



Blended learning como estrategia de enseñanza-aprendizaje del idioma inglés en estudiantes de educación básica [

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text (article)

Analítica

The present research was carried out due to the advantages offered by b-learning or hybrid learning, are palpable and the progress that can be achieved in the educational experience of the student are favorable. The use of techniques allowed defining the role that allows the student and teacher to have technological resources (TIC's) and unlimited interactive online programs that help develop and strengthen the skills needed to communicate with other individuals such as: listening, speaking, reading and writing. As a relevant result it was obtained that 67% of the teachers indicated that they frequently use edmodo and 33% use another platform. With this information it can be interpreted that all teachers are familiar with the use of interactive platforms even though they do not use the same in the teaching-learning process. What is contradictory is that 34% of teachers use ICT mainly for information, 33% for entertainment and 33% for work. It is demonstrated in the cross - analysis that the implementation of blended learning is fundamental and feasible for the improvement of the teaching - learning process in basic level students. Designing a methodological strategy for the implementation of the blearning in the teaching-learning process of the students' educational units of the sector will allow enhancing the learning of the English language

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