the topics more easily.

¹⁸ Multimodal text tools as YouTube; helps students to understand better their English lessons, improve performance in class and develop autonomy in their learning process (Almurashi, 2016) as established in the theoretical framework section.

Each AP consists of three sections: a catalogue practice, a speaking with the monitor activity and a practice time, also, as part of this study we will describe the created AP for English 2 (Figure 22) and each of these sections.

#	CATALOGUE PRACTICE	SPEAKING WITH THE MONITOR PRACTICE		PRACTICE TIME - ONLINE ACTIVITY
		TOPIC	CONTEXT	
1,1	Comparatives	Traveling	About last vacation. Compare places and holidays	https://www.ecenglish.com/learnenglish/lessons/comparatives
1,2	Superlatives	Places	Plan and talk about a long journey	https://www.ecenglish.com/learnenglish/lessons/practice-comparatives
1,3	Articles: a/an, the, no article	Transport collocations	Talk about types of transport	https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-7871.php
1,4	Can/can't, have to/don't have to	Adjectives	Talk about ways to travel around towns/cities	http://www.focus.olsztyn.pl/en-have-to-donot-have-to-exercises.html#.W7YpLWgzYdU
2,1	Present Continuous	Verbs + Articles	What are people doing now? Taking photos.	https://agendaweb.org/exercises/verbs/present-progressive.htm
2,2	Pr. Simple vs. Pr. Continuous	Appearance	Describe people's appearance. About film stars.	http://www.focus.olsztyn.pl/en-present-simple-and-present-continuous-exercise.html#.XIFP5lgzbtQ
2,3	Should, Shouldn't	The body, health	What to do when you do not feel well. Giving advices.	http://www.esl-lounge.com/student/grammar/2e18-should-shouldnt-exercise.php
2,4	adverbs of manner	Common verbs	About your fitness. Healthy weekends.	https://learnenglish.britishcouncil.org/english-grammar/adverbials-manner
3,1	Be going to, would like to	Plans	Talk about your future plants and wishes	https://www.examenglish.com/grammar/A2_would_like.htm
3,2	Will, might, won't	Phrases with get	Predictions about situations.	https://www.eli.es/uploaded_files/practice/t4/exercises/oldt4jpredict/oldt4jpredict.htm
3,3	Present Perfect	Outdoor activities	Talking about people unusual experiences	https://www.ego4u.com/en/cram-up/grammar/present-perfect-simple/exercises
3,4	Pr. Perfect vs. Past Simple	Prepositions	Talk about experiences. Movement from one place to another.	https://www.english-hilfen.de/en/exercises/tenses/simple_past_present_perfect.htm

Figure 22 English 2 Active Path.

9.3.1. Active paths procedure

Students will attend the E.L. Center and they will tell the monitor of their need to carry out the AP, either by being sent by their teachers as part of their lesson plans or by attending voluntarily, seeking support or reinforcement in the topics that they are currently seeing or, that according to the curriculum given by the teacher, they will see in their future classes. Afterwards, the monitor will take the student's code and will make the attendance record where he will identify the English level. The E.L. Center has an online registration

through the Moodle platform of the university, where, through the student's code, the student's data is displayed and recorded: code, full name, level of English, group and name of their teacher.

With this information clear, the monitor will guide the student to the AP practice, taking into account that if, the student wants to review a specific topic; he will go directly to that subject of the AP. However, if the student is not sure of the topic to be studied, the current module¹⁹ in which the student is will be taken into account by the monitor, then, the student will perform the subsections corresponding to that module.

Afterwards, the monitor will guide the student about the steps to follow within the AP, where they will begin with a practice using the ELC: Catalogue, followed by a speaking practice with the monitor and ending with a small online workshop, which we will describe more in detail.

9.3.2. Catalogue practice

The monitor will place the student on a computer to then, open the ELC: Catalogue, where he will go into the grammar section, select his level of English and finally will select the subject to study as indicated by the AP he is doing (Figure 23). The monitor will guide the student about, first watch the video, take notes in his notebook about it, and then, enter the online game to verify the theory seen. Moreover, the monitor clarifies that he needs to

¹⁹ Each module of the English 2 curriculum includes a specific date in the semester, so, depending on the date the student attends, this can be determined.

take notes about doubts on the topic, to discuss and clarify them in the second part of the AP.

#	CATALOGUE PRACTICE	#	CATALOGUE PRACTICE	#	CATALOGUE PRACTICE
1,1	Comparatives	2,1	Present Continuous	3,1	Be going to, would like to
1.2	Superlatives	2,2	Pr. Simple vs. Pr. Continuous	3,2	Will, might, won't
1.3	Articles: a/an, the, no article	2,3	Should, Shouldn't	3,3	Present Perfect
1.4	Can/can't, have to/don't have to	2,4	adverbs of manner	3,4	Pr. Perfect vs. Past Simple

Figure 23 Catalogue practice section of the AP.

This practice, with the incorporation of ICT and VOM stimulate learner autonomy (Almurashi, 2016; Bastos & Ramos, 2009; Hamilton, 2010), since he sees that the tools he is using are familiar and of global access through a technological medium, which implicitly teaches the student how to carry out an autonomous study encouraging him to conduct an exploration of class topics through research on VOM platforms (Kelsen, 2009).

9.3.3. Speaking with the monitor practice

After the practice in the ELC: Catalogue, the student will sit down with the monitor to have the speaking practice. It is noteworthy, that the monitor will tell the student that the environment of the E.L. Center for this practice is different from the classroom, since he will not be graded or judge by his level of speaking and that he is also a student and not his teacher; this will reassure and motivate the student to speak English more openly. As stated

by Bell (2011), Students who are involved in learning activities outside the classroom, are more motivated to continue their learning process without being limited by the classroom and the teacher, motivating even other students to continue their learning as well.

Now, the “speaking with monitor practice” part of the AP is divided into a main topic to talk about and a description of a context (Figure 24). This information as well as the grammatical topic, is based on the units of the book as stated above. This will help the student to be contextualized on the spoken topic, to clarify doubts he had in class or to arrive better prepared to the class that will involve the studied topic and its context.

SPEAKING WITH THE MONITOR PRACTICE	
Travel	About last vacation. Compare places and holidays
Places	Plan and talk about a long journey
Transport collocations	Talk about types of transport
Adjectives	Talk about ways to travel around towns/cities
Verbs + Articles	What are people doing now? Taking photos.
Appearance	Describe people's appearance. About film stars.
The body, health	What to do when you do not feel well. Giving advices.
Common verbs	About your fitness. Healthy weekends.
Plans	Talk about your future plants and wishes
Phrases with get	Predictions about situations.
Outdoor activities	Talking about people unusual experiences
Prepositions	Talk about past experiences. Movement from one place to another.

Figure 24 Speaking with the monitor section of the AP.

9.3.4. Online workshop practice

Finally, the student will test what was studied in the two previous sections of the AP through the last part of the AP, the “Practice Time”; a small ²⁰ online workshop (Figure 25). The monitor clarifies to the student that this part is an autonomous practice for self-

²⁰ The chosen online workshop does not contain more than 12 questions, this to avoid making the student feel pressured and keep him motivated.

evaluation. This will help the students create awareness about their own learning (Brown & Dove, 1991), and about the way, he is learning, and finally, if new doubts are born while solving the workshop, he can clarify them with the monitor now.

PRACTICE TIME - ONLINE ACTIVITY
https://www.ecenglish.com/learnenglish/lessons/comparatives
https://www.ecenglish.com/learnenglish/lessons/practice-comparatives
https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-7871.php
http://www.focus.olsztyn.pl/en-have-to-do-not-have-to-exercises.html#.W7YpLWgzYdU
https://agendaweb.org/exercises/verbs/present-progressive.htm
http://www.focus.olsztyn.pl/en-present-simple-and-present-continuous-exercise.html#.XIFP5lgzbtQ
http://www.esl-lounge.com/student/grammar/2g18-should-shouldnt-exercise.php
https://learnenglish.britishcouncil.org/english-grammar/adverbials-manner
https://www.examenglish.com/grammar/A2_would_like.htm
https://www.eli.es/uploaded_files/practice/t4/exercises/oldt4jpredict/oldt4jpredict.htm
https://www.ego4u.com/en/cram-up/grammar/present-perfect-simple/exercises
https://www.englisch-hilfen.de/en/exercises/tenses/simple_past_present_perfect.htm

Figure 25 Practice time section of the AP.

This last part of the AP has the characteristic that, when the student self-evaluates, he will realize if it is necessary to recapitulate a topic different from the one he is currently studying; as in some situations, in which the student explores new parts of the catalogue or even encourages himself to do research through the VOM to later clarify the concept with the monitor.

9.4. Interview questions

1. En términos generales, describe cómo fue la experiencia que tuvieron en la práctica con los AP y el proceso llevado a cabo.
2. Aula de clase y aprendizaje activo:
 - a. ¿Creen que haber llevado a cabo la practica con los AP, les ayudo a tener una mejor nota en sus dos primeros midterms y en el examen final?
 - b. ¿Creen que haber llevado a cabo la practica con los AP, les ayudo de alguna forma a entender mejor el tema gramatical estudiado?
 - c. ¿Qué diferencias encuentran al comparar estudiar la teoría de un tema gramatical a través de videos y material online a que el profesor la enseñe en clase?
 - d. ¿Qué creen que es mejor para su aprendizaje, utilizar el tiempo de clase para escuchar al profesor enseñar la teoría de un tema gramatical o para resolver dudas con el profesor a través de actividades enfocadas en dicho tema?
3. Metodología de los AP:
 - a. ¿Cómo se sintieron al estudiar el tema a través de un video seleccionado de YouTube?
 - b. ¿Qué opinan sobre el haber practicado el tema con un juego interactivo en línea?
 - c. ¿Cómo se sintieron en la parte de la práctica hablada con el monitor del centro, teniendo en cuenta que es un ambiente diferente al del aula de clase y que el monitor también es un estudiante?

- d. ¿Creen que esta metodología de estudio podrían repetirla dentro de sus prácticas de estudio autónomas ya sea en la universidad o en sus casas?
4. Sobre el aprendizaje a través de los AP:
- a. ¿A través de la práctica realizada con los AP, lograron aprender y poner en práctica nuevas palabras en inglés?
 - b. ¿Durante de la práctica realizada con los AP, tuvieron más confianza para practicar hablar en inglés con los monitores y estudiantes del centro que en el aula de clase con el profesor?
 - c. ¿Cómo creen que influyo la práctica con los AP, sobre su capacidad para leer y entender textos en inglés?
5. Retroalimentación sobre el proceso:
- a. ¿En términos generales, cómo mejorarían la practica con los AP si pudieran agregar o quitar algo?
 - b. ¿Respecto a los monitores, como fue la experiencia con ellos y su trato con ustedes durante la práctica con los AP?
 - c. ¿Respecto al espacio; el E.L. Center, fue agradable y cómoda su estancia en el centro mientras llevaban a cabo la practica con los AP?

9.5. Survey

ENGLISH LEARNING CENTER Centro de apoyo al aprendizaje de inglés UNIVERSIDAD ICESI

E.L. Center - Active Paths

* Required

Los Active Paths (APs), son rutas de aprendizaje, llevadas a cabo en el centro de apoyo al aprendizaje de inglés (E.L. Center - 210C), donde el estudiante practica un tema en específico de sus clases de inglés. Cada AP tiene el siguiente modelo:

- A. Ver un video en YouTube sobre un tema gramatical.
- B. Practicar el tema gramatical a través de un juego interactivo en línea.
- C. Tener una práctica hablada con el monitor sobre el tema estudiado donde se maneja un contexto específico y se resuelven dudas.
- D. Practicar todo lo estudiado a través de un pequeño taller en línea, con la posibilidad de aclarar dudas con el monitor o viendo nuevamente el video en YouTube.

1. El haber llevado a cabo la práctica con los APs, me ayudó a obtener una mejor nota en mis 2 primeros 'midterms' y en el examen final de inglés. *

Totalmente en desacuerdo

En desacuerdo

Neutral

De acuerdo

Totalmente de acuerdo

2. El haber llevado a cabo la práctica con los APs, me ayudó a entender mejor los temas gramaticales de inglés y a resolver dudas que tenía al respecto. *

Totalmente en desacuerdo

En desacuerdo

Figure 26 Survey about the experience with the AP.

Los Active Paths (AP), son rutas de aprendizaje, llevadas a cabo en el centro de apoyo al aprendizaje de inglés (E.L. Center - 210C), donde el estudiante practica un tema en específico de sus clases de inglés. Cada AP tiene el siguiente modelo:

- A. Ver un video en YouTube sobre un tema gramatical.
- B. Practicar el tema gramatical a través de un juego interactivo en línea.
- C. Tener una práctica hablada con el monitor sobre el tema estudiado donde se maneja un contexto específico y se resuelven dudas.
- D. Practicar todo lo estudiado a través de un pequeño taller en línea, con la posibilidad de aclarar dudas con el monitor o viendo nuevamente el video en YouTube.

Dado esto, por favor responda las siguientes preguntas sobre su experiencia al haber realizado los AP en el E.L. Center:

1. El haber llevado a cabo la práctica con los AP, me ayudó a obtener una mejor nota en mis 2 primeros *midterms* y en el examen final de inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
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2. El haber llevado a cabo la práctica con los AP, me ayudó a entender mejor los temas gramaticales de inglés y a resolver dudas que tenía al respecto.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
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3. El haber llevado a cabo la práctica con los AP, me ayudó a aprender cómo estudiar temas gramaticales de inglés que no entiendo muy bien por mi propia cuenta.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
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4. El haber llevado a cabo la práctica con los AP, me ayudó a estudiar la teoría de temas gramaticales de inglés de una forma más interactiva y dinámica en comparación a la enseñada regularmente por el profesor en clase.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
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5. El haber llevado a cabo la práctica con los AP, me ayudó a aprender, entender y usar nuevas palabras en inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
-----------------------------	------------------	------------	---------------	--------------------------

6. El haber llevado a cabo la práctica con los AP, me ayudó a mejorar mi capacidad para escuchar y entender el idioma inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
-----------------------------	------------------	------------	---------------	--------------------------

7. El haber llevado a cabo la práctica con los AP, me ayudó mejorar mi capacidad para hablar en inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
-----------------------------	------------------	------------	---------------	--------------------------

8. El haber llevado a cabo la práctica con los AP, me ayudó mejorar mi capacidad para leer textos en inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
-----------------------------	------------------	------------	---------------	--------------------------

9. El haber llevado a cabo la práctica con los AP, me ayudó a mejorar mi capacidad para escribir textos en inglés.

1. Totalmente en desacuerdo	2. En desacuerdo	3. Neutral	4. De acuerdo	5. Totalmente de acuerdo
-----------------------------	------------------	------------	---------------	--------------------------