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BLENDED LEARNING FOR BILINGUAL READERS STRUGGLING

Review of the Literature

The revolution of our time! The implementation of technology into teaching practices is one way to promote authenticity in teaching and learning processes Cruz, R. (2020). Human brains work in unimaginable ways. Each is entirely different from the other; When people are in difficulties or feel different from others, they generate rejection and even abandon what they are doing. But according to (Do you want to innovate? Become a "Now-Ist" | Joi Ito, 2014). People with difficulties generate a unique sense that leads them to be creative and innovative. When we refer to having difficulty or need, we refer to the fact that learners need to develop their learning in a specific way; it may be more time to develop your ideas, explanations, or other forms specific to each student.

That is why over time, researchers and teachers have become aware that education needs changes and renewal. Not necessarily because it stopped working, but because generations have changed, and their needs are different. Each generation brings its role and function in academic life, making it impossible to stay in the same situation forever. Although the changes in education have been taking place with the arrival of technology, they have not been rapid. Principals and teachers have taken a long time to be aware of the need for change, but with the arrival of the pandemic — an urgent need shows up to make changes in education and understand that technology is not just a tool.

Bilingual students are entering a new world for them; most of these are children who have just arrived in the country, and others are the first generation in the United States, which

means that many times their parents only speak Spanish. The daily contact these students have with English is minimal. Only when they attend school, do they begin to develop a sense of two languages. However, there are fears, anguish and many times, they are eager to learn, not because they yearn for it, but because their parents or relatives create a pressure of need and anguish. Leading them to think that learning English is an obligation and even worse than if they do not speak English and understand it, they are less intelligent than others. This leads some children to grow up quickly and others to be introvert and even be afraid of learning English. To all this said previously, we find those children who, regardless of the language they wish to learn, are having difficulties understanding and progressing in the academic aspects. According to *(2016), relating to the EAP, going back a few years, at the end of the seventies, Cummins (1979b) had introduced the concept of CALP. In an essay in 2002, he observed that immigrant children need different periods of time to become fluent in the second language at the level of conversation (BICS, Basic Interpersonal Communicative Skills) and with respect to the level of educational proficiency (CALP, Cognitive Academic Language Proficiency). Conversational competence is often gained at a functional level within two years from the time of the first exposure to a second language, while, usually, at least seven years are needed to reach the level of the native speakers with regard to the educational aspects of the second language (Cummins, 2002).* Based on these studies and the knowledge of blended learning systems and flipped rotations, I would like to implement my proposal focused mainly on helping second and third-grade students who do not achieve the needed goals and are behind in their reading class. This help is possible based on station rotation and flipped classroom model of blended learning, focusing on each specific case's needs.

Second and Third graders are struggling.

This project is addressed to help second and third graders who do not achieve the needed goals and are behind for different circumstances. According to (Macaruso et al., 2020), "*research is needed to address the possible benefits of blended learning as a form of reading. Instruction in elementary schools. Blended learning combines teacher-led instruction with digital technology. We had an opportunity to evaluate the effects of blended learning for students in kindergarten through fifth grade within a charter school network. Administrators in three schools chose to adopt a blended learning program during the 2016–2017 school year. There were 2217 students in the treatment schools. Treatment students were compared to 1504 students in three control schools where the standard form of instruction was maintained. Prior to the implementation of blended learning, treatment students performed significantly below control students on a standardized reading test.*"

Daily, second and third-grade students are pulled out from their regular reading class for tutoring. These tutorials focus on helping students according to what their teacher determines as a need and the TEKS that students with difficulties are failing; the activity is done in small groups. This proposal intends to help these same small groups of second and third-grade students but focuses on individual needs. First, applying a blended learning system with a flipped rotation system so that the students, based on this system, overcome their difficulties and develop under *(*CSLE+COVA*, 2021) "the perspective of creating a significant learning environment (CSLE) in which we give the learner choice ownership and voice through authentic learning opportunities (COVA)."*

Implementation

As suggested by Cummins, bilingual children need a unique form of learning tailored to their needs. Therefore, the implementation of this program will be developed in several stages so that they, due to their age, find the blended learning system fun and mainly learn to perform by themselves. In addition, at the beginning of the school year, the students have regressed a bit due to summer break. *Thome, k. (2003) One real advantage of blended learning is the opportunity to be more focused and specific about the learning need. Increasingly organizations are recognizing the importance of tailoring learning to the individual rather than applying a 'one size fits all" approach. We all have preferred ways of learning and despite all the research and recommendations to take account of how people learn, many organizations from school to work continue to provide blanket solutions.* So, it is essential to motivate students to refocus on their daily reading comprehension and analysis activities. *Considering (Brown 2013),* The project will be developed by reading graphic stories designed for second and third-grade students.

First, students could enjoy reading the book of their choice in an online learning platform such as Learner AZ, MyOn, Epic, they will have access to books according to their reading level but allowing them to go back and start at the level they consider appropriate for themselves and not for the grade level in which they are, that is, second or third grade. Thus, the student will feel comfortable reading at his own pace and about his choice. After reading the book of their choice, they must take the test offered by the same reading program or perform the activity that is assigned to evaluate topics that are being taught according to the T.E.K.S. programmed for the degree; the student will also determine himself if they continue reading at that level they chose or if they continue to advance but all at their own pace applying C.O.V.A.

Then images, written text, and dialogues in both languages (Spanish and English) are used to reinforce reading comprehension and practice fluency. Then, the students in their eBook, google slides or journal will construct their own graphic stories based on book characters, famous Americans, and personal experiences. The topics being developed according to the general planning T.E.K.S. of the second and third-grade group should point to the topics.

Finally, after motivating the students to continue implementing their learning method based on station rotation and flipped classroom model of blended learning, students will share their questions, accomplishments, and a short report from the book they read there with their small group. In such a way that the reading report that I carry out motivates their colleagues to do the same reading and interact about the readings, all through their e-Learning Journal.

Collected Data

The data collection will indicate the student's growth in the areas of comprehension and fluency. It is important to note that these visual aids combined with cognates and frequency words observation and objective assessment are very beneficial for bilingual students struggling to become fluent readers. The results supported the effectiveness of flipped classrooms on blended learning. Regarding using the platform of the Learning A-Z student portal, online and mobile access is provided to interactive learning tools and resources such as digital annotation and recording tools and built-in rewards and incentives that motivate students to practice. According to new research *(M.W., 2020)*, the proposed objective and the results indicated that all students achieved significant growth in their phonemic performance and maintained the intervention's progress for five weeks after the intervention.

Additionally, students preferred receiving instruction combined with other reading activities to self-contained sessions. We address the implications for practice and suggestions for

the direction of future research. Finally, the study *(Kundu, 2021),* concludes that the blended learning model increased students' academic performance in primary classrooms when teachers supported the necessary policies and competencies. Overall, time spent on blended learning positively affected children's performance, regardless of gender. These effects emerged over ten weeks, even in a school with poor technology infrastructure and unprepared but willing teachers.

Conclusion

Technology has come to produce changes, and one of these is learning methods, which must be according to the different needs of students. These changes have been taking place slowly, but due to the pandemic, they accelerated and made principals and teachers aware of the need to implement blended learning systems that benefit bilingual students, as developed by Cummins in his theory, now using the Technology is not as a tool, but as a resource. According to the studies on the blended learning system and flipped rotations, these are appropriate for helping second and third-grade students who do not achieve the needed goals and are behind in their reading class. This model will be developed in three stations using different platforms with which students will interact. First, they will be doing independent reading chosen by the learner, then reading graphic stories, and finally, they will share their notes through their e-Journal with their peers in small groups. These platforms provide data that teachers can analyze individually and thus direct modifications to benefit each student and their needs.

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