



# UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

## URACCAN

Thesis

**Online Platforms and Instructional Strategies Effectiveness on Blended Learning  
for English Students, URACCAN 2025**

To obtain the master's Degree in University Teaching

Authors:

**Lic. Mario José Mercado Sánchez**

**Lic. Elvin Joel Urbina Jirón**

Tutor:

**MBE. José Alexander Oporta Barrera**

Nueva Guinea, October, 2025



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First and foremost, I dedicate this work to **God**, for providing the wisdom, strength, and guidance throughout this academic journey.

To my beloved mother, **Rosa Idalia Jirón Reyes**, a dedicated director, whose unwavering love, support, and sacrifices have been the foundation of my life and aspirations. Her commitment to education and leadership has always inspired me.

To my esteemed father, **Vidal Antonio Urbina Chavarría**, a true community leader, whose resilience, integrity, and dedication to serving others have shaped my values and perspective.

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**Elvin Joel Urbina Jirón**

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Finally, to the **authorities** from my alma mater, **URACCAN** University, where I previously studied my Bachelor's degree in English and now pursue my Master's. This institution has been instrumental in my academic and professional development.

**Mario José Mercado Sánchez**

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## Abstract

This quantitative research investigated the effectiveness of online platforms and instructional strategies in Blended Learning environments for English Language Teaching students at URACCAN University. The study addressed the growing need to understand how digital technologies can enhance language learning outcomes in higher education contexts. Using a descriptive cross-sectional design, data was collected from 102 students and 6 English teachers through surveys and interviews during the first semester of 2025. The research examined three key areas: the implementation of Blended Learning instructional strategies through online platforms, the impact of these platforms on academic performance, and the factors influencing their adoption by teachers and students. The primary platforms investigated included Moodle based systems, Google Classroom, Zoom, Kahoot, and H5P, with particular attention to flipped classroom methodologies, interactive assessments, and collaborative learning activities.

The findings revealed that strategic implementation of online platforms significantly enhances academic performance, engagement levels, and learning satisfaction compared to traditional face to face methods alone. The study identified that factors such as digital usage levels, platform accessibility, instructional design quality, and technical support availability directly influence learning outcomes and adoption success. The combination of synchronous and asynchronous activities provided greater flexibility and enabled more personalized learning experiences while maintaining cultural responsiveness essential to URACCAN educational context.

Results demonstrated that Blended Learning approach effectively works with diverse learning styles and technological capabilities found within the student population, while fostering development of autonomous learning skills crucial for professional development. This research contributes valuable insights for educational institutions serving multicultural communities and provides evidence-based recommendations for enhancing online platform usage in English language teaching.

**Keywords:** Blended Learning, online platforms, instructional strategies, English language teaching, academic performance, student engagement.

## Resumen

Esta investigación cuantitativa examinó la efectividad de las plataformas en línea y las estrategias instruccionales en entornos de Blended Learning para estudiantes de segundo año de la carrera de Enseñanza del Idioma Inglés en la Universidad URACCAN. El estudio abordó la creciente necesidad de comprender cómo las tecnologías digitales pueden mejorar los resultados del aprendizaje de idiomas en contextos de educación superior. Utilizando un diseño descriptivo transversal, se recolectaron datos de 102 estudiantes y 6 profesores de inglés a través de encuestas y entrevistas durante el primer semestre de 2025. La investigación examinó tres áreas clave: la implementación de estrategias instruccionales de Blended Learning a través de plataformas en línea, el impacto de estas plataformas en el rendimiento académico, y los factores que influyen en su adopción por parte de profesores y estudiantes. Las plataformas principales investigadas incluyeron sistemas basados en Moodle, Google Classroom, Zoom, Kahoot y H5P, con particular atención a las metodologías de aula invertida, evaluaciones interactivas y actividades de aprendizaje colaborativo.

Los hallazgos revelaron que la implementación estratégica de plataformas en línea mejora significativamente el rendimiento académico, los niveles de participación y la satisfacción del aprendizaje en comparación con los métodos tradicionales presenciales. El estudio identificó que factores como las capacidades tecnológicas, la accesibilidad de plataformas, la calidad del diseño instruccional y la disponibilidad de soporte técnico influyen directamente en los resultados del aprendizaje y el éxito de adopción. La combinación de actividades síncronas y asíncronas proporcionó mayor flexibilidad y permitió experiencias de aprendizaje más personalizadas mientras se mantiene la sensibilidad cultural esencial para el contexto educativo de URACCAN.

Los resultados demostraron que el enfoque del Blended Learning efectivamente funciona con los diversos estilos de aprendizaje y capacidades tecnológicas encontradas dentro de la población estudiantil, mientras fomentan el desarrollo de habilidades de aprendizaje autónomo cruciales para el desarrollo profesional. La

investigación contribuye con perspectivas valiosas para instituciones educativas que sirven a comunidades multiculturales y proporciona recomendaciones basadas en evidencia para mejorar la utilización de plataformas en línea en programas de enseñanza del idioma inglés.

**Palabras clave:** Aprendizaje mixto, plataformas en línea, estrategias instruccionales, enseñanza del idioma inglés, rendimiento académico, participación estudiantil.

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## **I. INTRODUCTION**

The transformation of higher education through digital technologies has fundamentally reshaped pedagogical approaches worldwide, with this evolution becoming particularly pronounced following the global shift toward technology enhanced learning environments. It is known that educational institutions face unprecedented demands to integrate innovative teaching methodologies that can effectively bridge traditional classroom instruction with digital learning platforms by creating more dynamic and accessible educational experiences for diverse student populations.

In the English language teaching context in higher education the integration of blended learning approaches has emerged as a critical area of investigation, particularly, in regions where access to quality language education resources may be limited. The Caribbean coast of Nicaragua with its unique cultural and linguistic diversity presents distinctive challenges and opportunities for implementing technology for pedagogical strategies that can serve multilingual and multicultural student communities effectively.

Recent educational research has demonstrated that Blended Learning environments which is the combination of face-to-face instruction with online learning components, offer substantial potential for enhancing student engagement and learning outcomes in language education contexts (Chen & Zhang, 2024). These hybrid or mixed approaches have particularly proven valuable in addressing the diverse learning preferences and technological capabilities found within contemporary university populations while simultaneously providing greater flexibility and personalization in educational delivery.

URACCAN university represents a unique institutional context where traditional pedagogical approaches intersect with emerging digital technologies creating both opportunities and challenges for educational innovation. Despite growing recognition of Blended Learning advantages in Nicaragua educational contexts, limited empirical research has specifically examined how these approaches function within the

distinctive cultural, linguistic and technological landscape of the higher education institutions from Caribbean coast of Nicaragua.

This research addresses a significant gap in understanding how online platforms and instructional strategies can be effectively implemented within Blended Learning frameworks specifically designed for English language teaching programs. While substantial literature exists regarding Blended Learning implementation in more technologically developed educational contexts, there remains insufficient evidence regarding optimal approaches for institutions serving indigenous and Afro-descendant communities with varying levels of digital literacy and technological access.

The investigation undertaken here responds to urgent needs identified in URACCAN university, where students from the Bachelor's degree in English language teaching have increasingly sought to leverage digital technologies for enhanced learning experiences while maintaining the collaborative and culturally responsive pedagogical traditions that characterize education in this region.

Through comprehensive examination of how various online platforms and instructional strategies function within Blended Learning environments at URACCAN, this research contributes essential insights for educational institutions throughout the Caribbean region and similar contexts globally. The findings presented here offer evidence-based guidance for curriculum developers, educational technologists, and language teaching professionals seeking to create a more effective and inclusive learning environment that harnesses both traditional pedagogical strengths and emerging technological possibilities.

## **II. OBJECTIVES**

### **2.1. General**

- ❖ To assess the effectiveness of online platforms and instructional strategies in Blended Learning environments for English students in the English teaching program at URACCAN university during the first semester, 2025.

### **2.2. Specific**

- To describe the Blended Learning instructional strategies implemented within the online platforms.
- To analyze the impact of online platforms usage on the academic performance of university students in a Blended Learning environment.
- To identify the factors influencing the adoption and utilization of online platforms by teachers and students within the Blended Learning context.
- To propose recommendations to enhance the use of online platforms and instructional strategies in Blended Learning for higher education.

### **III. HYPOTHESIS**

This investigation aimed to explore the effectiveness of online platforms and instructional strategies within Blended Learning environments for second-year English Language Teaching students at URACCAN University. Specifically, this study has been driven by the intention to address the following three research questions:

1. What Blended Learning strategies can be implemented through online platforms for second-year English students at URACCAN?
2. How effectively can those strategies be applied to maximize academic outcomes?
3. What advantages and disadvantages may arise while students are performing Blended Learning strategies on online platforms?

It was assumed that the strategic implementation of online platforms and diverse instructional strategies in Blended Learning environments significantly improved the academic performance, engagement levels, and learning satisfaction of second-year English Language Teaching students at URACCAN University, compared to traditional face-to-face teaching methods. This improvement is expected to be influenced by factors such as students' digital literacy, the frequency of platform usage, the quality of instructional design, and the availability of technical support resources. Furthermore, the research anticipates that the combination of synchronous and asynchronous learning activities facilitated through online platforms provided greater flexibility, enable more personalized learning experiences, and foster the development of autonomous learning skills among these students.

## **IV. THEOREICAL FRAMEWORK**

In this chapter, the most important definitions that supported this study are described.

### **4.1. Effectiveness**

The International Encyclopedia of the Social & Behavioral Sciences, (2015) defines effectiveness in the educational context as the field of study that examines the effectiveness of educational practices and interventions in achieving desired outcomes in students' learning and development.

### **4.2. Blended Learning Effectiveness**

According to Justice Kintu et al., (2017) Blended Learning effectiveness is conceptualized as the extent to which a Blended Learning environment supports students' learning outcomes, which are influenced by student characteristics and design features of the Blended Learning environment.

In other words, effectiveness is a crucial aspect of understanding Blended Learning approach. It is not about combining face-to-face and online modalities, but about how the design of the learning environment and the individual characteristics of students interact to influence learning outcomes. This means that achieving effective Blended Learning requires careful consideration of both the quality and appropriateness of pedagogical tools and strategies, as well as the needs, motivations, and skills of the learners.

Basically, effectiveness refers to the ability to achieve desired learning outcomes by considering key factors like student characteristics (e.g., self-regulation, intrinsic motivation), design features (e.g., technology quality, online tools, and face-to-face support), and learning outcomes (e.g., satisfaction, performance, and knowledge construction).

### **4.3. Blended Learning**

Prawoto & Pramulia (2019) defined that Blended Learning is a teaching and learning process that is used in the universities to improve the learning of the students adapted to the necessities of today world. Its name blended is because it blends two different learning models; the first one is the presential one where the students are in the classroom with the teaching providing feedback and the second one is the online model, in which are used different online tools, Moodles, and even apps. The importance of using Blended Learning is because it fosters and engages students in learning English by using an innovative and creative system using the technology to complement the classes.

Kulin (2021) agrees with the previous definition and affirms that Blended Learning is a hybrid learning that combines the online and traditional teaching system. This kind of teaching methodology started to be more useful due to the Covid-19 because of the demand of the online learning, for all this, it was decided to use the Blended Learning, because it was the perfect methodology that helped teachers and students all around the world.

#### **4.3.1. Characteristics**

There are many aspects that characterize the Blended Learning methodology. Min and Yu (2023) expressed that Blended Learning is characterized because it included learners' characteristics also it includes materials and objectives, in this way, all learning objectives are organized in order to achieve all institutional objectives, it integrated all types of technological communication tools, and finally, it provides a new and creative learning environment.

In this way, Castro-Rodríguez et al., (2021) underlined that it is characterized by the combination of face-to-face and online learning, it also integrates a diversity of materials and activities for the learning process in all stages of education.

#### **4.3.2. Synchronous and asynchronous components**

In the Blended Learning there are two main types of components of formats.

(Mykolaivna & Ihorivna, 2022) defined this component as two types of formats; the *asynchronous format* is made up of components that happen in real time, this allow an immediate interaction among students and teachers, this could be face-to-face or at a distance mode, some examples of the synchronous format are: Videoconferences, face to face classes, debates and team brainstorming, problem solving in real time with the interaction of classmates and teacher,

In the other hand Mykolaivna & Ihorivna defined the *asynchronous format* as components that can be performed in every time or moment by offering flexibility to the students, in this case it is not necessary to match with specific schedules, some examples of this are: Watching recordings of previous classes, modules and online readings, completing tasks and quizzes in an own rhythm, participating in discussions forums.

#### **4.3.3. Potential Benefits**

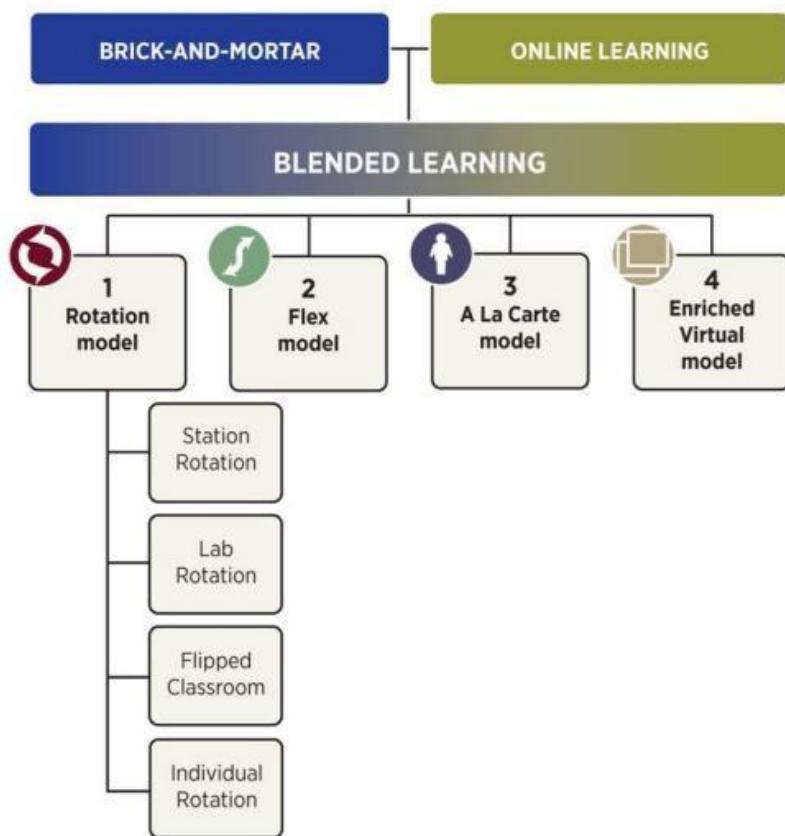
There are many benefits that using Blended Learning strategies can provide to the students, Zhumbet et al., (2024) argued some great benefits of Blended Learning, the most principal are the followings: first, using this type of methodology it can be given to the students an individualized learning for different contexts, then, the variability of the educational process can be given in different ways by using different platforms to convey the educational process, finally, using this kind of methodology, teachers can improve on students lots of values such as responsibility and self-control of the actions that are done inside the classroom and outside.

#### **4.3.4. Blended Learning Models and Approaches**

According to Horn y Staker (2014) the Blended Learning is like a formal program through which students have a partial online learning by using a control element on time, place, rhythm and in part in a physical supervised place out of home. There are some Blended Learning models, most of the programs of the Blended Learning are like one of these four models. Rotation, Flex, A la carte model and Enriched Virtual model. The Rotation model is also made up of four sub-models which are Station, Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

To better understand the Blended Learning models Horn and Staker (2014) created the following diagram:

**Figure 1: Blended Learning models**



Source: *the figure 1 represents the different blended learning models that can be applied in the classrooms. It was taken from Blended: Using Disruptive Innovation to Improve Schools (p.1), by Horn and Staker (2014).*

#### **A. Rotation Model**

##### **1. Station Rotation**

A course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group

projects, individual tutoring, and pencil-and-paper assignments. Students experience the rotation within a contained classroom or group of classrooms.

## **2. Lab Rotation**

This model is the same as the Station Rotation, except that students rotate to a computer lab for the online-learning station.

## **3. Flipped Classroom**

A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night

## **4. Individual Rotation**

A course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

## **B. Flex**

A course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment.

## **C. A La Carte**

A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses a la carte and others face-to-face at a brick-and-mortar campus.

#### **D. Enriched Virtual**

A course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remotely from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in the Enriched Virtual programs, students meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.

##### **4.3.5. Role of Online Platforms and Instructional Strategies**

Stefan (2024) highlighted the importance of online platforms in enhancing teaching skills, stating that "Online platforms and courses have become essential tools in the training and updating of students' skills" (p. 314). This perspective is further supported by Wals (2020), who argued that a mixed learning space, facilitated by digital tools, allows for a more effective and engaging educational experience (as cited in Aroles & Küpers, 2022).

In other words, Stefan (2024) and Wals (2020) agree that online platforms play a crucial role in innovating teaching by leveraging current technologies and students' access to digital resources as educational tools.

#### **4.3.6. Students' engagement in Blended Learning**

Vaughan, (2020) in his article named “Blended Learning and student engagement: What’s the connection?” mentioned that the students engagement is quite related with the Blended Learning, Grabelle (2004) cited by Vaughan mentioned that it’s very important to establish a relevance at the beginning of a course, they indicated that students should have the sense of curiosity and connectedness with the learning outcomes for the blended course. This can be achieved by having students complete an online needs assessment survey.

In other words, the connection between Blended Learning and student engagement is a two-way street. Blended Learning environments with their mix of online and face-to-face interactions, offer a unique opportunity to capture students' attention and keep them involved. But it's not automatic, teachers need to make sure that what they are teaching feels important and connected to the students' own goals and interests right from the start.

#### **4.3.7. Challenges**

It's clear that Blended Learning is a useful approach, however it is known that there are still some challenges, in this sense, the website Edyoucated, n.d. established some of them in the Blended Learning, such as: the digital divide, where not all students have the facility or the access to the technology and internet connection required for online learning strategies, also, the Blended Learning requires a strong understanding of face to face and online instruction, which not all teachers meet with this criterion, finally, teachers need to have technological skills to support their students.

Overall, Blended Learning is a type of education that shows clear effectiveness in current education because it combines traditional classroom instruction with online learning, however, it comes with challenges as mentioned before.

#### **4.4. Impact of Blended Learning**

Casusol and Lasso (2024) in their investigation named “Del Aula Tradicional al Entorno Digital: Impacto del Blended Learning en el Proceso Educativo” they mentioned that the impact of the Blended Learning is significant. According to their results they stated that Blended Learning not only improves the satisfaction and performance of the students, but also BL foster class participation and self-abilities development. This make that the BL be an important education strategy in the current context, where flexibility and personalization are more important to accomplish the diverse necessities of the students.

Casusol and Lasso, (2024) also mentioned that the BL offers a set of various advantages in teachers' performance, like technological abilities, adaptation, teaching innovation and teachers satisfaction, these improvements emerged for the combination of presential and virtual methods that allow an educational experience more dynamized and personalized.

#### **4.5. Frequency and Benefits of using Blended Learning Approach for students.**

The availability and frequency of the usage of Blended Learning creates a richeable and comfortable environment for students. In this sense, Kellerer et al., (2013) according to the results of their investigation named “Transforming K12 Rural Education Through Blended Learning: Barriers and Promising Practices” they found the following benefits related to the availability of courses based on BL strategies:

- Provides an extensive selection of quality courses beyond what many school districts can offer.
- Creates flexibility in scheduling and length of course.
- Supplies access to student-centered, engaged faculty trained in e-learning practices.

- Extends learning to the digital world, available 24 hours a day, 7 days a week.
- Provides access to dual credit and advanced placement courses for college credit.
- Creates an opportunity to graduate early or recover credits (Parra. 7).

Analyzing the findings presented by Kellerer et al. (2013) it can be highlighted that the accessibility and frequent use of Blended Learning (BL) strategies, significantly enrich the educational environment for students, particularly in rural or underserved areas. By offering an extensive selection of quality courses, BL expands learning opportunities beyond what many traditional schools and universities can provide, thus overcoming geographic and resource limitations, also the flexibility in scheduling and course length allows students to tailor their learning experiences to fit their personal and family obligations which is especially beneficial for those who may need to balance school with work or caregiving responsibilities.

#### **4.6. Online Platforms for Language Learning**

It is well known that online platforms are revolutionizing the way we learn, due to the social and educational necessities. The virtual platforms or online platforms are internet-oriented programs generally used to create and develop courses or teaching modules on the internet (Basantes Arias et al., 2022). In other words, an online or virtual learning platform basically allows students to access and absorb educational content through specific methodologies and a strict form. There are different ways of deriving the online programs, for practical purposes it had been derived the type of online programs as follow:

#### **4.6.1. Learning Management Systems (LMS)**

A learning management system (LMS) is a software application generally used to plan, implement and assess a specific learning process (Andersson, 2019). Some examples of this LMS systems include:

- Canvas

Features: Intuitive platform with support for external app integration, detailed analytics, and robust communication tools.

Link: <https://www.instructure.com/canvas>

- Google Classroom

Features: Seamless integration with other Google apps, easy to use, ideal for task management and communication between teachers and students.

Link: <https://classroom.google.com/>

- Schoology

Features: User-friendly interface, communication tools, progress tracking, and multiple integrations with other educational applications.

Link: <https://www.schoology.com/>

- Brightspace (D2L)

Features: Advanced analytics tools, support for personalized learning, mobile-friendly.

Link: <https://www.d2l.com/>

- Coursera

Features: High-quality courses offered by leading universities and companies, includes certifications and online degrees.

Link: <https://www.coursera.org/>

- Udemy

Features: Wide variety of online courses, accessible at your own pace, with content generated by individual instructors.

Link: <https://www.udemy.com/>

➤ Khan Academy

Features: Free educational resources, personalized learning dashboard, wide range of subjects, suitable for K-12 and beyond.

Link: <https://www.khanacademy.org/>

➤ edX

Features: Online courses from top universities and institutions, includes free and paid options, offers certifications and degrees.

Link: <https://www.edx.org/>

➤ LinkedIn Learning

Features: Professional development courses, focuses on business, technology, and creative skills, integrated with LinkedIn profiles.

Link: <https://www.linkedin.com/learning/>

➤ Skillshare

Features: Creative and professional skill courses, project-based learning, community of learners and teachers.

Link: <https://www.skillshare.com/>

➤ Pluralsight

Features: Technology-focused courses, skill assessments, paths, and labs for practical learning.

Link: <https://www.pluralsight.com/>

➤ FutureLearn

Features: Courses from universities and cultural institutions, short courses, microcredentials, and online degrees.

Link: <https://www.futurelearn.com/>

➤ Thinkific

Features: Course creation and delivery platform, supports multimedia content, marketing and sales tools.

Link: <https://www.thinkific.com/>

➤ Udacity

Features: Technology and career-focused courses, offers Nanodegree programs, project-based learning.

Link: <https://www.udacity.com/>

➤ Moodle

Features: Cloud-hosted version of Moodle, easy setup and maintenance, scalable for different needs, this is the platform used by URACCAN university.

#### **4.6.2. Web-Based Applications and Tools**

Web-Based Applications are software applications that differently from the normal programs which must be installed or must be in the computer as a portable program to be executed the web base applications run on a web server and are accessed by users through a web browser over a network server. (Joshi et al. 2001)

In other words, the Web-based applications, or web apps, are programs that run-in web browsers like Chrome, Edge, Firefox, Brave or Safari, they are accessible through internet connections without requiring installation in local devices.

However, it's important to point out that many of these tools, while primarily Web-Based, also offer downloadable applications for various devices. These installable versions, often called "native apps," can provide additional features, improved

performance, or offline functionality., some examples of Web Base Application and Tools in the educational area are:

**Table 1: Web Base Application and Tools**

Web-Based Applications and Tools	Explanation	Website direction
<b>1. Kahoot!</b>	Game-based learning platform for interactive quizzes	<a href="https://kahoot.co m/">https://kahoot.co m/</a>
<b>2. Topworksheet</b>	Tool for creating and sharing interactive worksheets	<a href="https://www.topwo rksheets.com/">https://www.topwo rksheets.com/</a>
<b>3. Liveworksheet</b>	Platform for converting traditional worksheets into interactive exercises	<a href="https://www.livew orksheets.com/">https://www.livew orksheets.com/</a>
<b>4. Quizlet</b>	Flashcards and study games creation tool	<a href="https://quizlet.com /">https://quizlet.com /</a>
<b>5. Socrative</b>	Real-time assessment application	<a href="https://www.socra tive.com/">https://www.socra tive.com/</a>
<b>6. Padlet</b>	Virtual collaborative wall for sharing ideas and multimedia	<a href="https://padlet.com /">https://padlet.com /</a>
<b>7. Plickers</b>	Assessment tool using QR codes and a mobile device	<a href="https://get.plickers .com/">https://get.plickers .com/</a>
<b>8. Edpuzzle</b>	Platform for creating and sharing interactive video lessons	<a href="https://edpuzzle.c om/">https://edpuzzle.c om/</a>
<b>9. Formative</b>	Real-time formative assessment platform	<a href="https://goformativ e.com/">https://goformativ e.com/</a>
<b>10. Quizizz</b>	Interactive quiz platform with homework features	<a href="https://quizizz.co m/">https://quizizz.co m/</a>
<b>11. Genially</b>	Tool for creating interactive visual content	<a href="https://www.genial ly/">https://www.genial ly/</a>
<b>12. Prezi</b>	Dynamic presentation creation tool	<a href="https://prezi.com/">https://prezi.com/</a>

13. <b>Mentimeter</b>	Interactive presentation and polling platform	<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>
14. <b>Nearpod</b>	Interactive lesson creation platform	<a href="https://nearpod.com/">https://nearpod.com/</a>
15. <b>Flipgrid</b>	Video discussion platform to promote student engagement	<a href="https://info.flipgrid.com/">https://info.flipgrid.com/</a>

Note: *the table 1 represents the Web Base Application and Tools. It was taken from Using traditional and emerging access control approaches to develop secure applications for the Web. By Joshi et al. (2014), the information was taken and adapted including the websites direction and the explanation of each one.*

#### 4.6.3. Social Media and Communication Platforms

Social media are Internet-based applications that create interactive virtual platforms through which the users can form, discuss, and modify content generated by the same users. (Tulenova, 2024) Some examples of these are:

**Table 2: Social media and Communication Platforms**

Social media and Communication Platforms	Explanation	Website direction
1. <b>Twitter</b>	Microblogging platform for quick updates and discussions	<a href="https://twitter.com">https://twitter.com</a>
2. <b>LinkedIn</b>	Professional networking site with educational content and courses	<a href="https://www.linkedin.com">https://www.linkedin.com</a>
3. <b>Facebook</b>	Social networking site with groups and pages for educational communities	<a href="https://www.facebook.com">https://www.facebook.com</a>
4. <b>YouTube</b>	Video-sharing platform with vast educational content	<a href="https://www.youtube.com">https://www.youtube.com</a>



<b>5. Pinterest</b>	Visual discovery engine useful for curating educational resources	<a href="https://www.pinterest.com">https://www.pinterest.com</a>
<b>6. Instagram</b>	Photo and video-sharing platform for visual learning content	<a href="https://www.instagram.com">https://www.instagram.com</a>
<b>7. TikTok</b>	Short-form video platform with growing educational content	<a href="https://www.tiktok.com">https://www.tiktok.com</a>
<b>8. Reddit</b>	Discussion website with numerous educational subreddits	<a href="https://www.reddit.com">https://www.reddit.com</a>
<b>9. Slack</b>	Messaging platform for team collaboration and educational discussions	<a href="https://slack.com">https://slack.com</a>
<b>10. Discord</b>	Voice, video, and text chat app popular for study groups and online classes	<a href="https://discord.com">https://discord.com</a>
<b>11. Edmodo</b>	Educational social network for teachers, students, and parents	<a href="https://new.edmodo.com">https://new.edmodo.com</a>
<b>12. Flipboard</b>	News and social network aggregation platform for curating educational content	<a href="https://flipboard.com">https://flipboard.com</a>
<b>13. WhatsApp</b>	Messaging app widely used for group discussions and sharing educational content	<a href="https://www.whatsapp.com">https://www.whatsapp.com</a>
<b>14. Threads</b>	Text-based conversation app connected to Instagram	<a href="https://www.threads.net">https://www.threads.net</a>

Note: *the table 2 shows the social media and Communication Platforms. It was taken from English Language Learning Through Social Media Platforms, by Tulenova (2024) the information was taken and adapted including the websites direction and the explanation of each one.*

#### **4.6.4. Multimedia in education**

Yasmeen et al. (2023) wrote the importance about the use of multimedia in education:

The term “multimedia learning” refers to education that combines words and images. Reading a physics textbook, seeing a recorded lecture, or watching a PowerPoint presentation are all examples of multimedia learning. Also, with the advent of artificial intelligence, the format of the learning procedure has now become more advanced, personalized, and relevant as students can get their answers more random with full specification as compared to earlier processes. The 21st century, known colloquially as the era of information and technology (IT), is currently in effect (p.1).

In this way, Monika et al. (2023) agreed with the previous information and stated the following: “The multimedia-based education system is a dynamic and innovative approach that integrates various forms of multimedia, including text, images, audio, video, and interactive content, to enhance the teaching and learning process” (p.1).

#### **4.6.5. Interactive Resources**

The interactive resources in education can vary from teacher to teacher, Tabler (2019) describes the following resources: “Interactive resources in education include tests, quizzes, games, and interactive posters. They enhance communication and engagement among participants, aiding in achieving educational goals effectively in modern schools” (p.54).

Dune (2020) also explains about the interactive learning: “it is an educational approach that actively involves students in the learning process through hands-on activities, collaborative projects, and technology-enabled experiences” (para. 2).

Agreeing with the previous definitions, both authors emphasizes that the interactive resources include many things such as games, activities and all the materials that

the teachers use in the classroom, and that these kinds of resources can be manipulated by the students in order to improve the learning of the English language.

## **4.7. Online Platforms and Instructional Strategies for Blended Language Learning**

According to Ab Wahab et al. (2024) the Blended Language Learning strategies are these kinds of resources characterized into three categories. The first category is in class strategies this include the way people is involved and also are included the lecturers and the peers/ friends. The second category is Out of the class strategies; here there are included the translations, peers learning, keep using the language and watching movies. The third category is Online strategies; here there are being included utilizing tools such as: the internet, the social media, the smartphones, applications and the learning management system.

### **4.7.1. Overview Of Relevant Platforms and Tools**

Guerrero-Quiñonez et al. (2023) wrote the following information about the educational platform in the recent years:

Educational platforms are digital tools that have revolutionized the teaching-learning process in education. These platforms offer access and flexibility, allowing students to learn anytime, anywhere, adapting to their individual needs. They facilitate interaction and collaboration between students and teachers, through discussion forums, online chats and shared spaces. In addition, they focus on personalization and adaptability, offering personalized learning paths and adaptive content. Assessment and progress tracking are also key aspects of educational platforms, providing tools for taking online assessments and generating grade reports. Lastly, they offer a wide range of educational resources and content, such as texts, videos and interactive

activities, enriching the teaching learning process. Finally, these digital tools have significantly improved the educational process, adapting to the needs of students in the digital age (p.1).

According to Guerrero-Quiñonez, the invention of educational platforms has changed the way people learn. In this way, the digital tool helps students to learn anywhere and anytime they want, this becomes a great tool for its flexibility. These tools also allow teachers and students to interact through different applications or tools such as discussion forums, online platforms for hosting meetings (Google meet, Webex, Zoom and Microsoft team), and online chats, all this supports to create a more connected learning environment. In addition, these platforms offer many personalized learning paths which help each student to learn in a way that suits them in the best way. In general, all the advancements show how technology is improving education for everyone and everywhere.

#### **4.8. Instructional Strategies for Blended Language Learning**

Huang and Kuang (2024) wrote about strategies for blended language learning: these strategies are characterized in four different groups the first is presence, then, the process monitoring and feedback, next, the learning evaluation and finally, the group cooperation. When teachers use those strategies, the students can stimulate their behavioral, emotional, cognitive, or emotional engagement in Blended Learning. But all strategies are not good, some of them may not work possibly due to a lack of teacher's feedback or absence of additional prizes in classes. This way, teachers have to pay attention to different principles when creating and implementing strategies in Blended Learning environments to increase student engagement and learning.

##### **4.8.1. Flipped Classroom**

Rokde (2024) affirms that Flipped classroom is a: "pedagogical approach which means that activities that have traditionally taken place inside the classroom take place outside the classroom and vice- versa. The flipped classroom environment

ensures that students become more active participants compared with in the traditional classroom" (p.1).

Nallaswamy et al. (2023) wrote the following information about Flipped Classroom:

Flipped classroom alters the conventional learning environment and brings out innovation and creativity in the teaching-learning process. The flipped classroom has begun to enhance the way the students receive information from their mentors. Audiovisual aids create a virtual classroom at home. Classroom time is more focused on student-centered learning activities, such as concept mapping, process-oriented guided inquiry learning, peer-led team-based learning, game-based learning, critical pedagogy. This improves better understanding of the subject, develop cognitive skills and enhance the conceptual learning of the students. Academic performance of the students exposed to flipped videos integrated with iBooks was evaluated and compared with the traditional learning environment (p.1).

Zhao (2024) stated that:

The flipped classroom mode is an effective teaching method; it transforms the learning process from one of passively receiving knowledge to one of actively inquiring and developing knowledge. Research and application of learned concepts can greatly stimulate students' interest in learning. Not only can students appreciate the value of the content that they have acquired, they also realize a significant increase in their learning motivation (p.370)

The previous definitions stated by Rokde, Zhao and Nallaswamy et al affirms that the flipped classroom is a new pedagogical model that moves lectures and learning content outside the room flipping traditional methods of holding class. The class

time is then given to interactive, student-centered learning activities like discussion, group work and hands-on projects. Such approach improves student participation, encourages creativity and promotes better understanding of the content. It also enhances motivation and engages the students to learn learning by prompting them towards active inquiry and collaborative trait. In fact, the flipped classroom encourages more engagement and builds skills in critical thinking

#### **4.8.2. Collaborative Learning Activities**

Collaborative learning activities in Blended Learning refers to the instructional strategies that can be combined in face to face and online interactions to promote cooperation in knowledge construction among students, the idea is to create well learning environments of both, physical and virtual mode, to allow an effective learning experience.

There are some strategies that can be used for Blended Learning, specifically for the virtual mode.

Eden et al. (2024) in their research name Online learning and community engagement: Strategies for promoting inclusivity and collaboration in education, they wrote about some collaborative strategies for online learning environments:

1. Virtual communities: It's important to create online spaces for students to connect and collaborate in teamwork, for example a course group in social media like WhatsApp or telegram where students share resources and discuss assignments.
2. Meaningful discussions: Teachers from virtual mode can use forums and chat rooms to facilitate thoughtful dialogue by posing open questions and encourage critical thinking, for instance, give specific cases to analyze by the students, responding to peers' insights.
3. Collaborative projects: Provide digital tools for group work and resource sharing, this helped students to apply knowledge to real-world contexts and develops problem solving skills, for example, students could share a podcast

related to an educational context where teams collaboratively record their voices to get a unique result.

4. Group learning activities: Teachers could implement group projects to simulate real world scenarios, where it can be promoting teamwork and leadership skills.
5. Peer reviews: Professors could encourage students to provide feedback on each other's work, promoting reflection and continuous improvement, for example in a conference in zoom.
6. Technology for inclusive collaboration: Use digital tools to break down geographical and cultural barriers, giving collaborative opportunities, for instance using a virtual whiteboard tool where students from different time zones can brainstorm project ideas asynchronously.
7. Active instructor involvement: Instructors should design inclusive lessons, facilitating discussions and strategies like the ones which were mentioned here.

#### **4.8.3. Team-based Learning (TBL)**

Lie et al. (2023) define the TBL as learning strategy that it's different from group base learning, basically it consists of the formation of high-performance teams that actively collaborate by firstly an individual student preparation, then a teamwork and finally a both group and individual assessment, aiming to develop meaningful experiences.

This is an interesting approach that can be used in the Blended Learning, mostly when it connects the five principles of effective learning mentioned by Merrill (2012), that says the students:

- Learn from real life problems and carry out professional tasks in small groups.
- Activate their previous knowledge.
- Apply new knowledge immediately.
- Integrate the new knowledge and transfer it.

- Present their new knowledge and understanding to fellow students.

#### **4.8.4. Project-Based Learning**

Raka Marsiti et al. (2023) in their research named The Effect of Project-Based Blended Learning and Students' Creativity on Eleventh-Grade Students' Learning Achievement, says that a project base learning is a systematic and innovative learning that promotes students' engagement by providing questions that obligate students to develop critical thinking and investigate information to produce a creative product.

#### **4.8.5. Gamification And Interactive Exercises**

Gamification in short words is the application of game design elements, mechanics, and frameworks to non-game contexts in education. The main purpose of the gamification is to engage, motivate and improve learning by incorporating some aspects like points, challenges, rewards, levels and competition into educational activities,

The question here is how this can be related to Blended Learning?

In the BL the author suggests combining gamification elements with both face to face and online learning, this include designing gamified lessons that can implement physical activities, digital technologies or video games to reinforce learning concepts, for instance, the instructor could use board games, 3d video games, online questions-answers to teach a specific subject. (Ruonan & Junjie, 2018)

According to Ruonan & Junjie, (2018) Interactive exercises, the Learning activities that require active participation and input from students often uses technology, the exercises promote hands-on engagement with the material through tasks like quizzes, simulations, role-playing scenarios, or problem-solving challenges that provide immediate feedback to the students, the goal is to create a more dynamic and participatory learning experience compared to passive methods.

#### **4.8.6. Personalized and Self-Paced Learning**

Self-Paced Learning is defined as an educational approach that tailors the learning experience to individual students' needs, abilities, and interests. One of the benefits of the education in virtual mode is that learners progress through educational content at their own pace, empowering them with the freedom to choose their learning tools and speed, it aims to improve student engagement, provide immediate feedback, and boost learning motivation,

Furthermore, the approach is particularly beneficial for students who struggle to keep up with their peers in traditional learning environments by using adaptive learning technologies and personalized pathways, it enables students to better understand complex information, track their progress, and achieve their personal goals. (Yu et al., 2023)

#### **4.9. Student Engagement, Satisfaction, and Learning Outcomes from Blended Learning Strategies.**

The use of Blended Learning influences students' engagement and satisfaction when learning a new language. Abdoulai (2023) on his study wrote about the importance of students' engagement when using Blended Learning:

The results revealed that learning engagement helps determine students' learning outcomes and satisfaction; it deserves more research attention. The learning engagement, outcomes, and satisfaction are significantly higher in Blended Learning than in face-to-face learning. Learning satisfaction analysis further indicates that Blended Learning has a significant, direct effect on learning engagement; its influences on learning outcomes seem mediated by learning engagement, and its effects on learning satisfaction appear mediated by both learning engagement and learning outcomes.

This finding highlights the importance of the learning process on learning outcomes. If instruction fails to engage students in the learning process, learning may not be effective or satisfactory, despite the advantages associated with face-to-face learning, such as live interactions between the instructor and students. Moreover, instructors might improve learning outcomes and satisfaction by using Blended Learning (p.159)

Abdoulai in the previous definition, he highlighted the importance of learning engagement in influencing students' educational experiences and outcomes. To be more specific, it is worth noticing that compared to traditional face-to-face instruction, Blended Learning not only increases engagement but also improves learning and satisfaction outcomes. This indicates that providing some online component to the coursework can lead students into a more dynamic and responsive environment.

In addition, as engagement is mediation and acts with both learning outcomes and satisfaction between them, we need to carry strong emphasis on active participation of students by educators. Thus, a more dynamic learning environment translates to a more productive study with students achieving their goals for school and college. This study emphasizes continuing to find alternative pedagogical techniques in the classroom through mixed modes of learning that can bolster student engagement and general academic performance. As this comment summarizes all the main points and more reflecting towards their implications. Just saying, let me know if you want to change something!

#### **4.9.1. Students Perception of Blended Learning Environment**

Nurmasitah et al., (2019) the results of their study shows that the students' perception toward the Blended Learning environment was positive, students feel constable with the strategies, there were some key areas such as the practicality of sharing materials, the opportunity for independent learning and the cost and time savings associated with BL, which are significant advantages that have been well received by the students. In the other hand Lu, (2021) found in this study that students hold

positive attitudes in the blended learning environment, students expressed satisfactions with the design of tasks and contexts, highlighting the interactive and practical nature of the course.

Overall, the student's perception on the usage of the Blended Learning shows experience, confidence, enjoyment, usefulness, intention to use, motivation, however this perception could be affected by their ICT skill, as it was mentioned by Lu, (2021).

#### **4.9.2. Influencing Factors on Student Engagement and Satisfaction in Blended Learning**

The Blended Learning environments offer a unique opportunity for enhancing student engagement, yet several factors can obstruct this engagement and satisfaction, these are the most important to point out:

##### **4.9.2.1. Blended Learning Design.**

Chikaji et al. (2024) stated that pedagogy and the time are significantly and positively associated with student engagement in Blended Learning environment. In Blended Learning requires both online and face-to-face interaction, the strategy for how instructors approach their pedagogy plays a significant role in how perceived-important-student engagement becomes.

For example, when the teachers set up activities with interactivity and collaboration in classrooms, they can provide an opportunity for profound learning and bonding. This is consistent with research that a well-organized structure of pedagogy will enable not just engagement but also make students more satisfied with their experience. Additionally, appropriate time management during Blended Learning environments is critical. Keeping the right combination of online and in-class education can give student a great educational experience by making them feel connected and happy about their learning.

Finally, this relationship underscores the need for careful pedagogical design and time management in blended situations. In this way, educators are aiming for higher

engagement levels of their students where they will experience better satisfaction from the learning process, hence a greater learning outcome.

#### **4.9.2.2. Learner Satisfaction and Engagement**

Rajabalee and Santally (2021) wrote that the association between satisfaction and engagement was significant and positively correlated on students. They highlight that a vital connection that exists in an educational context, across Blended Learning environments. If students are actually learning and doing the work, they will be satisfied with what they got from education. The above correlation indicates that increasing student's satisfaction through interactive and meaningful activities will increase overall satisfaction as well. Since Blended Learning has both online and face-to-face components, it is crucial to engage students as they are more likely to enjoy their learning experience and perform better. For this reason, educator must embrace interactive strategies to enhance engagement level and satisfaction among students.

#### **4.9.2.3. Teacher-Student Relationships**

Li and Xue (2023) affirmed that the teacher-student relationship ( $R = 0.456$ ,  $p < 0.001$ ) was found to have a moderate correlation with learning participation. They pointed out the importance of fostering positive interactions in educational settings. A strong relationship between teachers and students can improve students' willingness to engage actively in their learning processes. When students feel supported and valued by their teachers, they are more likely to participate in class activities, which can lead to improved academic outcomes.

#### **4.9.2.4. Teaching Presence**

Su et al. (2023) explained that teaching presence can influence students' behavioral, cognitive, and emotional engagement in learning activities. By being supportive, teachers grab attention and motivate students to participate when they proactively lead learning activities. When students feel connected and motivated, their engagement at many levels of the learning process is enhanced a strong teaching

presence helps create this. This becomes very crucial in Blended Learning environment where a meaningful interactive teacher can fill the gap between online and physical learning experiences. Consequently, teachers need to create presence in their own instruction in order to keep students engaged and foster deeper learning outcomes.

#### **4.9.2.5. Technology Use**

Gao et al. (2020) stated that the platform's perceived usefulness has a stronger direct influence on students' cognitive and emotional engagement. They highlighted that student engagement is not solely dependent on the instructional methods used but is also significantly influenced by the broader context in which learning occurs.

Peer support fosters collaboration and motivation, while teacher support provides guidance and encouragement, both of which are crucial for enhancing student participation. Additionally, the learning environment whether physical or virtual plays a vital role in shaping students' experiences and their willingness to engage. This underscores the importance of creating a supportive learning ecosystem in Blended Learning environments. Educators and institutions should focus on nurturing these contextual factors to promote higher levels of student engagement, ultimately leading to improved learning outcomes and satisfaction.

### **4.10. Authentic Materials and Resources**

Mandarsari, (2023) states that authentic materials are not created for teaching language purposes, because their real purpose is real life communication, however they become authentic materials when teachers take them for helping the teaching and learning process. In this way, it can be said that these materials can take different forms like, audio, visual, printed or realia, also they can be accessed through online mode such as platforms like podcasts, news, websites, YouTube, and blogs, in other words the authentic materials are not just physical, they can be both, physical and virtual materials.

## **4.11. Feedback and Assessment**

### **4.11.1. Feedback**

According to Karlheinz, (2006) feedback is a crucial support in education, especially in distance and lifelong learning environments, traditionally teachers apply feedback by correcting information provided to students in simple tasks, however the current educational needs changed feedback as an ongoing process that includes information before and during the completion of complex tasks.

Karlheinz (2006) proposes a six-phase model for designing feedback in Blended Learning courses, this model guides educators through the following steps:

- Define the functions of feedback
- Determine the course of action for providing feedback
- Consider various situational aspects
- Apply important principles and practical guidelines
- Select possible forms and organization of feedback
- Answer final key questions

### **4.11.2. Assessment**

The current educational needs of online and Blended Learning modalities have required a reevaluation of the traditional assessment approaches in higher education.

Le and Aves, (2021) notes that educators must reconsider fundamental aspects of the teaching and learning process when operating in nontraditional environments. Blended Learning requires instructors to carefully select and implement relevant online assessment tools and methodologies, that way teachers can effectively measure students' achievement against course learning outcomes while having the benefits of both face to face and digital instruction. The integration of online assessment in the Blended Learning environment not only facilitates a more

comprehensive evaluation of student performance, but it also supports the development of digital skills crucial in today's educational reality.

#### **4.11.3. Integration Of Technology for Assessment and Feedback**

Currently there are different tools that teacher can use to assess the students' outcomes, related to this Le and Aves, (2021) also proposed a method for assessing online and digital tools, this method is represented below:

**Figure 2: The method for assessment online and digital tools.**



**Source:** Le and Aves (2021)

#### **4.12. Technological Pedagogical Content Knowledge (TPACK)**

Santos and Castro (2021) wrote the following information for this term: "Technological Pedagogical Content Knowledge (TPACK) is the effectiveness of the delivery of the lesson with technology integration. It is an ideal application in all aspects of learning, which are all important in the teaching and learning process" (p.1).

McGraw-Hill (2019) pointed out that: "TPACK stands for Technological Pedagogical Content Knowledge. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology" (par.1)

#### **4.13. URACCAN platform**

According to Moraga and Rostrán (2018) the URACCAN platform is based on Moodle, which is a learning management system (LMS) that manage and distribute tasks and activities as complement of face-to-face teaching or hybrid learning (Blended Learning). They also argued that the Moodle platform had been adjusted to the necessities of different universities. The main goal of it, is to support students to acquire skills in the use of computers, which increases the capacity for communication and exchange of ideas, comments and problems solving among students and teachers.

##### **4.13.1. Platform Design and Usability**

In an interview handled by Moraga and Rostrán (2018) to the vice rector of URACCAN, CUR Nueva guinea, where it was stated that the usage of URACCAN platform pursued through the idea of contributing to the teaching and learning process with complementary didactic tasks for students, overcoming the traditional teaching methods. In that sense the professors must encourage students to build their own learning by using a variety of resources facilitated by the university.

In simple words, the conception of the platform appears on the necessity of adaptability to the current educational challenges, where technology is everywhere, and the traditional teaching methods probably sometimes are not enough to conduct an effective teaching and learning process.

##### **4.13.2. Technical and Resource Support**

URACCAN (2025) offers technical support in its platform (<https://campusvirtual.uraccan.edu.ni/>), this is addressed to the main Regional University Center “URACCAN Bilwi”, there is presented an information on the website to provide feedback, and it is hosted the telephone number: (+505) 82194628, and the email address: [direccion.sitici@uraccan.edu.ni](mailto:direccion.sitici@uraccan.edu.ni).

URACCAN (2025) in its website [www.uraccan.edu.ni/biblioteca](http://www.uraccan.edu.ni/biblioteca) defines Library and Information Services of the University as an information system that complements

and contributes to the strengthening of targeted activities by fostering the creation, recreation, dissemination, and exchange of knowledge. It provides significant and efficient information services in accordance with national and international standards, currently, Libraries and Information Services of URACCAN website offers 8 virtual libraries, 28 databases, 3 communication centers, and a collection of 134,533 bibliographic materials.

## **V. METHODOLOGY AND MATERIALS**

### **5.1. Location of the study**

The study “Online Platforms and Instructional Strategies Effectiveness on Blended Learning was carried out in the University of the Autonomous Regions of the Nicaraguan Caribbean Coast CUR Nueva Guinea”, which is in the southern part of the South Caribbean Coast Autonomous Region (RACCS), Nicaragua.

### **5.2. Type of study**

The study was conducted through quantitative approach, because the recollection of the data was taken with a numerical measurement and the statistical analysis to establish behavior patterns; this was carried out by using instruments and techniques (Likert scales surveys), this allowed to get exactly data, to complete and do an integral analysis of the topics and the variables that are under study in this research.

### **5.3. Theoretical methodological approach**

The type of study of this research is descriptive because it aims to look for the relationship between variables, and how one of them causes another. For this, the study described phenomenon, situations and events, this means to detail how they were and how they occurred. There was a specification of the properties, the characteristics and the profiles of the people, group, population and all phenomenon that can be analyzed.

By its temporality, this study was cross-sectional because the data was recollected at a single point in time to assess the prevalence of outcomes or characteristics of the variables (Sedgwick, 2014). Its main goal is to describe the variables and to analyze the incidence and relationships at a point in time. Therefore, this study was developed in the first semester of 2025.

## **5.4. Population, sample and sampling**

In this research, the population comprises all the people that represented the entire group about which the study aims to draw conclusions.

### **5.4.1. Population**

To recollect the data through the survey, it was considered a stratified population among the English groups from second to fourth year of the Bachelor's Degree in English Language Teaching, each of them was analyzed individually according to their characteristics, in this, there were students and teachers.

The study population consisted of English students from the second to fourth year, as well as the English teachers of these groups, at the CUR URACCAN Nueva Guinea campus. The total population is 138 students and 6 English teachers.

### **5.4.2. Sample**

Hernández et all., (2014) explain that to obtain the research strata for each of the study groups, this formula can be applied:  $\sum fh = n/N = ksh$ .

Applying the mathematical from proposed by Sheaffer:

$$n = \frac{pq}{\frac{E^2}{Z^2} + \frac{pq}{N}}$$

p = Probability of occurrence = 0.5

q = Probability of non-occurrence = 0.5

E = Margin of error = 0.05

Z = Z-score for the confidence level = 1.96 (corresponding to a 95% confidence level)

N = Population size = 138

n = Sample size (to be calculated)

## Sample size calculation

$$n = \frac{(0.5)(0.5)}{\frac{(0.05)^2}{(1.96)^2} + \frac{(0.5)(0.5)}{138}}$$

$$n = \frac{0.25}{0.00065077 + 0.00181159}$$

$$n = \frac{0.25}{0.00246236}$$

$$n = 101.55 \implies n = 102$$

Sample size: 102

In the case of the interview, this was done on a convenience basis, taking into account the inclusion and exclusion criteria, which included the 6 English teachers that are teaching from second to fourth year, and the 2 responsible on the online platform at URACCAN University CUR Nueva Guinea.

### 5.4.3. Sampling

A stratified probability sampling was used, where the sample was divided into segments and a sample was selected for each segment. This was calculated using the Ksh factor, where the total for each subpopulation was multiplied by the Ksh factor to obtain the sample size for each stratum.

Ksh: factor

N: Population (138)

n: sample (102)

$$ksh = \frac{n}{N}$$

$$ksh = \frac{102}{138}$$

$$ksh = 0.7391$$

**Table 3: Stratified population**

Segments	Total Population	Factor	Sample by strata
Second year "A"	35	0.7391	26
Second year "B"	36	0.7391	27
Third year "A"	24	0.7391	18
Third year "B"	22	0.7391	16
Fourth Year	21	0.7391	15
<b>Total</b>	<b>N: 138</b>		<b>102</b>

Note: *the table 3 represents stratified population by segments that include the groups of second, third, and fourth year of the Bachelor's Degree in English language teaching at URACCAN CUR Nueva Guinea.*

## 5.5. Selection and exclusion criteria

### 5.5.1. For students

- To be an active student of the English degree, and specifically being studying on the second, third, and fourth year on the English degree.
- To be taking all English subjects that are taught on the second, third, and fourth year.
- To have some knowledge of how to use the online campus of URACCAN University.

### 5.5.2. For teachers

- To be an active teacher at URACCAN University during 2025.
- To have some experiences working in the online platform of URACCAN.
- To be teaching on the English degree, specifically on the English degree.

## 5.6. Information sources

In this project, the following sources were used to carry out the research:

**Primary Sources:** They were those that provided the instruments or direct evidence about the research project, that is, they are the data that was obtained from instruments such as content analysis, surveys to the students and interview to the teachers and the responsible of the online platforms.

**Secondary Sources:** These were the already processed data, for which scientific bibliography was consulted in the URACCAN library catalog, as well as databases: EBSCO Host, Web of Science, SCOPUS, Science Direct, ProQuest, Google Scholar, Aranzadi Digital, ACM, the Mendeley bibliographic manager.

## 5.7. Techniques and instruments

For this study, there were used various research techniques to collect information, such as structured interviews, surveys, and content analysis (library and internet document review).

- The surveys were with Likert-scale and multiple-choice questions addressed to students and teacher
- The interviews were conducted to the responsible of online platforms at URACCAN University, CUR Nueva Guinea.

## 5.8. Operationalization of variables

**Table 4: Operationalization Matrix of the variables**

Variables	Sub-variables	Definition	indicators	Source	Technique
Effectiveness of online platforms	Usability of the platform	How easy is to navigate and use	• Students' satisfaction score.	Survey to the students	Likert scale questionnaire

		<p>the online platforms for the learning process</p> <ul style="list-style-type: none"> <li>• Time taken by students to complete task.</li> <li>• Frequency of technical problems.</li> </ul>	<p>Survey to the teachers</p>	
	<p>Content accessibility</p>	<p>The level in which the learning materials are available and accessible on the platforms.</p>	<p>Number of content accessible offline.</p> <p>Numbers of access attempts.</p> <p>Students reported accessibility problem.</p>	<p>Interview to the responsible of the online platforms</p> <p>Survey to the students</p>
	<p>Interaction features</p>	<p>The platform's features that facilitate the interaction</p>	<p>Number of discussion forum post</p> <p>Students' satisfaction with the interactive</p>	<p>Interview to the responsible of the online platforms</p>

		between teachers and students and to peer to peer.	tools of the platform	Survey to the students	
Effectiveness of instructional strategies	Active learning strategies	The different teaching methods that engage students in activities.	Frequency of active learning activities  Student engagement scores  Assignment completion rates	Survey to the students  Survey to the teachers	Likert scale questionnaire
	Feedback mechanisms	The way teachers give feedback on time to support the students' learning.	Frequency of feedback given  Student satisfaction with feedback quality  Time between	Survey to the students  Survey to the teachers	Likert scale questionnaire

			submission and feedback		
	Differentiate Instructions	Modifying the teaching methods to meet students need and learning styles.	Variety of instructional methods used Student-reported relevance of activities	Survey to the students Survey to the teachers	Likert scale questionnaire

## 5.9. Processing and Analysis of data

The data from the surveys was processed using the Statistical Package for Social Sciences (SPSS) software, generating statistical frequency tables and then using Microsoft Excel 2019 to create graphs. For the interviews, the information obtained was organized using a matrix in Microsoft Word 2019, and the responses were grouped by categories or the most relevant and similar items for each interviewee.

## 5.10. Ethical aspects

- Respect for the regulations established by the university for research processes.
- Respect for the data, as issued by the respective sources of information.
- Respect for the opinion and rights of collaborators in the process.
- Use of the information provided only for the purposes provided for in the minutes of grounded, prior, free and informed consent.
- Respect for the rules relating to copyright.

### **5.11. Validity of instruments and data**

During the research process, the aim is to carry out quality work that meets rigor, validity and methodological reliability. From a quantitative perspective, the following elements are considered:

Escobar and Cuervo (2008) explained that the expert judgment technique is defined as an informed opinion of people with experience in the subject, who are recognized by others as qualified experts in it, and who can provide information, evidence, judgments and assessments. In concordance with the previous information, the instruments for interviews, survey and observation were validated through the judgment of experts, who made observations and offered recommendations for improving said instruments, thus ensuring their adequate incorporation.

### **5.12. Delimitation and limitations of the study**

The study is limited in CUR Nueva Guinea, on English students of the English degree. The study aims to assess the effectiveness of online platforms and instructional strategies in blended learning environments for English students in the English teaching program at URACCAN university during the first semester, 2025. By this, the results that were obtained of the study were useful just in the context of the related area, this did not mean it worked for blended learning context but for similar contexts.

The limitations that were presented in this study were the willingness of participants to provide relevant information. Also, the knowledge to manage online platforms to have a great development of Blended learning instructional strategies.

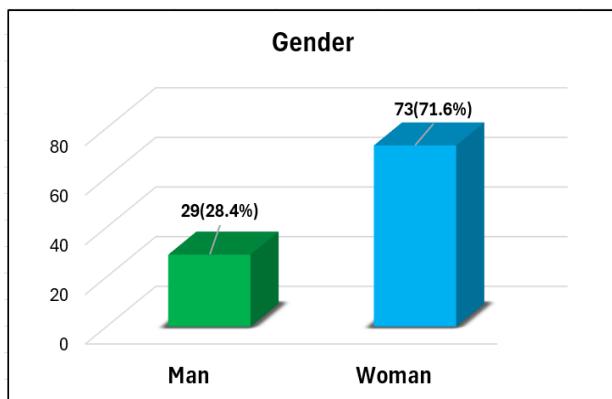
## VI. RESULTS AND DISCUSSION

In this chapter it is presented a deep analysis from the application of 102 surveys to English students from second to fourth year, and the from the survey applied to 6 English teachers of URACCAN University CUR Nueva Guinea. The main goal of this was to evaluate the effectiveness of the online platforms and instructional strategies in blended learning environment, as well as the identification of the factor that affect its implementation and its challenges.

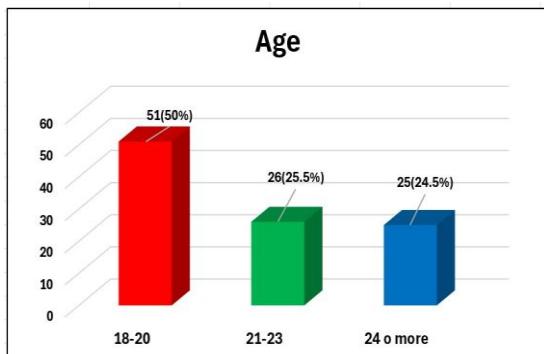
For this it was used a triangulation technique through the quantitative data obtained from the surveys and the qualitative data obtained from the interview to the responsible of the online platform of the university in CUR Nueva Guinea; by doing that, it was allowed to create an integral comprehension of the use and opinion of the blended learning platforms that are being used in the university.

### 6.1. Student Demographic Profile and Access to Technology

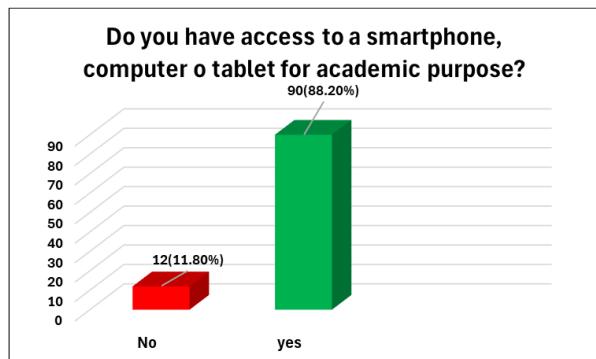
**Figure 3: Gender of Students from second to fourth year that were under studied.**



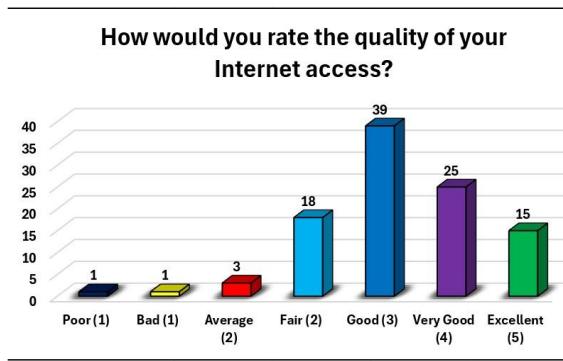
**Figure 4: Students' age from second to fourth year that were under studied.**



**Figure 6: number of students that have assigned a smartphone, a computer, or a tablet specifically for academic purposes**



**Figure 5: The quality of students 'internet in the different places they live.**



The characterization of students revealed that the 71.6 are women (73 students), and the 28.4 are men (29 men). Regarding to the age of the students, the 50 % of the students (51) are from 18 to 20 years old, the 25.5 % of them (26) are from 21 to 23 years old, and the 24.5 % of them (25) are from 24 years old to more.

The access to the technology is very important talking about learning a language. Abdullaeva and Tulyaganova (2025) affirm that, today is important to learning many languages in this changing world, and that the technology is playing a crucial role in order to learn better in innovative and creative ways, by using applications of the cellphones, on the computers, by integrating the artificial intelligence as tools that facilitate and enrich the learning experience. In this case, the survey showed that the 88.2 of the students (90) have a cellphone, a computer or a tablet that is used specifically for academic purposes such as: doing homework, looking for new

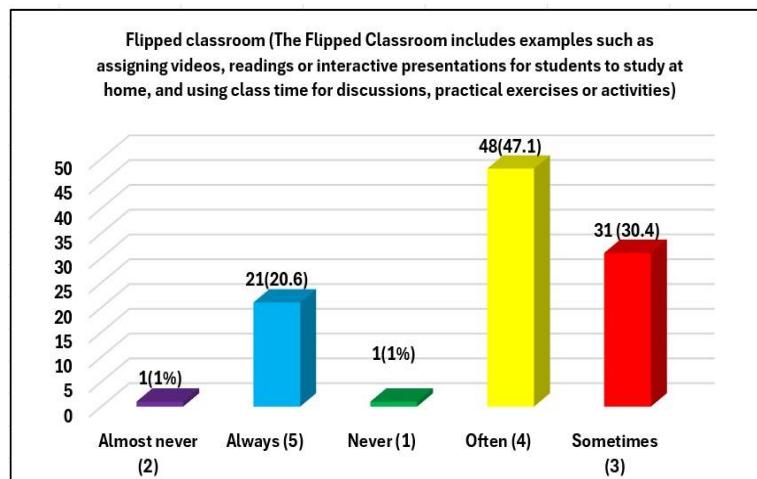


information, and to practice what they have learned in classes. But the 11.8 of the students (12) do not have any of the devices previously mentioned.

As it can be seen, most of the students can access to different technological gadgets, what is consider to be an advantage in order to develop excellent blended learning classes, but the quality of the internet represent an important variable to consider, because just the 14.7 % of the students (15) mentioned that they have an excellent internet connection, a 24.5 % of them (25) have a very good internet connection, the 38.2 % of them (39) considered that they have a good internet connection, the 2.9 of the students agree that they have an average connection to the internet and 2% (2) of the students affirmed that they have a bad and poor connection.

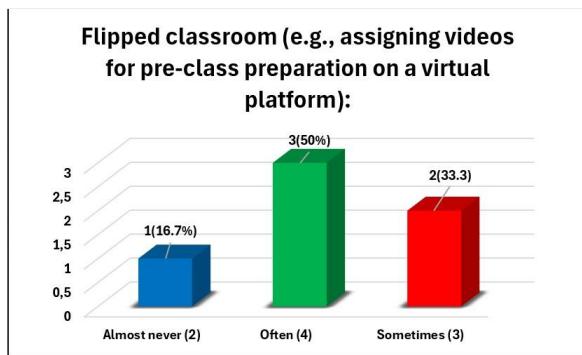
Although most of the students (77.4%) agreed that they have from a good to a very good connection, there is a 22.5 % of students that have from a regular to a bad internet connection, this could become a critic factor that can generate inequity y it can difficult the participation of all students in the different activities that are important to keep learning English. Therefore, it is important to consider the technological barriers when working with blended learning strategies or online

**Figure 7: Representation of flipped classroom in the different online platform for the implementation of Blended Learning in English classes. courses.**



## 6.2. Implementation and perception of Blended Learning Strategies.

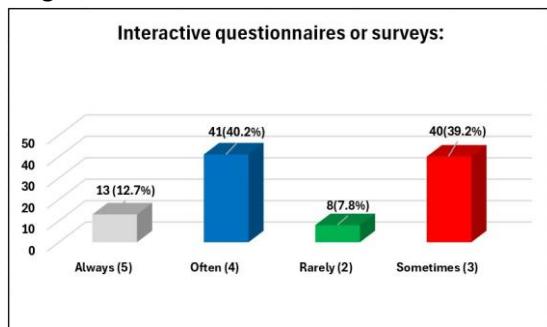
**Figure 8:** Representation of flipped classroom as strategy used by teachers for learning English in different English levels.



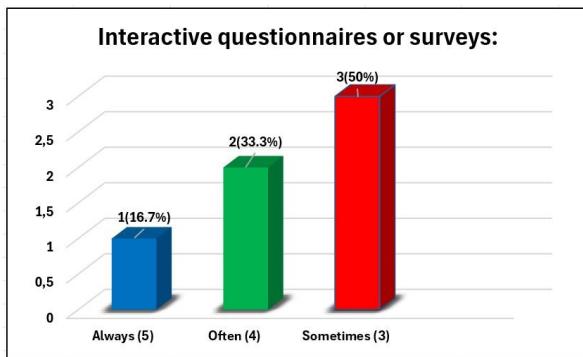
The survey to the students showed that teachers are using flipped classroom, in this case, the 47.1% of the students (48) affirmed that teachers often used the strategy, a 20.6 % of them (21) underlined that teachers always used this strategy, a 30.4 % of the students (31) agreed that teachers sometimes used flipped classroom, and just a 1 % of them (1 student) said that teachers almost never used this strategy. These collected data confirm that Flipped classroom is a widely adopted pedagogical strategy in URACCAN's English Major.

This way, the survey to the teachers demonstrated that the 50% of the teachers (3) often use flipped classroom for teaching in their English classes. In this case, the 33.3 % of them (2) mentioned that they sometimes use flipped classroom, and a 16.7 % of them affirmed that they always used flipped classroom. This information agreed with the one said by the students about the use and adoption of this strategy.

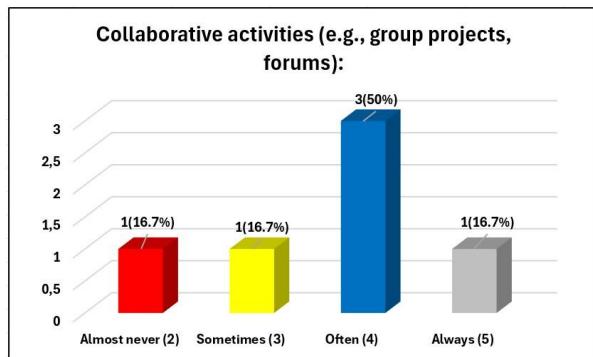
**Figure 9:** students perception regarding to the use of interactive questionnaires in English courses for different levels.



**Figure 11: Use of interactive questionnaires or surveys by teachers in English courses for the English Major.**



**Figure 10: Use of collaborative activities in online platforms by teachers.**



The use of questionnaires or surveys is important to be done in the classroom, Hamel (2013) stated that the questionnaires are essential in the classroom because teachers use them to gather information about what students have learned and what they already know about different topics.

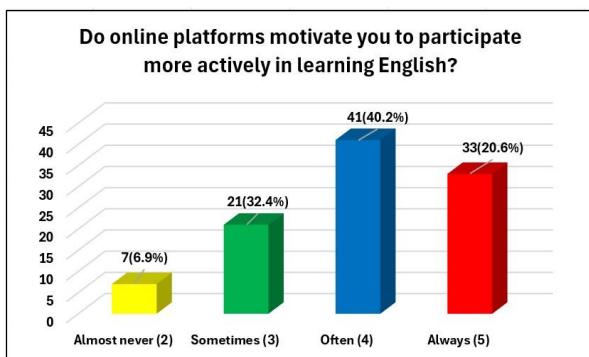
Regarding to the use of Interactive Questionnaires or Surveys, a 40.2 % of students reported that their teachers often use those questionnaires, a 12.7 % of them (13) affirmed that their English teachers always use this kind of strategy, a 39.2 % of the students (40) considered that their teachers sometimes use the strategy, finally, a 7.8 % (8 students) confirmed that their teachers rarely use this strategy.

In the survey to the teachers, a 33.3 % (2 teachers) of them affirmed that they often use interactive questionnaires or surveys, a 50% of them (3) mentioned that they

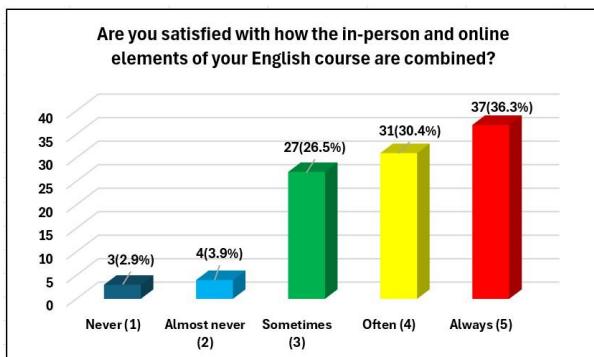
sometimes use those questionnaires, and a 16.7% (1) of them agreed that they always use the questionnaires.

3 of them (50 %) also affirmed that they often use collaborative activities in online courses / platforms, 1 of them (16.7%) said that they sometimes use collaborative activities, 1 of them (16.7) stated that they always use the activities, and just 1 (16.7%) conclude that they almost never use the collaborative activities.

**Figure 13: Perception of motivation when students use online platform to learn English.**



**Figure 12: Students' satisfaction about the relation to the face to face and online elements are combined in the English Courses.**

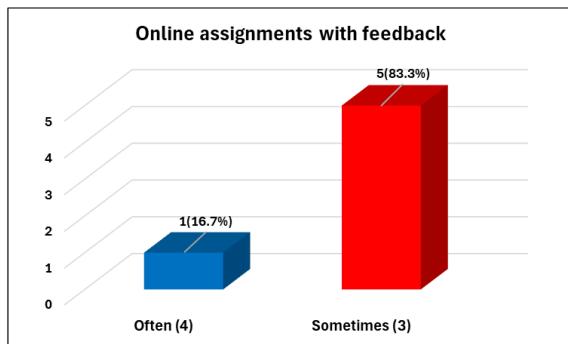


The survey that was conducted to the students demonstrated that the 40.2 % of them (41) often feel motivate to participate actively in learning English when the teachers use different online platforms, the 32.2 % (33 students) of them affirmed that they always feel motivate in online platforms, a 22.6 % (21) of them commented that they sometimes feel motivated and just a 6.9 % (7) stated that they almost never feel

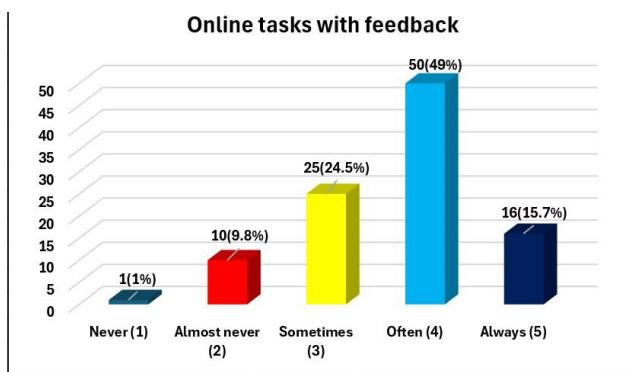
motivated. These results indicate that students take positively the use on online platforms, and by using them the students get motivated to keep learning English.

Related to the satisfaction students have with the combination of the face to face and the online elements, the 36.3 % (37 students) agreed that they are always satisfied with these combined elements, the 30.4 % (31 students) said that they often feel satisfied, the 26.5 % (27 students) affirmed that they sometimes feel motivated, and a 3.9 % (4 students) underlined that they almost never or never feel motivated by the combination of the face to face and online elements.

**Figure 15: Use of online assignments with feedback by teachers in different English online platforms.**



**Figure 14: Students' perception of the use of online tasks with feedback.**

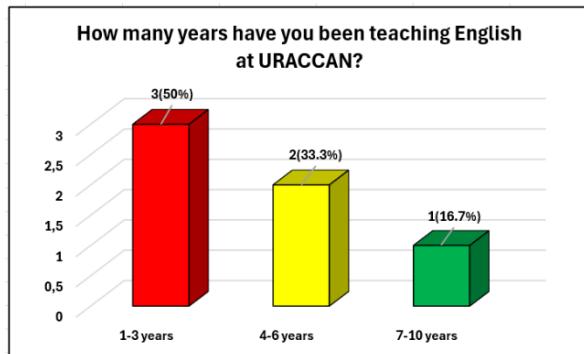


Bridge and Appleyard (2008) expressed that the students prefer the online assessments and feedback in the same way, because they can save time and also some costs. In this case, a 49.0 % (50 students) reported that their English teachers

often assign them online tasks with feedback, the 15.7 % (16 students) expressed that their English teachers always assign them, a 24.5 % (25 students) confirmed that they sometimes receive them, 10 students (9.8%) said that they almost never receive them, and just one student (1.0%) stated that never receives online tasks with feedback.

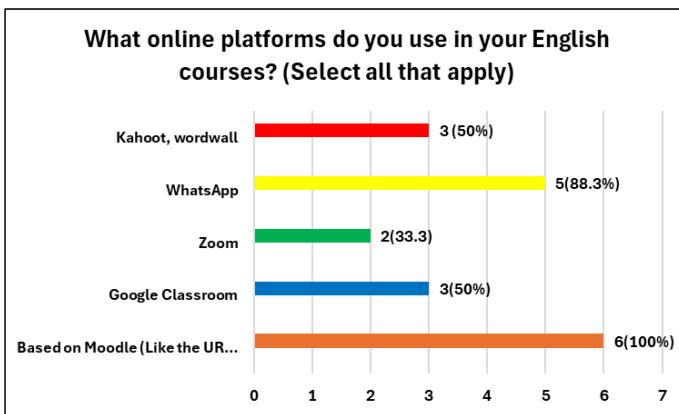
5 of the teachers (83.3%) that were interviewed mentioned that they sometimes use the online assignments with feedback and just 1 (16.7 %) of the teacher agreed that they often use the online assignments with feedback.

**Figure 16:** *Time teachers have been teaching English at URACCAN University, Nueva Guinea CUR*



In relation to the previous information, the teachers were interview about the time they have been teaching in the university, the 50% (3 teachers) indicated that have taught English at URACCAN for 1 to 3 years, the 33.3 % of them (2 teachers) affirmed that they teach at the university for 4 to 6 years, and one of them (16.7%) described that has been teaching English for more than 7 years at the university. Making an analysis, this data suggests that there is a mix of experiences among the teachers in the different English courses and levels.

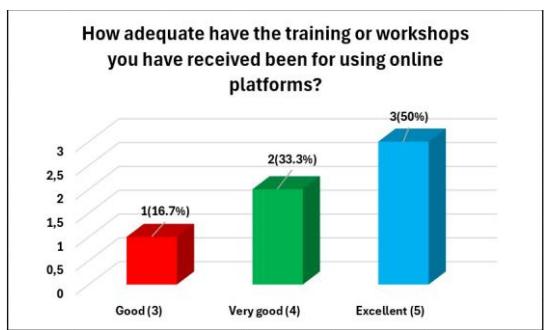
**Figure 17: Most platforms used by teachers in the different English Courses.**



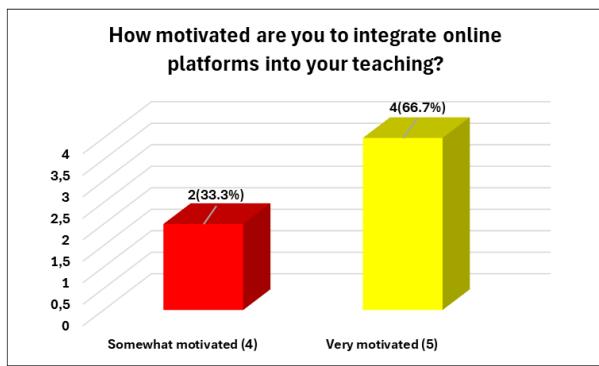
Teachers were also asked about the most common online platforms that are used to teach English and to improve the different skills, most of them comment that they are using the Moodle-based platforms (URACCAN, UALN, etc.), Google Classroom, WhatsApp, Zoom, Kahoot, and Wordwall. The previous information aligns with what information gathered with the interview done to the coordinator of educational technology at URACCAN CUR Nueva Guinea “MSc. Jancy del Rosario Moraga López”, she commented that URACCAN has institutionalized the platform “Moodle” in 2011, because of its friendly and easy to use characteristics, and because it provides a systematic control of the student work.

She also confirmed that English teachers also used other tools inside and outside of the platform such as: H5P and Google Forms, they are linked within Moodle and they enrich the learning experience, but using them can cause some problems to some teachers like lost grades and all the tracking progress of each student because they are out of the institutional platform, and there is no control of that.

**Figure 19: Students' perception of the use of online tasks with feedback.**



**Figure 18: How motivated are English teachers to integrate of online platforms.**



She also explained that the university provides semi- annual training workshops for teachers and students in managing and using the institutional platform. However, the variability in reported usage frequency by students (17.6%) almost never for their teachers, and the teacher survey results (16.7% almost never) for flipped classroom, this suggest that despite training, adoption is not uniform for all teachers. She attributed this to different factors such as the teacher attitude and the workload, they can even have all the conditions to use technology, but there is a lack of positive attitude towards technology.

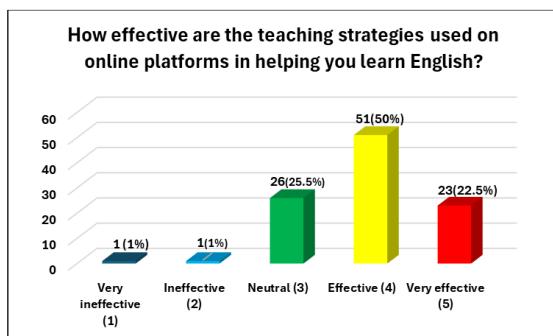
This highlights that even if the resources are available, it does not guarantee an effective adoption, there is needed more disposition and motivation. However, she emphasized that English teachers are the ones who used most the institutional platform, they are high motivated and there is a high positive perception among the English students to use online platforms. The teacher survey also shows that the

66.7% are very motivated to integrate the online platforms in their teaching process, and the 33.3% are somewhat motivated, reinforcing this positive outlook. Furthermore, 50% of the teachers rated the training workshop as excellent, the 30.3 % as very good and just a 16.7% consider that the workshops have been adequate.

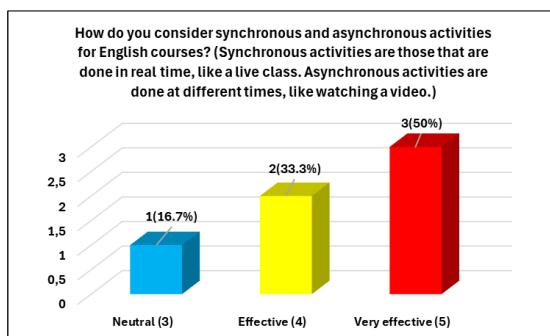
### 6.3. Impact of Online Platforms on academic performance and motivation

In the words of Ngarukiyintwari and Hesbon (2024), the online learning platforms affect positively on the academic performance and motivation of students, because they provide engagements to the students, access to different resources, and an organized environment to learn. However, some challenges arise such as the internet connectivity or the lack of teacher guidance, this can cause limit effectiveness.

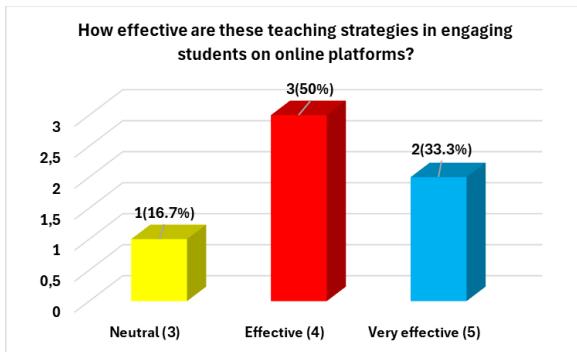
**Figure 21:** Students' opinion about how effective are the teaching strategies used on online platforms to learn English.



**Figure 20:** Teachers' perception about the synchronous and asynchronous activities in the English courses.



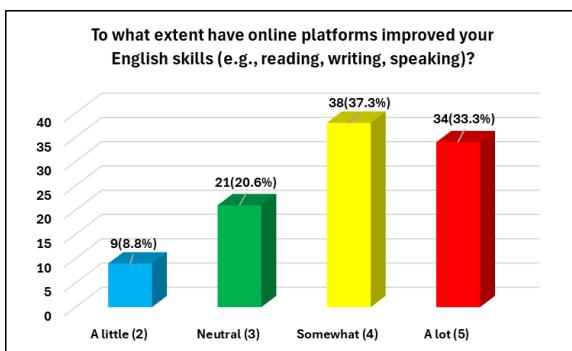
**Figure 22: English teachers' motivation in the integration of online platforms.**



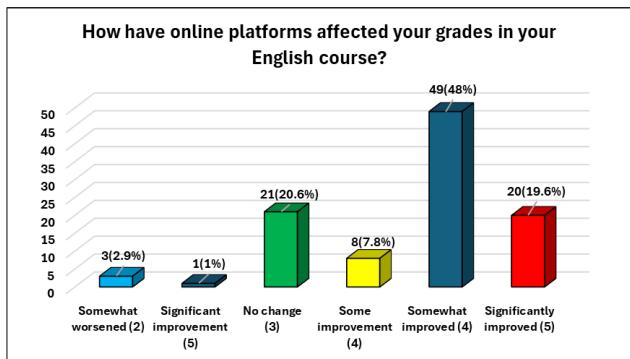
In the students' interview, the results showed that 50 students (50%) consider that the teaching strategies on the different online platforms are effective in helping them to learn English, 23 students (22.5) affirmed them very effective, 26 students (25.5%) considered that they are neutral, and just 2 students (2.0%) consider that those strategies are ineffective or very ineffective.

The teacher survey agreed with the previous information stated by the students, because 3 of the teachers (50%) confirmed that the strategies on the online platforms are effective for learning English, 2 of the teachers (33.3 %) considered that those strategies are very effective, and just 1 of the teachers expressed that those strategies are neutral.

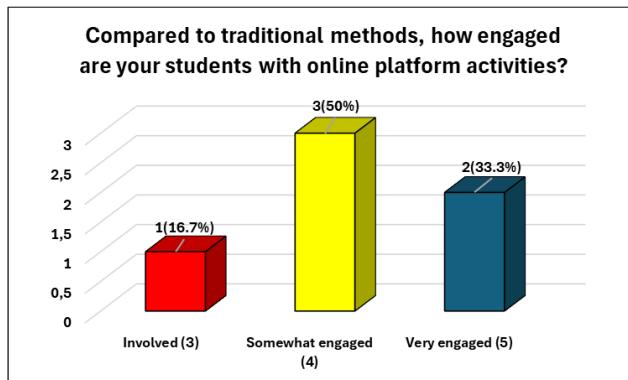
**Figure 23: students' opinion regarding to the online platforms and how they have help them to improve their skills.**



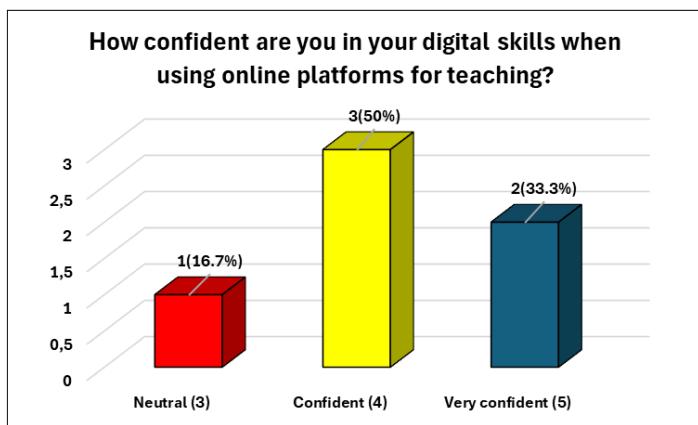
**Figure 26: Students' perceptions about how the online platforms have affected their knowledge and grades.**



**Figure 25: Teachers' perception related to the engagement of their students in the online platform activities.**



**Figure 24: Teachers' opinions about the digital skills they have when working on online platforms for teaching English.**



The survey to the students demonstrated that the 37.3 % (38 students) believe that online platforms have somewhat improve their English skills such as listening, speaking, reading and writing, the 33.3 % of them (34 students) consider a significant improvement, the 20.6 % (21 students) report them as neutral, and the 8.8% (9 students) express that the online platforms have helped them just a little to develop and improve their skills. In general, this indicates a positive impact on the development of the linguistic competences.

Covering the grades of the students, in the students survey, the 48.0 % (49 students) affirmed that they have experience some improvement using the online platforms, the 19.6% (20 students) reported that they have had significant improvements when using them to learn English, the 20.6% (21 students) perceived that they have not had any change, and just the 2.9 % (3 students) exclaimed that the online platforms have worsening their grades.

In relation to the previous information, the teacher survey also indicated that the 50% of the teachers (3 teachers) find teaching strategies on online platforms effective or somewhat effective, and the other 50% (3 teachers) considered that the strategies are very effective. Additionally, the 50% of them (3 teachers) reported that their students are somewhat engaged, the 33.3 % (2 teachers) reported that their students are somewhat engaged, and the 16.6% (1 teacher) affirmed that their students are just involving in doing the tasks on the online platforms.

In the interview to teacher Jancy Moraga, she added that there is a positive impact of the platforms, because in the case of Moodle, it allows teachers to provide accompaniment and also it allows to the students to construct their own learning, she also expressed that use and effectiveness of the platforms by English teachers and students is positive, also English teachers use a lot the platforms, especially the part-time teachers, in conclusion this aligns with the high engagement and perceived improvement in students' skills and grades.

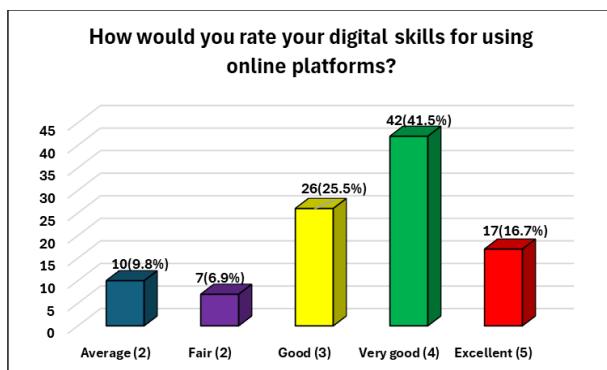
In the interview she also commented that the university is permanently conducting reports every 3 months in order to measure the platform usage by Area of knowledge, which helps to evaluate in an indirect way the impact on performance.

She stated “working on platforms is not to work more, it helps me to do my work”, this idea reinforces that when online platforms are used effectively, they facilitate the teaching and learning process. In the interview to the teachers, it was showed that the 100% (6 teachers) are very confidence or confidence in their digital skills when using online platforms for teaching, which contributes to their effective use and a positive impact on the different students that are on the courses.

#### 6.4. Factors Influencing the Adoption of Online Platforms and Challenges

The surveys and the interview revealed some factors that influence the adoption and the effective use of the online platforms, the same some challenges that must be addressed.

**Figure 27: Students' rate about digital skills on online platforms.**

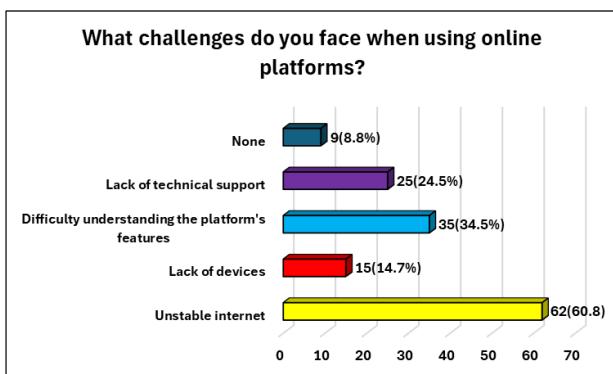


In the survey done with the students, the 41.2% (42 students) rated they digital skills as very good for using almost all online platforms their teachers have used, the 25.5% (26 students) rated them as good, the 16.7% (17 students) consider them as excellent, only the 9.8% (10 students) expressed that they rate their skills as average, and the 6.9 % (7 students) affirmed that they rate their skills as regular. This suggests that most students have a solid foundation of digital skills, which helps them to interact on the different online platforms.

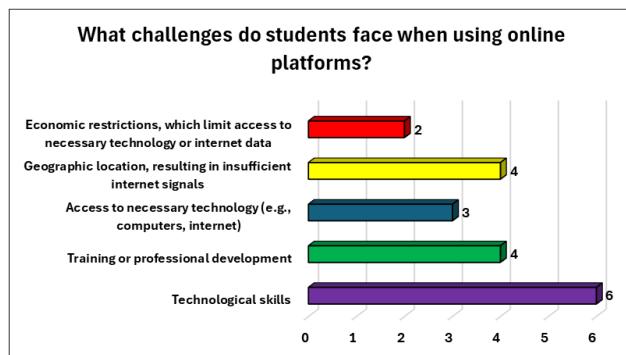
In the interview to the Coordinator of Educational Technology, she mentioned that the students take a class related to the used on online platforms, to acquire and practice the digital skills, this class is “Introducción a la Informática”, they take this

class in the first semester of the first year, but she also commented that she gives workshops to the students when teachers ask for them, and she also provide feedback and help to the students and teachers when they cannot access to the different online platforms.

**Figure 29: Challenges students have when they work on online platforms.**



**Figure 28: Challenges students have when they work on online platforms.**

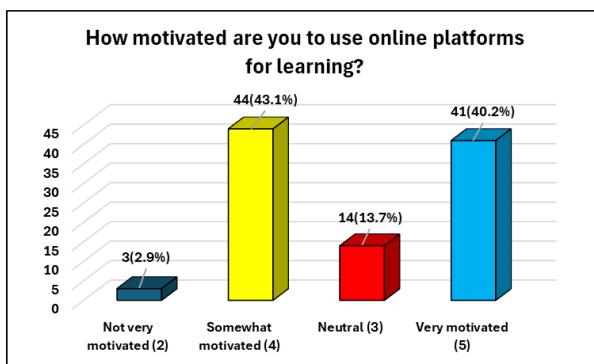


There are many challenges that students face when they work on online platforms, Yeh and Tsai (2022) describe that the students can deal with many problems such as the unstable and limited internet connection, technical problem when they surf to the different online platforms, the lack to access to necessary digital devices, they can also struggle with engagement, motivation, to manage the time, and an absence of social interaction.

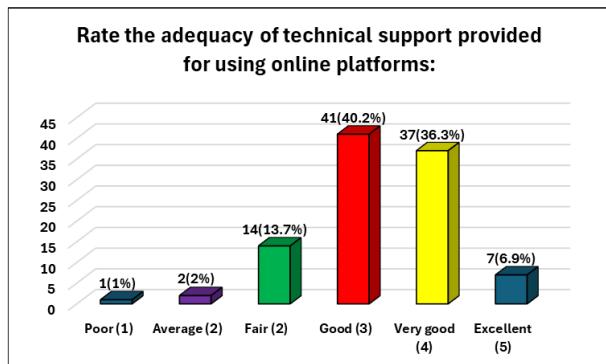
The 28.4 % (29 students) confirmed that the unstable internet connection is the most frequent and critical challenge because this affects directly to the accessibility and the continuity of online learning, the 13.7% (14 students) considered that they have

difficulties understanding the platform's functions, despite there is a general perception of ease use of the platforms, some students still face barriers in understanding the platform's functionalities, the 7.8 % (8 students) consider that there is a lack of technical support, even there is someone in charge of providing feedback, for some students this is a problem, finally, just a 2.0 % (2 students) described that there is a lack of devices for working on online platforms. The combination of all the challenges indicates that there is complexity of barriers that students faced when they work on online platforms.

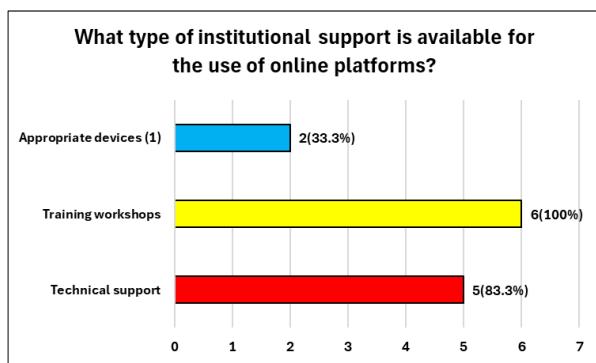
**Figure 30: Level of students 'motivation when they work on online courses**



**Figure 31: Students' rate of the technical support provided by University.**



**Figure 32: Teachers' opinion about the support that the university gives them.**



If students are motivated on learning on online platforms is good for teachers, because this facilitate the learning on students, in the survey to the students, the 43.1% (44 students) of them considered that they feel somewhat motivated to use online platforms for learning English on online platforms, the 40.2% (41 students) of them feel very motivated, the 13.7% (14 students) feel neutral and the 2.9% (3 students) feel a little motivated, teacher have to increase motivation on students because it plays an important role on blended learning environments.

The students also were asked about the technical support they have when working on online platforms, the survey to them demonstrated that the 40.2 % (37 students) have rated the technical supported that is provided to them as good, the 36.3% (37 students) rated it as very good, 13.7 % (14 students) considered it as regular, the 2.0% (2 students) considered it as average, and just 1.0% (1 students) claimed that it is poor.

In the same topic, the teacher survey demonstrated that the university provides different king of support, the 50.0% of the teachers (3 teachers) affirms that the university provides technical support and also training workshops for online platforms, the 33.3% (2 teachers) affirmed that the university gives them technical support, training workshops and appropriated devices for the different online platforms, and just the 16.6% (1 teacher) commented that the university just provides training workshops.

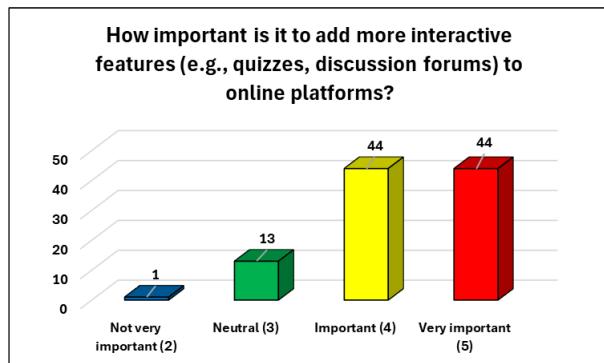
The interview to professor Moraga reinforces the importance to take to these challenges, she mentioned that the most significant challenges on teachers are the time and the access to technological infrastructure such as data or equipment, which directly correspond to the internet instability and the lack of devices reported by the students, the teacher survey reflected this where they mentioned (66.6%) that the unstable internet is a significant or a very significant challenge for students, the same for lacking digital skills, and the limited access to devices.

Professor Jancy also emphasized that the attitude on teachers and students plays an important role on the use of online platforms because even if the students have the devices, they are more interested on social media than in educational uses. The same happen with the teachers, they can have all necessary conditions, but they don't have positive attitude towards technologies. This point is very important because it suggests that even if teachers and students could have all the resources to work on online platforms, it does not guarantee the effective adoption and use, therefore she mentioned that teachers must work on themselves and on their students, to motivate them in using the technological tools for educational purposes. Nevertheless, she described that the English teachers are the ones who are using more the online platform, they always high motivated and their students have a positive perception regarding to use online platform for learning English.

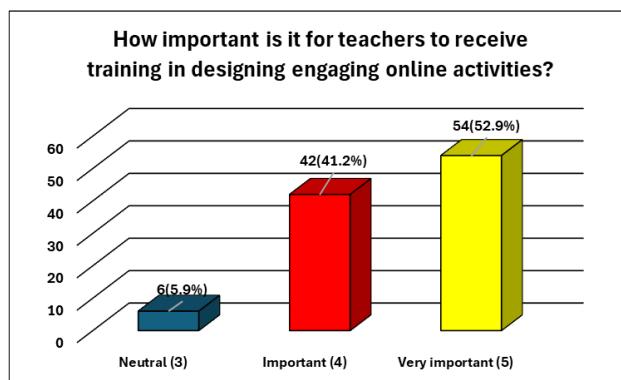
## **6.5. Methodological Strategies for Optimal Use of the Virtual Platform and Necessary Improvements**

The surveys and the interview offer insights regarding to the most effective strategies and all the necessities improvement to optimize the use of the online platforms.

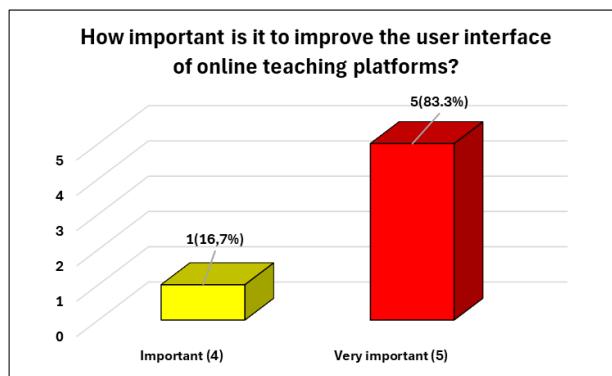
**Figure 35: Students' opinion about the necessity to add more features to the online platforms for teaching English.**



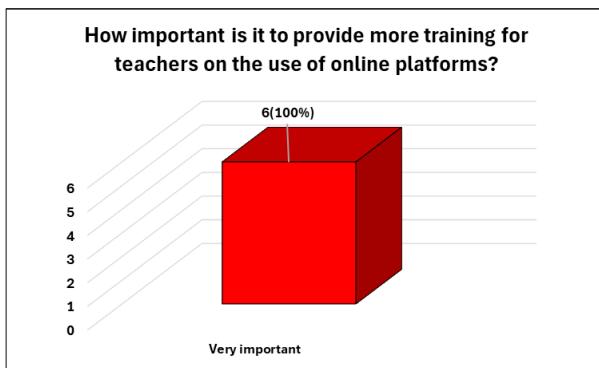
**Figure 34: Students' perception about taking more training workshops for designing online strategies for teachers.**



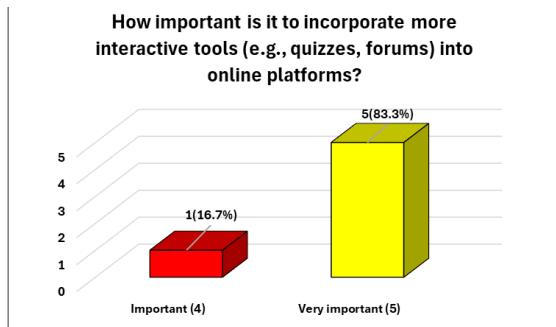
**Figure 33: The importance of improve the use interface on online teaching platforms according to the teachers.**



**Figure 37: Importance of providing more training to the teacher in using the online platforms.**



**Figure 36: Teachers' opinion in order to add more interactive tools to the online**



In the survey to the students, it was demonstrated that it is important to include more interactive features because the 43.1% (44 students) considered that it is important to add those interactive features, the 43.1% (44 students) described as very important to add them, the 12.8% (13 students) affirmed that it is neutral, and just the 1.0 %(1 student) expressed that to add those features is unimportant, this conclude a big demand for a more dynamic and participatory learning processes.

In this way, the students also commented that teacher must be taking training often. The 52.9 & (54 students) confirmed that it is very important for teachers to take training in designing affective online activities, the 36.3 % (37 students) considered that is important that teachers take them, and the 10.8% (11 students) expressed that it is neutral if teachers take them or not. This information suggests that students noticed that teachers must prepare themselves for teaching on online platforms, to give better lessons and to help and motivate students.

The survey to the teachers also demonstrated that teacher wants more interactive tools and training, the 83.3% of them (5 teachers) rated the incorporation of interactive tools as very important, and the 16.7% (1 teacher) rated it as important. The same way, the 100% of the teachers (6 teachers) rated that providing more training for teachers on online platforms as very important, this information aligns impeccably with the students' perception for more interactive features and better design of activities. Professor Jancy also emphasized the importance to continue giving workshops to the students and teacher, and to make the platforms more interactive. She mentioned that the latest version of the Moodle is more interactive and more dynamic than the previous versions, she also commented that the university is exploring the way of how to integrate the artificial intelligence to further enhance the learning and teaching experience, finally, she added that she provides individual and group trainings to teachers and students to foster a positive and effective blended learning environment.

## VII. CONCLUSIONS

The quantitative research about the effectiveness of online platforms and instructional strategies in Blended Learning environments for second-year English Language Teaching students at URACCAN University, based on the analysis of data collected from 102 students and 6 English teachers through surveys and interviews during the first semester of 2025 leads to the following conclusions:

The study revealed that various Blended Learning instructional strategies have been successfully implemented through online platforms at URACCAN university, the study showed that the flipped classroom strategy is the most frequently used, the 47.1% of the students (48) affirmed that teachers often used the flipped classroom strategy, a 20.6 % of them (21) underlined that teachers always used this strategy in other words 67.7% of students report a regular implementation by their teachers. Interactive quizzes, collaborative activities, and online feedback mechanisms were also widely used through platforms such as Moodle, Google Classroom, Zoom, and interactive tools like Kahoot and H5P, these findings demonstrate that teachers have adapted their pedagogical methodology to integrate both synchronous and asynchronous learning activities effectively.

The research also showed a significant and positive impact of online platforms on students' academic performance and engagement levels, approximately 70.6%, because the 37.3 % (38 students) believe that online platforms have somewhat improve their English skills and the 33.3 % of them (34 students) consider a significant improvement, the same way a 68% noted enhancements in their overall academic grades. Furthermore, 72.4% of students expressed increased motivation to participate in learning activities when using online platforms, through this analysis it can be seen that the combination of face-to-face instruction with digital tools have provided students with a greater flexibility and personalized learning experiences, while contributing to higher satisfaction levels compared to traditional teaching methods.

In the other hand about the factors Influencing Platform Adoption and Utilization, there were found several key factors that help to get a successful platform adoption

and usage, because 67% of students rated their digital competencies as good to excellent, however, internet connectivity remained a significant challenge, this because only 14.7% of students enjoyed excellent internet access, and 28.4% identified poor connectivity as the primary barrier to effective platform use. Teacher confidence in digital skills was generally high with an 83.3% of educators expressing confidence in their technological abilities. The study also highlighted that it is important a technical support availability and institutional training programs for teachers and students that facilitates a successful implementation.

The research confirms that Blended Learning model represents an effective educational approach for English language instruction at the university level, mostly when it is analyzed the education context, in this sense the students demonstrated improved learning outcomes, like enhanced engagement and a greater satisfaction when compared to traditional face-to-face methods. The effectiveness of the Blended Learning was particularly clear to accommodate diverse learning styles and provide students with opportunities for autonomous learning, while maintaining the benefits of direct teacher interaction and peer collaboration.

The research identified that the Blended Learning strategies that can be implemented through online platforms are flipped classroom, interactive assessments, collaborative projects, and multimedia content delivery, these strategies are effective and can be applied through different digital platforms.

In relation to the Blended learning strategies that can be applied the findings demonstrate that when properly implemented with adequate support, these strategies significantly improve academic performance, this supported with over 70% of students that reported enhanced learning outcomes.

The study also identified the main advantages of using these strategies, they include increased flexibility, improved engagement, and personalized learning experience, in contrast the main disadvantages center around connectivity issues, varying levels of digital literacy and the need for continuous technical support.

## **VIII. RECOMMENDATIONS**

Based on the findings of this research, the following recommendations are proposed to enhance the implementation and effectiveness of online platforms and instructional strategies in Blended Learning environments:

### **FOR URACCAN**

- Run a festival each semester where teachers show one online strategy focused on the Blended Learning approach.
- The syllabus should require the inclusion of assignments performed on online platforms or social media as part of the blended learning integration
- Conduct workshops to train teachers on using interactive tools, transforming the cellphone into a didactic tool for students.
- Carry out short surveys every semester with students and teachers focused on the use of integrated platforms, social media, and other digital tools in the study process.
- Support teachers in accessing paid online tools such as Canva, Teachers Pay Teachers, Scribe, and others to enhance their instructional resources.
- Provide funding for teachers to attend digital education conferences and run small research projects on Blended Learning.

### **FOR TEACHERS**

- Explore and adopt innovative strategies to effectively implement blended learning, aiming to enhance student engagement and improve the overall learning process. For instance: replace one written homework with a 1-minute WhatsApp voice note.
- Use teaching methods that incorporate smartphones as educational tools to support learning rather than distract students.
- Use WhatsApp or Telegram for quick reminders where the network is bad.
- Open a free Padlet or Trello board once a month for students to upload pictures or report issues; these applications are ideal for this purpose.

## FOR STUDENTS

- Use TikTok for self-study by creating a study only account and following only English-teaching videos, the algorithm will keep feeding you micro lessons on vocabulary, pronunciation and grammar.
- Download weekly PDFs, videos or any other virtual material on campus Wi-Fi, save them to an offline Drive folder, and review them to help you improve your English at home without using data, so poor connectivity never breaks your study streak.
- Use your phone mainly to learn, not to procrastinate by keeping only study apps like Moodle, Quizizz, Duolingo, anki, dictionaries on the home screen, etc.
- Set a 25-minute focus timer to practice English instead of endless scrolling.

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## X. APPENDIX

### 10.1. Instruments to be applied in research

#### 10.1.1. Guía para la Validación de Instrumentos a través de Juicio de Expertos

Estimadas/os expertos,

Somos estudiantes de la Maestría en Docencia Universitaria de URACCAN CUR Nueva Guinea y actualmente desarrollamos nuestra tesis titulada: "**Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025.**"

A continuación, le presentamos una lista de aspectos organizados en dimensiones y alineados con los objetivos específicos de la investigación. Le solicitamos que indique con una (X) en la casilla correspondiente el grado de importancia de cada aspecto para validar los instrumentos de recolección de datos (entrevistas, encuestas y guía de observación). Además, si identifica la necesidad de incluir otros ítems o ajustes, le agradeceríamos que los especifique en las secciones finales.

Agradecemos su tiempo y valiosas contribuciones.

#### Ítem/Dimensión y Nivel de Importancia

Ítem/Dimensión	Muy Importante	Importante	Nada Importante
<b>Objetivo 1: Describir las estrategias de instrucción de aprendizaje combinado implementadas en la plataforma en línea.</b>			
1. Tipos de estrategias instruccionales de Blended Learning implementadas en plataformas en línea. (como Flipped Classroom, Collaborative Learning			

Activities, Team Based Learning (TBL), Project based learning, gamification and Interactive Exercises and Personalized and Self-Paced Learning.			
2. Uso de actividades interactivas en las plataformas en línea como foros, cuestionarios, videos.			
3. Incorporación de actividades colaborativas en entornos virtuales, como discusiones en foros, proyectos grupales, y debates.			
4. Métodos de evaluación utilizados en las plataformas virtuales como exámenes y tareas.			
5. Mecanismos de retroalimentación proporcionados a través de plataformas.			
<b>Objetivo 2: Analizar el impacto del uso de plataformas en línea en el desempeño académico de los estudiantes universitarios en un entorno de aprendizaje combinado.</b>			
6. Relación entre el uso de las plataformas virtuales con las calificaciones de los estudiantes.			
7. Efecto del Blended Learning en el desarrollo de las habilidades lingüísticas del idioma inglés.			
8. Nivel de participación de cada uno de los estudiantes en las actividades en las plataformas en línea y su			

correlación con el rendimiento académico.			
9. percepción de los estudiantes sobre el impacto de las plataformas en línea sobre su aprendizaje.			
10. comparación entre el rendimiento académico del Blended Learning con métodos tradicionales.			
<b>Objetivo 3: Identificar los factores que influyen en la adopción y uso de plataformas en línea por parte de los docentes y estudiantes en el contexto del aprendizaje combinado.</b>			
11. Acceso a dispositivos tecnológicos como un factor en la adopción de las plataformas en línea.			
12. competencias en tecnología y uso de plataformas digitales por docentes y estudiantes.			
13. Motivación de parte de los docentes para la integración de las plataformas en línea en los procesos de aprendizaje.			
14. Percepción de los estudiantes sobre la facilidad de usos de las diferentes plataformas en línea.			
15. barreras instituciones para la adopción de las diferentes plataformas en línea como capacitaciones y soporte técnico.			

<b>Objetivo 4: Proponer recomendaciones para la optimización del uso de plataformas en línea y estrategias instruccionales en el aprendizaje combinado en educación superior.</b>			
16. Integración de herramientas específicas en el uso de Blended Learning como Moodle, Google Classroom, Canvas, Coursera, Linkedin y otros.			
17. Capacitación para docentes con el fin de diseñar estrategias efectivas para en plataformas en línea.			
18. Propuestas para el mejoramiento de la interacción entre de estudiantes y docentes en entornos virtuales.			
19. Estrategias para aumentar la participación estudiantil en las plataformas en línea.			
20. Recomendaciones para superar las barreras tecnológicas, como la conectividad y el acceso a dispositivos.			
<b>Aspectos Generales</b>			
21. Claridad de las preguntas o ítems en los instrumentos para los participantes.			
22. Relevancia de los instrumentos para medir el rendimiento académico.			

23. Adecuación de los instrumentos al contexto de URACCAN Nueva Guinea.			
24. Facilidad de aplicación de los instrumentos en el entorno del estudio.			

**Sugerencias de Mejora a la Redacción**

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**Propuesta de Ítems a Agregar**

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## 10.2. Survey for the students



# UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

## Survey to the students

As students of the master's degree in University Teaching at URACCAN University, we are carrying out our research title: "Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025", this survey aims to understand your experience with online platforms in blended learning for your English courses. Please select the option that best represents your response. Your answers are anonymous and will be used solely for research purposes. The survey will take approximately 10-15 minutes to complete.

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### SECTION A: Demographic Information.

**Kindly fill in your self-information by ticking in the appropriate boxes.**

**a) Gender:**

Male  Female

**b) Age:**

18-20  21-23  24 or older

**c) Do you have regular access to a smartphone, computer, or tablet for academic purposes?**

Yes  No

**d) How would you rate the quality of your internet access?**

Excellent (5)  Very Good (4)  Good (3)  Fair (2)  Poor (1)

### SECTION B: Blended Learning Instructional Strategies

**1. How frequently do your teachers use the following instructional strategies on online platforms?**

a. Flipped classroom (e.g., watching videos before class):

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

b. Do you think asynchronous activities allow you better time organization for your English learning.

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

c. Interactive quizzes or polls:

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

d. What benefit do you think Blended Learning provides the most to your English training: flexibility, diverse resources, or interaction?

Flexibility (5)  diverse resources (4)  interaction (3)  All of the above

e. Collaborative activities (e.g., group discussions, forums):

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

f. Do online platforms motivate you to be more actively involved in learning English?

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

g. Online assignments with feedback:

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

h. Are you satisfied with how face-to-face and online elements are combined in your English course?

Always (5)  Often (4)  Sometimes (3)  Rarely (2)   
Never (1)

**2. How effective are the instructional strategies used on online platforms in helping you learn English?**

Very effective (5)  Effective (4)  Neutral (3)  Ineffective (2)  Very ineffective (1)

**3. Which instructional strategy on the online platform do you find most helpful?**  
(Select one)

Flipped classroom  Interactive quizzes/polls  Collaborative activities   
Online assignments  Other: \_\_\_\_\_

**SECTION C: Impact on Academic Performance**

**8. How frequently do your English teachers use online platforms (e.g., Moodle, Google Classroom) in your classes?**

Daily (5)  2-3 times per week (4)  Once a week (3)  Rarely (2)   
Never (1)

**9. To what extent have online platforms improved your English skills (e.g., reading, writing, speaking)?**

Very much (5)  Somewhat (4)  Neutral (3)  Slightly (2)  Not at all (1)

**10. Do you use authentic materials (e.g., news, podcasts) outside the platform to learn English?**

Very much (5)  Somewhat (4)  Neutral (3)  Slightly (2)  Not at all (1)

**11. How have online platforms affected your grades in the English course?**

Significantly improved (5)  Slightly improved (4)  No change (3)   
Slightly worsened (2)  Significantly worsened (1)

12. How engaged do you feel when completing tasks on online platforms?

Very engaged (5)  Somewhat engaged (4)  Neutral (3)  Somewhat disengaged (2)  Very disengaged (1)

13. Rate the overall impact of online platforms on your academic performance:

Very positive (5)  Positive (4)  Neutral (3)  Negative (2)  Very negative (1)

#### **SECTION D: Factors Influencing Platform Adoption**

13. How easy is it to navigate and use the online platforms?

Very easy (5)  Easy (4)  Neutral (3)  Difficult (2)  Very difficult (1)

14. How would you rate your digital skills for using online platforms?

Excellent (5)  Very good (4)  Good (3)  Fair (2)  Poor (1)

15. Which of the following challenges do you face when using online platforms?  
(Select all that apply)

Unreliable internet (1)  Lack of devices (1)  Difficulty understanding platform features (1)  Lack of technical support (1)  None (0)

*Scoring: 1 point per challenge selected, 0 for none*

16. How motivated are you to use online platforms for learning?

Very motivated (5)  Somewhat motivated (4)  Neutral (3)  Somewhat unmotivated (2)  Not motivated (1)

17. Rate the adequacy of technical support provided for using online platforms:

Excellent (5)  Very good (4)  Good (3)  Fair (2)  Poor (1)

#### **SECTION E: Recommendations for Improvement**

18. How important is it to add more interactive features (e.g., quizzes, discussion forums) to the online platforms?

Very important (5)  Important (4)  Neutral (3)  Slightly important (2)  
 Not important (1)

19. How important is it for teachers to receive training on designing engaging online activities?

- Very important (5)  Important (4)  Neutral (3)  Slightly important (2)
- Not important (1)

20. How important is it to improve internet access for students using online platforms?

- Very important (5)  Important (4)  Neutral (3)  Slightly important (2)
- Not important (1)

21. How important is it to simplify the platform interface for easier use?

- Very important (5)  Important (4)  Neutral (3)  Slightly important (2)
- Not important (1)

22. What is the most critical improvement needed for online platforms? (Select one)

- Better user interface  More interactive content  Improved technical support  Enhanced internet access  Other: \_\_\_\_\_

**Thank you for your participation!**

### 10.3. Survey for teachers



## UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

### Teacher Survey

As students of the master's degree in University Teaching at URACCAN University, we are carrying out our research title: "Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025". Dear teacher, this questionnaire aims to gather your perspectives on using online platforms in blended learning for English courses at URACCAN. Please select the option that best represents your response. Your answers are confidential and will be used solely for research purposes. The questionnaire will take approximately 10-15 minutes to complete.

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*Note: Online platforms refer to digital learning environments such as Moodle, WhatsApp, Google Classroom, Zoom, Kahoot, Quizizz, Duolingo and others.*

#### Part 1: Background Information

1. How many years have you been teaching English at URACCAN?  
 Less than 1 year  1-3 years  4-6 years  7 or more years
2. Which online platforms do you use in your English courses? (Select all that apply)  
 Moodle  Google Classroom  Zoom  WhatsApp  Other:

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*Scoring: 1 point per platform selected*

#### Part 2: Blended Learning Instructional Strategies.

3. How frequently do you use the following instructional strategies on online platforms?

a. Flipped classroom (e.g., assigning videos for pre-class preparation):  
 Always (5)  Often (4)  Sometimes (3)  Rarely (2)  Never (1)

b. Interactive quizzes or polls:  
 Always (5)  Often (4)  Sometimes (3)  Rarely (2)  Never (1)

c. Collaborative activities (e.g., group projects, forums):  
 Always (5)  Often (4)  Sometimes (3)  Rarely (2)  Never (1)

d. Online assignments with feedback:  
4.  Always (5)  Often (4)  Sometimes (3)  Rarely (2)  Never (1)

5. How do you balance synchronous and asynchronous activities in your English course?  
 Very effective (5)  Effective (4)  Neutral (3)  Ineffective (2)  Very ineffective (1)

6. How effective are these instructional strategies in engaging students on online platforms?  
 Very effective (5)  Effective (4)  Neutral (3)  Ineffective (2)  Very ineffective (1)

7. Which instructional strategy do you use most frequently on online platforms?  
(Select one)

Flipped classroom  Interactive quizzes/polls  Collaborative activities  Online assignments  Other: \_\_\_\_\_

8. What benefit do you consider most relevant of Blended Learning for English teaching: promoting student autonomy , diversifying resources , or facilitating feedback ?

9. Do online platforms help you personalize the learning experience for your English students more?

Yes  No  How: \_\_\_\_\_

(Note: "Other" responses can be coded quantitatively by grouping similar answers)

### Part 3: Factors Influencing Platform Adoption

6. How confident are you in your digital skills for using online platforms in teaching?

Very confident (5)  Confident (4)  Neutral (3)  Somewhat confident (2)  Not confident (1)

7. How adequate is the training you have received for using online platforms?

Excellent (5)  Very good (4)  Good (3)  Fair (2)  Poor (1)

8. How motivated are you to integrate online platforms into your teaching?

Very motivated (5)  Somewhat motivated (4)  Neutral (3)  Somewhat unmotivated (2)  Not motivated (1)

9. What institutional support is available for using online platforms? (Select all that apply)

Technical support (1)  Training workshops (1)  Reliable internet (1)  
 Adequate devices (1)  None (0)

*Scoring: 1 point per support type, 0 for none*

10. I face significant challenges when using online platforms.

Strongly Disagree  | Disagree  | Neutral  | Agree  | Strongly Agree

11. Do you include authentic materials on the platform for your English classes?

Yes  No , Which one: \_\_\_\_\_

12. I have noticed that students face difficulties in accessing the online platforms.

Strongly Disagree  | Disagree  | Neutral  | Agree  | Strongly Agree

13. The difficulties students face is due to a lack of:

*(you can mark more than one)*

- Technological skills
- Training or professional development
- Access to necessary technology (e.g., computers, internet)
- Geographical location, resulting in insufficient internet signals.

- Economic constraints, limiting their access to necessary technology or internet data

Other: \_\_\_\_\_

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14. How significant are the following challenges for your students when using online platforms?

- a. Unreliable internet:  Very significant (5)  Significant (4)  Neutral (3)  Minor (2)  Not significant (1)
- b. Lack of digital skills:  Very significant (5)  Significant (4)  Neutral (3)  Minor (2)  Not significant (1)
- c. Limited access to devices:  Very significant (5)  Significant (4)  Neutral (3)  Minor (2)  Not significant (1)

15. Compared to traditional methods, how engaged are your students with online platform activities?

Much more engaged (5)  Slightly more engaged (4)  Equally engaged (3)  Slightly less engaged (2)  Much less engaged (1)

#### **Part 4: Recommendations for Improvement**

12. How important is it to improve the user interface of online platforms for teaching?

Very important (5)  Important (4)  Neutral (3)  Slightly important (2)  Not important (1)

13. How important is it to provide more training for teachers on using online platforms?

Very important (5)  Important (4)  Neutral (3)  Slightly important (2)  Not important (1)

14. How important is it to incorporate more interactive tools (e.g., quizzes, forums) into online platforms?

Very important (5)  Important (4)  Neutral (3)  Slightly important (2)  Not important (1)

15. How important is it to enhance technical support for platform users?

Very important (5)  Important (4)  Neutral (3)  Slightly important (2)  Not important (1)

16. What is the most critical improvement needed for online platforms? (Select one)

Enhanced training  Better technical support  Improved platform features  Reliable internet access  Other: \_\_\_\_\_

**Thank you for your participation!**

#### 10.4. Interview Guide for Administrators of the Online Platform



## UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

### Interview Guide for Administrators of the Online Platform

**Introduction:** Thank you for participating in our research titled "Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025." Your insights as an administrator are crucial for understanding the factors influencing the adoption and effectiveness of online platforms in blended learning environments.

1. What online platforms for Blended Learning purposes do you think professors from URACCAN university implement in their classes?
2. What training programs or workshops are available for teachers and students to effectively use online platforms, and how often are they given?
3. How is the balance between synchronous and asynchronous activities ensured in the English Blended Learning courses?
4. What are the most significant technological challenges faced by teachers and students when using the online platforms?
5. Has the satisfaction of students and teachers with Blended Learning in English been measured?
6. What technological tools are being integrated into the assessment of English courses?
7. Do the current platforms allow English teachers to personalize learning? How?

8. According to your monitoring experience, how do you assess the level of use and effectiveness of the online platforms by teachers and students of the Bachelor's Degree in English Language Teaching?
9. Are there any metrics or indicators used to measure the impact of these platforms on student performance?
10. Can you mention the online platforms provided by the university in order to create a Blended Learning environment?
11. How does URACCAN currently support teachers and students in using online platforms effectively?
12. Are there dedicated technical support teams available, and what is their availability?
13. What strategies or best practices could be implemented to optimize the use of online platforms for Blended Learning?
14. How do you envision the role of online platforms evolving in the future?
15. Are there any emerging technologies or trends that you believe will impact blended learning at URACCAN?
16. What improvements can be done on the online platforms in order to make them easier to use for blended learning?
17. How could URACCAN improve the technological support for teachers and students using online platforms?

**10.5. Manual to optimize the Blended Learning Strategies in English Language Teaching at URACCAN University, CUR Nueva Guinea.**

This manual is a practical tool that was designed based on the findings of this study ***“Online Platforms and Instructional Strategies: Effectiveness on Blended Learning for English Students, URACCAN 2025”***.

Some of the main findings demonstrated that the implementation of Blended Learning strategies improves that academic performance, the participation levels and the learning satisfaction on students. In this way, there are some factors that may affect this implementation, in which it is pointed out the internet connectivity and further training in the design of online activities that can work effectively to improve students 'skills, and also to increase motivation.

This manual will provide teachers proven strategies and practical examples that are adapted to the context of URACCAN University, Nueva Guinea CUR regarding to the effective integration of online platforms for teaching English.

### **I. From theory to practice of Instructional Strategies**

The success of Blended Learning does not fall on the online platforms, but on the different strategies that are implemented within in. The following strategies are the most relevant ones that were observed and described in this study:

#### **1. Flipped Classroom**

This was the most common strategy that the students and teacher have reported.

**Definition:** the students spend time at home / or in free time watching videos, reading books, pdf, or listening to the different audios about a class, and when the time to go to the classroom to a face-to-face interaction is for practicing, for resolving doubts and for collaborative learning.

### **Online platforms and practical examples:**

The first and most common platform is the **Institutional platform base on Moodle**; a practical example here is to upload a pdf of 5 to 10 pages (depending on the level) and a video from 5 minutes to 10 minutes in dependence of the level of the students, in the video in can be embed the **H5P** tool to add interactive questions within the video in order to check immediately the understanding about the video.

In the study, there was presented that some of the students have problem when they try to connect to the different online platforms. In this case, it is recommended to use **WhatsApp** when there is a lower connectivity of internet. A practical example is to record a 2-minutes voice where it is explained the key grammar concept of the day, then, the students will be asked to respond with a lest 30 seconds a voice note where they will also an example.

When working on the platform, the teachers should recommend to the students to use the campus Wi-Fi to download all the material of the online platforms that will be used for next class, this can be done when the class is done, or at the beginning of the week.

## **2. Collaborative Activities**

To learn a language is better to learning in a social environment. In this way the technological tools may foster collaboration and they must allow to avoid the isolation.

**Definition:** the collaborative activities are the tasks that are designed to in order to make the students to build their knowledge together, to discussing the meaning and to depend on each other for success.

### **Online platforms and practical examples:**

The most common platform is the **Institutional platform base on Moodle**; a practical example here is to create a **Forum**, and to assign a role to each student, for example; one student will be a tourist, another will be a local guide, in this case they will plan an itinerary in the forum in order to practice writing and also collaboration.

On the platform, teacher should create a **Glossary**, this must be collaborative, and each student should add two new terms with their definition, they have to add an example and also an image that represent each term.

The second platform is **Padlet/ Trello**, here teachers can have **virtual brainstorming** session with their students. Here it can be asked to the students to post their **questions about the topic**, this can be done even anonymously, when they are in a face-to-face session, the teachers can project the platform and to answer/ clarify the questions.

The last platform is **Google Docs**, the students can write simultaneously **writing projects**, teacher can view the contribution of each one and also it can be leave some comments in real time.

### **3. Interactive Assessment and Effective Feedback.**

The assessments are not done for obtaining a grade, but for learning. The results of the study demonstrated that teachers often assign online tasks with feedback.

**Definition:** the use of digital tools to create formative assessment to motivate the students and to deliver feedback more quickly and also to provide it in a personalized way.

#### **Online platforms and practical examples:**

In the study, it was pointed out that that teachers use Kahoot, Wordwall and Quizizz to gamify the classes, to present vocabulary and to make a review of grammar. Generally, the use of these platforms varies from 5 to 10 minutes. These games boost energy and increase motivation.

- **Moodle:** generally, teachers write long paragraphs when correcting an essay, instead that, Moodle allows teacher to record audios feedback, this permits a more personal and effective feedback on pronunciation or intonation.
- **WhatsApp:** teachers can replace the written exam with WhatsApp voice note, this is a practical recommendation that was highlighted on the study. The students can send some audios recording, summarizing or giving opinion about a specific topic. Teachers can respond with another audio recording, this can allow students to practice Listening and Speaking Skills.

## **II. Smartphones in the classroom**

The research pointed out that the 88.2% of the students have a Cellphone, a computer or a tablet that they use for academic purposes. However, the Coordinator of educational technology affirmed that the use of cellphone is a big problem that teachers are facing in most of the classroom in the CUR. In this way, teachers need to innovate and to transform the smartphones into a learning tool, for this, there need to be done the following things:

- **Establish clear rules**, for example: teachers can say that smartphones will be used in the classroom for Kahoot, the online dictionary and for recording and practices audios.
- **Model usage**. Teachers need to be model for their students, for this, teachers need to suggest some apps they have used for learning and practicing English. For example, teachers should recommend to follow TikTok accounts that teach about the language, to use 10 minutes per day Duolingo app for practice their English.

### **III. Teachers continuous training**

An important finding of this study was the demand for more training, the 100 % of the teachers mentioned, also most of the student affirmed that teachers must be taking different courses to be more creative when working online. For this, there must be followed these recommendations:

- The responsible of Educational Technology confirmed that the University provided a workshop every semester, teacher must be motivated to take those workshops, because in each of them, new things are being taught, and new things are added to the platform, for this, it is too important to attend them.
- On the thesis it is recommended to create an English festival where there are shared some strategies that work on the platform. For this, it is recommended to the teachers to share the things, strategies that are working well, and the ones that are not working for avoiding wasting time, this can be done with the coordinator of Education Area, or with all English teachers.



## 10.6. Prior, free and informed consent



# UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE NICARAGUENSE

**URACCAN**

**AVAL**

## CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio de la Universidad URACCAN, CUR Nueva Guinea del municipio de Nueva Guinea por medio del presente escrito, otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación titulada:

Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025

Con el objetivo de:

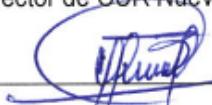
To assess the effectiveness of online platforms and instructional strategies in Blended Learning environments for English students in the English teaching program at URACCAN university.

la cual se desarrollará del 01 de mayo al 15 de julio de 2025, la información que será utilizada única y exclusivamente con fines académicos.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: MSc. Luis Antonio López Mairena

Cargo: Director de CUR Nueva Guinea

Firma: 

Lugar: Nueva Guinea

Fecha: 25 / junio / 2025



## 10.7. Tutor's Approval



UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA  
CARIBE NICARAGUENSE  
URACCAN  
CENTRO UNIVERSITARIO REGIONAL - NUEVA GUINEA

### Aval del tutor

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final de Tesis
- c. Artículo Técnico
- d. Otra forma de culminación de estudio (especifique): \_\_\_\_\_

Al producto titulado: Online Platforms and Instructional Strategies Effectiveness on Blended Learning for English Students, URACCAN 2025.

Desarrollada por el o los estudiantes:

Lic. Elvin Joel Urbina Jirón

Lic. Mario José Mercado Sánchez

De la carrera: Maestría en Docencia Universitaria. Cumple con los requisitos establecidos en el régimen académico.

Nombre y apellido del tutor o tutora: MBE. José Alexander Oporta Barrera

Firma: 

CUR: URACCAN Nueva Guinea

Fecha: 25 de septiembre de 2025

## 10.8. Pictures of the application of the instruments

**Figure 38: Teacher filling the survey**



Source: Mercado, 2025.

**Figure 39: Teacher filling the survey**



Source: Mercado, 2025.

In the previous picture, the teachers are completing the survey about the use of online platforms for blended learning environment when teaching English.

**Figure 40: Student filling the survey**



Source: Mercado, 2025.

**Figure 41: Students filling the survey**



Source: Mercado, 2025.

**Figure 42: Students filling the survey**



Source: Mercado, 2025.

In the previous picture, the students are completing the survey about the use of online platforms for blended learning environment when learning English, how they feel when using them and how they help to learn English.

**Figure 43: Responsible of educative Technology giving an interview**



Source: Mercado, 2025.

In the previous picture, Professor Jancy is giving an interview about the online platforms that the university provide to teachers and students.