

Perspectives of students belonging to CAU Neiva, about their learning process of English in distance education

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CONTENTS

Contextualization..... 6

Research statement..... 8

Justification..... 9

Theoretical framework..... 10

Design.....15

Interpreting information.....18

Conclusions..... 37

References..... 42

Annexes..... 45

Contextualization

Neiva is a Colombian municipality, capital of the department of Huila. This city is born between the Cordillera Central and Eastern, on a plain on the east bank of the Magdalena River in the valley of the same name, crossed by the Ceibas river and the river del Oro. Its land area of 1533 square kilometers, its height 442 meters above sea level and an average temperature of 27.7 ° C.4.

This research was developed in the Santo Tomas university at campus of Neiva (CAU Neiva). which was created in the year 1987, offering its 37 municipalities the modality of Distance Education with the Faculties of Education and Sciences and technologies, that campus is located in the address Avenida La Toma 7 - 60, this has two classroom and hallway which are used by students and teachers each weekend in the tutorials provided by Santo Tomas university. This campus also has women's bathroom and a men's bathroom, one library, one system room and the office of principal and secretary of this campus; in this campus is offered The B.A. in foreign language-English, this program is composed by 20 students including two graduating students, 12 of 20 students were interviewed and surveyed, with this information was development this study; some of these students are full- time and part- time workers; students of English program in Neiva have different occupations, for example some of them are teachers (preschool and primary teachers), professional soldiers, secretaries, receptionist, students, sellers etc. They do not have more time to attend to one university all days because they should do the tasks of their jobs for this reason, they continually should make use of their ability for autonomous learning and in this way strengthen their learning process as distance students but, above all that they can achieve the objectives of their career.

The campus of Neiva has highly qualified administrative and teaching staff, this campus has 14 teachers currently hired, they are good guides in the learning process of the students of distance education, because many of them are graduates, specialists and masters. In the case of English teachers of The B.A in Foreign Languages-English are 2 of 14 teachers of this campus, both teachers are masters and also they are working in a public school.

From my self- context, as English student emerged different research interests, I heard different opinions and perceptions of students who belong to the B.A in Foreign Languages, about their learning processes in foreign languages in distance education. Students expressed that they feel they could perform better in English if they had more support in their learning process at distance. In fact, they considered that their English proficiency is not as good as they expected. According to the previous there are many people who were related with the research problem because it problem is related with the learning process of distance education, in this case the students were connect directly with this research, English teacher both, national and regional English teachers, English program and the campus of Neiva.

The development of this research was important, through of the characterization were understood and identified students' perceptions, their strengths and weakness in their English learning process at distance education ,besides this before, no one had been worried about hearing the difficulties of the students to make the characterization of their academic context according to learning processes; with this study the English program and Santo Tomas university can continue to strengthen the processes of institutional accreditation. The same way for university is very important this research, due to the fact that the University could have recognition of the contextual reality of CAU Neiva, the strengths and weakness in English learning process at the distance of students.

Research statement

Based on my own learning experience and different opinions collected from students who belong to the B.A. in English as a Foreign Language at Universidad Santo Tomas CAU Neiva, I found that students expressed that they felt they could perform better in English if they had more support in their learning process at distance. In fact, they considered that their English proficiency is not as good as they expected, so when they were using their speaking, listening, reading, and writing skills they felt they were not able to express themselves properly in the Target language.

On the other hand, there had not done a characterization of students' needs in the CAU Neiva to allow the understanding of what students' perceptions, strengths, and weaknesses in their English learning process at distance are. Based on the previous ideas, as a researcher I came up with the following research question:

- What is the perception of English learning process of the B.A in Foreign Languages-English at CAU Neiva regarding their distance education?

By pursuing the question above, the objective of this study is to:

- To provide a characterization of students who belong to the B.A in Foreign Languages at Universidad Santo Tomas CAU Neiva and their perceptions about their learning process of English in distance education.

JUSTIFICATION

In the campus of Neiva, there hasn't been a study to collect and understand the perspectives and opinions of students of English program about their English learning process in distance education. With this research was carried out a characterization and recognition of academic and social reality of students and it allowed identify their strengths, and weaknesses in their English learning process. In this study was possible understand that some of students are not satisfied with the effectiveness in the development of English language skills due to different factors, for example their time because many of them are full time workers, teachers do not give timely feedback of assignments upload in the virtual room, students have not created strategies of autonomous learning that allowed them strength their English learning process in each linguistic skill etc. In the same way one of most important finding was the recognition given by students about the importance and quality of resources given by English program to learning of English language and the lack of immersion activities to practice the target language.

With the completion of this investigation all parties involved were benefit specially Santo Tomas University and student's the B.A in Foreign Languages English belonging to Santo Tomas University Cau Neiva, on the one hand because this helped to strengthen the processes of institutional accreditation, with the understanding of their academic and social reality, also the English program can change and strength some learning process that involucrate to students and English teachers to face English program goals in a proper way, between those changes English program could improve the effectiveness and efficiency of program languages, and they could be more competent to communicative level. Finally, this study enriched the socio- academic macro project, provided to English program the analysis about perspectives and opinions from students, related to their learning processes in the learning of English language in distance education.

Theoretical framework

My research interest was related with the importance of understand and analyze the information about perceptions and opinions from students of the B.A in Foreign Languages English belonging to CAU Neiva of Santo Tomas University, about their learning process of English in distance education, according to this research interest is important stick out the following information:

Autonomous learning:

According to (Betts & Knapp, 1981) the Autonomous Learner: “one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor” (as cited in Fears, 2011 p.4) From the point of view of Betts and Knapp, the students of distance education of Santo Tomas University are the protagonists of their own learning, who investigate, construct and they make proposals criticism from the contexts in which they interact. As well as students of English program, who know their capabilities and potentials, they are engaged in the process and they possess basic skills that enable it to assume self-formation processes.

Distance education

Dr. Ekmekçi E. (2014). states, people prefer distance education for "the convenience, flexibility and adaptability of this mode of education to suit individual students' needs". Actually, distance education appears in the educational field as a new technique because of the increasing demand for these flexible and convenient aspects. The students of Santo Tomas University are enrolled in this modality are those who are linked to work, and haven't the opportunity to access a conventional university, inside this frame the university conceives student as an adult, which by their socioeconomic conditions has not opportunity to access higher education classroom.

Bejarano. (2004) states the following:

For Santo Tomas University, the distance education is an educational modality that allows the student to follow an academic program using different means and technologies that allow direct access to knowledge

without the need of the daily or very frequent face-to-face relationship with the teacher in a physical space. (p.28).

English levels according to Common European Framework:

During their career the students who belong to the B.A in Foreign Languages at Santo Tomas University, they should achieve some objectives and purposes according to the English program and the Common European Framework as is descriptive in the table 1 (Council of Europe, “n.d.”). In this way, at the end of their career, they should perform as English teacher in the C1 level.

Table 1

Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This table exposes a short description about the characteristics of an English learner in each level.

Target population of this research use different strategies to practice English language, and so they could achieve the level C1, they use strategies such: watch English videos, listen to music, record audios and correct the mistakes with speaking skill, chat with foreigners etc. but, students of the last semesters expressed in relation to CEF and the level C1 in which they should perform when they finish their career, that their linguistics skills are not strengthened properly according to characteristics of level C1, because they have economic, social or time factors that are preventing them from achieving the goal. On the other hand, students of the first semesters of career have similar opinions but, they highlight resources they could use to improve their linguistics skills including the resources given by English program, of the same way that students of the last semesters, students of the first semesters think in the creation of new strategies to strengthen their English skills, specially the speaking skill.

(Council of Europe, “n.d.”) states the following:

Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (p.24)

Taking into account the previous description students proposed to continue with the speaking project. First, they said that it is necessary increase the hours of this project second, students think, this should be done with more continuity. It means all weekends. Consequently, learners proposed to continue with speaking project s result of the good experiences of them perform as English students, when they attended to this project; students considered have good experiences in this project because they can use target language in real context, they can lose the fear of making mistakes when they use English.

The acquisition - learning hypothesis

(Krashen, 2013) we have two very different ways of developing ability in another language, learning and acquisition.

- Learning: it is the way in which we have a conscious process, it means we know and we are conscious of our learning, when we are learning, we do different activities about our learning for example, when we talk about “rules” and “grammar”.
- Acquisition: it is the way in which we have a subconsciously process it means, while it is happening we do not know that it is happening because it happens when we think, we are talking with other persons, reading book, watching TV, listen to the radio etc. In situations as those we can acquire language.

State of the art

(Ekmekçi, 2014) He investigated distance education students' level of satisfaction and evaluations about distance English courses. This research had been resulted that a great majority of students were satisfied with distance education English course, designating that the content, format, reading and grammar sections of the course were sufficient, but synchronous courses, listening, speaking, and writing sections were not satisfactory and sufficient both in quality and quantity; this research is important because makes a description about level of satisfaction of students, about English course, in where is found important perceptions about effective teaching of language skills, also students assessed negatively the feedback because these not giving time to continue in a proper way formative process. Although this research has many important aspects also it has weaknesses because it is made based in a questionnaire and an interview, and these resources although they give important contributions to research leave aside many aspects about perspectives of students. Bearing this in mind and in relation with my research interest there are several points in common the first, in terms of the understand and analyze the information about perspectives from students of The Bachelor of Arts in foreign languages, where students can not follow the academic processes in a proper way, because the feedback is not given on time and in a bachelor of arts in foreign

language is totally necessary the feedback to continue the path in improving the communicative competence, the second is the satisfaction of students about of material and content of courses of career, specially students feel that resources given by English program have taken into account age, cultural and English level according to their characteristics.

Kenny & Zhang (2010) they argue that background knowledge and language proficiency, impact the learning of the students Non-native English speakers required considerably more time to process readings and postings and to make postings themselves. Their lack of familiarity with the details of North American culture and colloquial language made it difficult to follow much of the course discussions; in this way is important take into account that English students of CAU Neiva do not have a proper exposure to target language. English language, and it makes students do not have good perspectives in relation to with their English results with their linguistics skills, are not as good as they expected.

(Sahin, & Shelley,2008) argues the following:

In this study, the Distance Education Student Satisfaction Model, estimated as a structural equation model, is proposed to understand better what predicts student satisfaction from online learning environments, in this way with this research is concluded that understanding students' perceptions regarding distance education is the first step for developing and implementing a successful online learning environment.

Taking that into account, this research helped me understand the importance of know the perceptions from students of The Bachelor of Arts in foreign languages belonging to CAU Neiva of Santo Tomas university, in relation to their learning process English in the distance education. Because students are the main beneficiaries or not, of the proper fulfillment of the objectives of English program.

Design

Taking into account my research interest, three aspects are part of research design structure, in agreement with the structure of the research framework in the English program, the first is the research field “The study of the English language and its contexts”, the second aspect is the macro project “understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre- service teacher’s educational contexts”, it is linked to third aspect, the subproject it is called “understanding English teaching and learning contexts in EFL education” .

This study is linked with the macro project “understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre- service teacher’s educational contexts”, it is associated with the research in two ways, one of them is academic experiences described by students in their academic context, it means during the career. In the data collection students expressed their experiences or feelings about their learning processes as distance students, they talked about their experiences when they practiced autonomous learning, time to practice English, how they distribute their time between family, work and studies, the support given by English teachers and some difficulties in their performance during the career; the second way is the understanding done taking into account the perspectives and opinions of students, it allowed specify in what were students’ perspectives, strengths, and weaknesses in their English learning process at distance.

According to the research framework in the English program, this research has connection with the subproject called “understanding English teaching and learning contexts in EFL education” it is linked with the study owing to this study took place in my own context as an English student belonging to Santo Tomas university at CAU Neiva, in which the perspectives and opinions of students who belong to the B. A in Foreign Languages about their learning and about the support given by English teachers were collected, it means it has is related with the teaching or guide given by teacher in learning processes of students; additionally, this study is also related with the subproject first, because the information collected is focused in all factors of the educational context where learn students according to their perspectives and opinions, therefore in that educational context are many factors that

contribute or affect the learning process of students for example: family, socio- cultural factors, time, different professions, autonomous learning etc.

This project was framed under the design of case study, in agreement with (Stenhouse, 1990, p92) argues “the case study as a method implies the collection and registration of data about a case or cases and preparation or presentation of case” (as cite in Rodriguez, Gil & Garcia, 1999). Conforming to that author, this design of case study was the more appropriate for this study, due to different reasons, one of them is the collection of data was done with each one of students of English program in the campus of Neiva, listening their experiences about their English learning process, their difficulties, strengths in all linguistics skills and some proposes done by them to improve the English learning process in the CAU Neiva beside, they expressed in line with their experiences what are the weaknesses and strengths of English program and how is their experience in their performance when they express ideas in the target language. After of collection information of experiences of students to examine each phenomenon through different questions done in the data collection instruments, it was done the first analysis of information which make the first understanding of perspectives and opinions of students. It analysis could offer fours principal topics: time to practice autonomous learning, resources given by the English program, immersion activities and linguistics skills, support given by teachers to students. Finally, each topic was analyzed under theory support of that particular topic.

The last chapter of design of case study is framed under a narrative report which is link with the descriptive tradition, because through my project was carried out a characterization of students who belong to the B.A in Foreign Languages at Universidad Santo Tomas CAU Neiva and their perspectives about their learning process of English in distance education, also the report of analysis of information is a narration where is explained to reader with evidences what are opinions and perspectives of students in line with the theory about of topic analyzed.

Taking into account the above, the narrative design is an appropriate design for this research; (Medina, 2011) “In this narrative design, data are collected about life stories and experiences of certain people to be described and

analyzed, besides in these stories and experiences are of interest the target population itself and the environment where people interact”. In the case of this research was collected data about Students’ viewpoints and perceptions related to their academic process in Distance Education.

According to the context and the objective of research were selected three kinds of instruments: questionnaire, mailed questionnaire and interview. The questionnaire and the interview were selected to be applied to students currently enrolled in the career with which some of their perspectives and opinions collected, and the mailed questionnaire was selected because with this collected information about the prospects of graduate students of the career.

INTERPRETING INFORMATION

After doing a piloting with the interview and the survey proposed at the beginning of the investigation were selected three kinds of instruments: questionnaire, mailed questionnaire and interview. The questionnaire and the interview were applied to students currently enrolled in the career with which some of their perceptions and opinions collected, and the mailed questionnaire was selected because with this collected information about the prospects of graduate students of the career. In the instruments applied were identified the perceptions, strengths and difficulties of students. In this same way it was so important to know what students do to strengthen the learning processes that have not been strengthened by the English program and the form how they make use of their autonomous learning ability to achieve the goals of career.

After of collection information of experiences of students, to examine each phenomenon through different questions done in the data collection instruments, it was done the first analysis of information which make the first understanding of perspectives and opinions of students. It analysis offered many categories according students' opinion therefore, other analysis could offer fours principal categories: time to practice autonomous learning, resources given by the English program, immersion activities and linguistic skills, support given by teachers to students. Finally, each topic was analyzed under theory support of that particular topic. Below are these topics described.

CATEGORY 1: TIME TO PRACTICE AUTONOMOUS LEARNING

In the questionnaire and interview applied, students talk about different difficulties in their learning processes of English as foreign language, and they also propose some activities or strategies that English program should implement to help them improve their linguistics skills. In the same way they know the importance of autonomous learning to achieve the academic objectives in a career in distance education therefore, many of them explain the form as they organize their activities and schedule to practice linguistics skills, for example:

listen to music, watch videos, reading some books, practice the language in different platforms, chatting with native persons, write the assignments of each subject, recording their voice to identify some mistakes in their pronunciation etc. you can observe this example:

Como mencione anteriormente, hago mas el uso de cartillas de actividades gracias a mi madre que tambien es Docente de Ingles de otra Institucion Educativa. De igual forma, dispongo de audifonos y comunmente un programa de grabacion. Por lo general, utilizo mas que todo los fines de semana como sabados en las tardes o domingos todo el dia para enfocarme en fortalecer estas habilidades. Por ultimo, dispongo de una aplicacion y otras redes sociales para interactuar por texto con personas de diferentes paises como USA, Finlandia, Francia, etcetera que me corrigen y ayudan gramaticalmente a mejorar.

Image 1. Time to practice autonomous learning. Student 1. Questionnaire

Student 1 in the questionnaire, explains in a very detailed way how has organized the schedule of study taking into account autonomous learning, student 1 make use of different strategies to improve linguistics skills as for example: books, chats, voice recordings, navigate in web pages, etc.

On the other hand, this student makes evident in the answers given, the importance of autonomous learning because is highlighted that it is necessary to look for other resources different from those given by the program, an example of this is the following answer from student 1 in the questionnaire.

Normalmente, el tiempo que distribuyo, es alrededor de dos-tres horas por cada -unidad de trabajo- entre comillas, aclaro, para asi poder fortalecer en cada habilidad linguistica del ingles. Por lo general, yo por mi cuenta y bajo propio y autonomo ejercicio de investigacion, navego por paginas web dedicadas a fortalecer la escucha con distintos ejercicios y actividades. Asi mismo, tambien cuento con audifonos, microfono, me encierro en mi habitacion por el tiempo que yo necesite y asi voy tomandome descansos de intervalos entre 10-15 minutos como forma de receso, pero sigo con las lecturas de libros o cartillas de ingles que yo tenga en mi casa.

Image 2. Time to practice autonomous learning. Student 1. Questionnaire

This student has very clear that is be an autonomous learner, because according to (Betts and Knapp, 1981) the autonomous learner: "...one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor" (as cited in Fears,

2011 p.4) , for this reason in the answers of the student are evidenced some strategies different to strategies given by the English program; the students of distance education of Santo Tomas University are the protagonists of their own learning, who investigate, construct and they make proposals criticism from the contexts in which they interact.

When different strategies are used in an autonomous learning in distance education, more linguistic skills can be strengthened, because the learner is exposed to many kind of pronunciations, vocabulary or grammatical rules. It allows achieve the objectives of English program in a better way. Here there are two examples of different strategies used by students.

- Leo artículos y noticias en inglés
- Escucho canciones en inglés todo el tiempo con las letras.
- Veo películas en inglés
- Converso con mis compañeros de trabajo y estudiantes.

Image 3. Time to practice autonomous learning. Student 7. Questionnaire

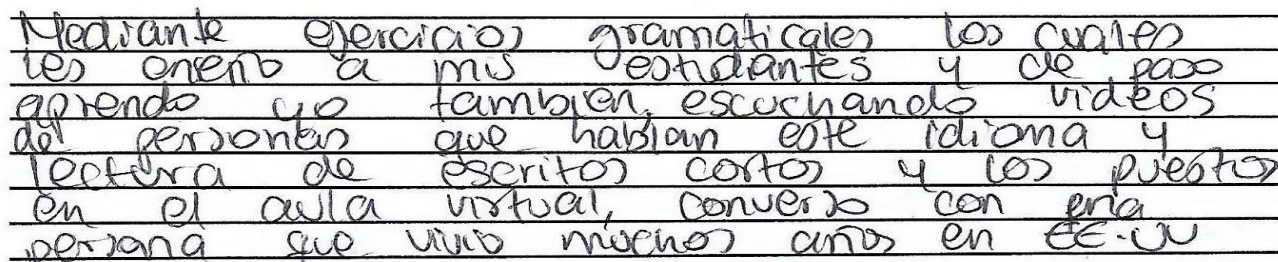
- Lectura de libros en inglés, comics, noticias
- Escucho música en inglés, películas, veo documentales, reality shows,
- Escribo todos los días, cosas que hago diariamente en el idioma.

Image 4. Time to practice autonomous learning. Student 6. Questionnaire

(Holec,1981) states autonomous learning is “the learner’s ability to take charge of their learning” (as cite, Little, “n,d”) students English program have developed different abilities which have allowed them create strategies of study for improve and take charge of their learning. For example, in the previous answers are evidenced many strategies used for them for the autonomous learning, they use many resources which allow them practice each one of linguistics skills, the use of these resources show that students are aware of two aspects very important first, they

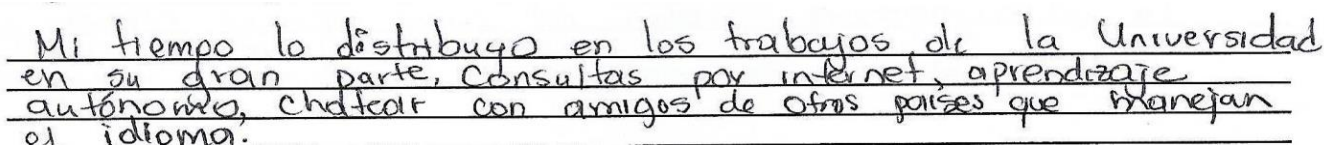
should keep in contact with the target language. Second they have felt the need of practice their linguistics skills with resources different to resources given by English program.

Additionally, students state in some of their answers, it is necessary to improve linguistics skills practice them with a strategy very important like talking people from the other countries, here you can observe two answers about that.



Mediante ejercicios gramaticales los cuales les enseñó a mis estudiantes y de paso aprendo yo también escuchando videos de personas que hablan este idioma y lectura de escritos cortos y los puestas en el aula virtual, converso con una persona que vivió muchos años en EE.UU

Image 5. Time to practice autonomous learning. Student 3. Questionnaire



Mi tiempo lo distribuyo en los trabajos de la Universidad en su gran parte, consultas por internet, aprendizaje autónomo, chatear con amigos de otros países que manejan el idioma.

Image 6. Time to practice autonomous learning. Student 6. Questionnaire

This strategy is essential to improve linguistics skills because with it, students keep in contact with other English levels, kinds of vocabulary and they also can achieve a speaking level more advanced. In the same way students can have support from a native person who help them correct their grammatical mistakes but, the most important thing is the skills you can acquire when listening to a native person

Despite the fact students have used different strategies for their autonomous learning and they recognize the quality of resources given by English program, also, they say that they do not have enough time to take advantage of resources; students do not have time because many of them work in rural areas where there is not access to internet, and many of resources given by English program are online also, some students have full time jobs. You can observe three examples related with the point of view of students.

Pienso que todos los recursos dentro de la licenciatura son buenos pero al desarrollarlos falta practica y tiempo, ya que muchas veces las tareas las actividades que los profesores implementan para el buen desarrollo de estas habilidades son de muy poco tiempo y no se desarrollan adecuadamente

Image 7. Time to practice autonomous learning. Student 3. Questionnaire

La utilidad que le doy no es muy constante pero, si cuando tenemos que leer algún artículo o para desarrollar algún trabajo se realiza, realizo la lectura. En cuanto al físico pues la verdad no ha habido muchos libros físicos, pero la utilidad que les doy siempre ha sido pertinente para desarrollar los trabajos dados por el docente.

Image 8. Time to practice autonomous learning. Student 7. Survey

Pues los libros que ofrecía la VUAD los trate de aprovechar al máximo, de hacerlos en su totalidad al igual que los ejercicios de la plataforma pero en realidad esos si eran muchos y no los desarrolle al 100%. ehh pues los libros que ofrecía la VUAD, de hacerlos en su totalidad al igual que los ejercicios de la plataforma aunque en realidad esos si eran muchos y no los desarrolle al 100%

Image 9. Time to practice autonomous learning. Student 12. Survey

Ekmeççi E. (2014) states, people prefer distance education for "the convenience, flexibility and adaptability of this mode of education to suit individual students' needs"(as is cited by Holmberg (1989, p 24). The students of Santo Tomas University are enrolled in this modality are those who are linked to work, and they have not the opportunity to access a conventional university. This is the case evidenced in the opinions given by students belonging to CAU Neiva, because some of them students have full time jobs and others work in rural areas, for this reason students in some occasions cannot organize their schedules for practice and use of resources, in occasions they cannot appropriate the type of education to which they belong, they development activities without either a progressive process where you can observe advances, it means that they do not take charge of their learning process in a properly way.

CATEGORY 2: RESOURCES GIVEN BY THE ENGLISH PROGRAM

(Tomlinson,2011) states “materials can be anything which is deliberately used to increase the learner’s knowledge and/ or experience of the language” according to Tomlinson’s point of view, the English program has clear that the variety of material makes the student have different options to learn. Accordingly, students state the English program provide them of variety of physical and electronic material, this material have been one help to achieve the objectives of their career. With that material they have been able of strengthen their linguistic skills, for this reason many of them have made use of the material totally, for example student 1 in the survey says:

habilidades en ciertos tópicos, entonces yo diría que la utilidad que le he dado al material físico y electrónico ha sido totalmente efectiva, me garantiza los conocimientos que o debo aprender y que además tienen actividades recreativas que también nos ayudan a mejorar.

Image 10. Resources given by the English program. Student 1. Survey

Also this student express that the material is an important base that guarantees the knowledge of the career. In fact, this student highlight interest by the didactic activities because with them, students could learn easily. In this same way (Tomlinson,2011) states “Different learners have different preferred learning styles”, according to opinion of students the physical material given by the English program is good because, it has different didactic activities, for example: videos, tests, grammar exercises etc. it means the English program have taken into account the learning styles of students for the learning of English language, this allows students to have a sense of achievement in their learning processes helping the learner to develop self-confidence when they make use of their autonomous learning as important aspect in the distance education; even though they highlight the material as an excellent material, on the other hand, students talk about they have short time to development all activities and take advantage of physical and online material. You can observe it, in the following two answers:

Pienso que todos los recursos dentro de la licenciatura son buenos pero al desarrollarlos falta practica y tiempo, ya que muchas veces las tareas las actividades que los profesores implementan para el buen desarrollo de estas habilidades son de muy poco tiempo y no se desarrollan adecuadamente

Image 11. Resources given by the English program. Student 3. survey

La utilidad que le doy no es muy constante pero, si cuando tenemos que leer algún artículo o para desarrollar algún trabajo se realiza, realizo la lectura. En cuanto al físico pues la verdad no ha habido muchos libros físicos, pero la utilidad que les doy siempre ha sido pertinente para desarrollar los trabajos dados por el docente.

Image 12. Resources given by the English program. Student 7. survey

Students state they don't have enough time to develop the material given by the English program, because many of these learners have a full time job and this would not allow them take advantage of material, nevertheless students should keep in mind the type education to which they belong (distance education) because in the distance education student have to know organize the schedule for achieve the objectives of program to which belong. When a learner keep in mind the importance of autonomous learning all the time, it will allow strengthen all linguistics skills significantly, in the following example is evident the importance given to use of material for the learning process of English language.

La verdad es que ha sido una utilidad del 100%, considero yo porque por el hecho de ser modalidad a distancia nosotros debemos proveernos y utilizar todo lo que ellos nos dan para poder pues sacar adelante un proceso de aprendizaje como es el idioma inglés.

Image 13. Resources given by the English program. Student 9. survey

(Cunnings worth, 1984) states the following:

Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity.

Consequently, learners have identified in many of their answers important resources such as: platforms (Cambridge, the virtual room), books, tutorials, online files with theoretical information etc. students feel confidence with the material given because they love this material, it means that the material take in account their level of education, social attitudes and the intellectual ability, allowing them to have a sense of achievement when they make use of material and then, they increase their motivation to strengthen their learning processes, the next answers are good example of this aspect.

En mi caso siempre lo estoy utilizando, bueno siempre lo trato de utilizar un día uno y otro día otro, porque son materiales excelentes pienso que son unos libros muy buenos y unos CDS que también me encantan y entonces día a día los trato de utilizar mucho, en mis clases en mi tiempo libre, y cada vez que puedo los utilizo.

Image 14. Resources given by the English program. Student 8. Survey

Hemos recibido mucha cantidad de recursos tales como libros y CDs con unos excelentes contenidos por los cuales hemos podido practicar en una excelente forma.

Image 15. Resources given by the English program. Student 8. Questionnaire

Yo considero que los recursos bibliográficos son de buena calidad, se han tenido buenos factores regionales. La mayor dificultad fue, entre otras la falta de retroalimentación oportuna de parte de los tutores Nacionales y mayores recursos de inversión.

Image 16. Resources given by the English program. Student 11. Questionnaire

For students is also very important, support given by teachers, even they feel that this support is as a resource more given by English program also, they think that it is a strength of English program of VUAD, learners think that it is important because their teachers have helped to achieve some of objectives of English program, here we can observe three examples about that:

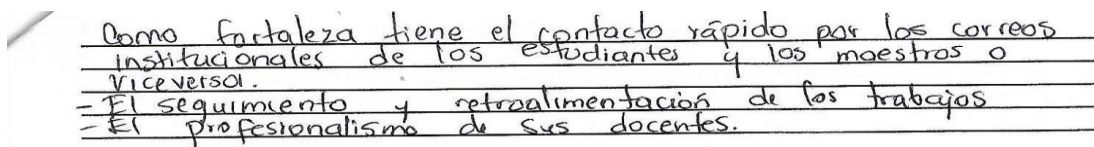


Image 17. Resources given by the English program. Student 6. Questionnaire

Fortalezas: Buenos docentes, buen material, buena plataforma, exigencia, calidad, los conversatorios los Sábados. Debilidades: Algunos docentes nacionales no responden a tiempo, el material llegaba tarde, no volvieron a dar los CDs del libro guía, se cambió el material físico por virtual

Image 18. Resources given by the English program. Student 12. Questionnaire

Las fortalezas que destaco dentro del programa Lengua Extranjera Ingles VUAD, podria ser su capacitacion de Docentes porque son Docentes que de verdad saben bastante del tema y lo dominan, lo cual ayuda a una satisfactoria orientacion frente a inquietudes que como uno de estudiante tenga, al igual que la disponibilidad y accesibilidad de tiempo, la

Image 19. Resources given by the English program. Student 1. Questionnaire

In these answers students see as a resource plus the support given by teachers and also highlight training of teachers belonging to English program of VUAD because teachers have been a guide in the learning process of English language, these support have been through of the tutorials and communication online. Although in some occasions the answer given by teachers were not timely, then the answers did not allow a proper guide in the learning process, because these occurred in an asynchronous communication. hence the synchronic communication is more useful in a distance education for the reason that it helps to students to strength their learning process is a communication in real time. Here there are some examples.

La verdad es que el acompañamiento de los docentes ha sido muy pertinente en cuanto al aula virtual y en cuanto a la tutorías presenciales. algunos no todos pero algunos docentes si responden a tiempo a nuestras solicitudes y también los docentes que están aquí presenciales en el CAU Neiva, también son docentes muy preparados todos, y la verdad es que si el acompañamiento ha sido muy pero muy bueno.

Image 20. Resources given by the English program. Student 7. survey

A nivel de los profesores que tuvimos a nivel regional, pues la asesoría fue muy importante porque teníamos la oportunidad de encontrarnos con ellos cada semana, digamos que eso nos ayudó mucho y nos enfocaba mucho en las materias pero, que obviamente el tiempo para mí es muy limitado en este sentido para poder tener mejor acompañamiento en el desarrollo de las habilidades.

Image 21. Resources given by the English program. Student 11. survey

CATEGORY 3: IMMERSION ACTIVITIES AND LINGUISTIC SKILLS

When is asked to students talk about their experience using the English language, they think that their speaking skill is not as good as they expected in the beginning of career, they say it is responsibility of English program because it does not an enough support and interaction spaces of immersion to practice English language. Here you can find two of answers of students.

estudiante.

Las debilidades son: falta de recursos para la practica del idioma, mas horas de clases de ingles para su comprensión y practica y poco tiempo con que contamos, por eso es importante mas tiempo en na universidad con la practica del segundo idioma.

Image 22. Immersion activities and linguistic skills. Student 2. Questionnaire

- falta mayor espacios para practicar speaking y hacer uso del idioma en contexto real.
- Falta un espacio virtual diario, donde podamos encontrar un espacio para hablar y practicar el idioma
- Faltan mayores tutorías

Image23. Immersion activities and linguistic skills. Student 6. Questionnaire

During the career students of English program of CAU Neiva have had different experiences of contact with target language, and this has allowed them to identify some difficulties related with their linguistic skills, specifically with their speaking skill, as a result of their experiences they believe that these difficulties with their speaking skill are due to English program have not given or implemented constant spaces of immersion in the target language. However, students did not remember that immersion activities are not constant because they are enrolling in a distance education, where the learners are who create strategies to improve and strengthen their learning process and also, in a bachelor in foreign language in distance education it takes more commitment from students for practice the target language because they do not have daily contact with their English teachers and partners to make use of language. The next are three examples about this issue:

Que brinde espacios de intercambio a las regiones nativas y que los immersion sean en ambientes reales.

Image24. Immersion activities and linguistic skills. Student 12. Questionnaire

Mi experiencia ha sido regular, porque siento que hay un vacío muy grande en la parte comunicativa y una de las cosas es por la falta de estrategias de la universidad, pienso que deben reestructurar esa metodología en especial la b para mejorar la habilidad comunicativa..

Image 25. Immersion activities and linguistic skills. Student 7. Questionnaire

Mi desempeño es bajo pues, en la carrera senti que habian fallas estructurales en la organizacion del programa y los recursos para un contacto constante con el idioma ingles que permitan el desarrollo integral de mis habilidades comunicativas.

Image 26. Immersion activities and linguistic skills. Student 11. Questionnaire

(Clever, 2013) states “Immersion programs, in which students spend at least 50 percent of their time learning in a second language, work amazingly well in developing students’ fluency and skills”, students think that immersion activities are the best or the only one strategy for improve their linguistic skills, specifically their fluency in the use

of language. For this reason, many of them are part of speaking project offers in the CAU Neiva one or twice in the month but, they believe that English program should more opportunities as speaking project to practice the target language, the following answer are example of this topic.

pueden hacer fácilmente realizar actividades aquí en Neiva, con docentes un solo día puede ser, quincenal que es más factible donde solamente se practique el inglés, donde solamente se desarrollen actividades fuera de la universidad, pienso que la universidad no es un lugar adecuado para realizar actividades como las que yo estoy pensando, en campo abierto que pueden ser juegos diálogos, dramatizaciones que son muy necesarias para poder desenvolvernos muy bien en este idioma en el inglés.

Image 27. Immersion activities and linguistic skills. Student 3. Survey

Que sean con más frecuencia en el sentido de que no alcanza las horas, ya que el inglés es una carrera que debería ser de mucha constante practica a parte de la práctica que nosotros hacemos por fuera de la universidad , la universidad debería brindarnos muchas horas de practica en este caso de esta clase de immersion speaking.

Image 28. Immersion activities and linguistic skills. Student 8. survey

Nosotros participamos en el caso particular mío participe fui participe constantemente en estas actividades que se programaban más o menos cada quince días pero, la opinión que tengo es que no nos permitió desarrollar muchas habilidades a nivel de speaking porque recibimos algunas actividades como juegos, como didáctica para la enseñanza del inglés pero que nos hubiera permitido desarrollar realmente la habilidad del speaking no pienso que nos haya servido de mucho, más cuando eran programadas de forma tan lejana, debería ser una actividad que debería ser muy constante, muy permanente y que nos permitiera

Image 29. Immersion activities and linguistic skills. Student 11. Survey

(Underhill, 2015). states two of reasons why learning a new language requires immersion are, the first, you learn to let your fears go and the second You become acquainted with the way the language is spoken in "real life."

Students have felt satisfaction when they have taken part of speaking project, they express that with this type of activities help to them to improve their linguistic skills with each activity development, also It has helped them learn to lose their fear by making mistakes when they are using the target language, besides this activity is oriented with an English teacher, who evaluates continuously them perform when they express themselves with their partners.

Despite of learners think that English program is the one that should give them all the strategies that guarantee to achieve a proper English level, specifically in their speaking skill. They also take into account the modality of education to which they belong, because it implies a compromise very important with their learning processes, for instance they know what are their weaknesses and strengths in relation to linguistic skills and for this reason, they strengthen them by carrying out different activities, such as: listen to music, watch videos, reading some books, practice the language in different platforms, chatting with native persons, write the assignments of each subject. Some of them identify in an important way the necessity of chat or speak face to face with native persons, considering that that contact with native person help to improve them their speaking skill. Because they can listen different pronunciation and vocabulary,

Bueno para complementarlo lo que más hago es escuchar música entender la letra para ganar vocabulario he intentado también comunicarme con personas del habla inglés pero se me ha complicado un poco por el tiempo pero, intento comunicarme , a veces también busco por internet diálogos eee diálogos para mejorar la escucha.

Image 30. Immersion activities and linguistic skills. Student 2. survey

Bueno, el fortalecimiento de la habilidades, más bien poniendo a parte todo lo de la universidad, su material y eso, pues en el momento o cuando empecé a realizarlo más bien fue por parte del trabajo encontré unos grupos o unas personas encargadas de enseñar el idioma inglés en el ejército donde estoy trabajando y ellos en si crearon unos grupos, igual tuve la oportunidad de encontrarme con ellos personalmente y realizar diferentes actividades, hice unos exámenes que manejaban en el ejército y hago parte también de enseñanza también obviamente del ejército, de esa manera estoy haciendo uso o fortaleciendo las habilidades del idioma.

Image 31. Immersion activities and linguistic skills. Student 5. survey

La del habla siento que me hace mucha falta la parte de los tiempos y alguna pronunciación de los verbos, de verbos en pasado, para mí eso siempre se me ha dificultado un poco y si esos son una de las cositas que tengo por mejorar.

Image 32. Immersion activities and linguistic skills. Student 7. survey

Another way in which students think that they can improve their linguistics skills is with the tutorials provided each weekend in the CAU. According to opinion of students, this resource is very important because is the only one space where they can share with their teachers face to face and guide their learning processes in a synchronized way but, students also identify some difficulties with that resource given by English program. They think, tutorials should be taken advantage implemented other strategies for improve linguistic skills, because students feel about that resource is oriented only to revision of assignments, the next answers are examples about it

Con respecto a las tutorías he asistido a todas porque es el espacio donde yo puedo practicar con el profesor y con respecto a las cuatro habilidades también voy para que el profe me corrija y me ayude a mirar en que me estoy equivocando en los trabajos, se pueda mejorar pero creo que falta en algunos profesores más como el incentivo a la escucha y al habla porque pues de todas formas es un espacio pero no solo para que le revisen , uno les dice en algunos momentos nos ha colaborado con el speaking pero hace falta la escucha, no sé qué nos lleven una actividad de escucha y nos pongan a escuchar, nos pregunten... pues como si fuera una clase más que solamente revisión de trabajos que así lo veo yo.

Image 33. Immersion activities and linguistic skills. Student 2. Survey

Ahora solo voy para que me digan si mi trabajo está bien hecho o no, ya que como lo decía antes los docentes de ahora no se prestan como para uno establecer una conversación, una ayuda o algo más sino solamente revisar y listo está bien ya puede enviarlo no todos pero si los que han cambiado son así.

Image 34. Immersion activities and linguistic skills. Student 3. Survey

En la medida de lo posible y de las limitaciones que tuvo este tipo de recursos la interacción con el docente, la corrección y la retroalimentación que nos ofrecían, el permitimos interactuarnos con nuestros compañeros eso fue una forma que nos permitía pues, mejorar las habilidades comunicativas pero que para unir conceptos fueron de tiempo demasiado limitado como para permitimos un mejor desarrollo.

Image 35. Immersion activities and linguistic skills. Student 11. Survey

In the opinions of students is analyzed a topic about the strategies used by the teachers for the development of tutorials, in the same way students recognized their responsibility in each one of these spaces for this reason, they believe, they do not make suggestions to their teachers in tutorials because, only they attend tutorials for be oriented in each assignment. They consider that in the tutorials could be implemented more activities oriented for improve each one of linguistics skills or talk about topic of real life, allowing practice the English language in a way more real. The following are some examples of this issue.

algunas guías que me han enviado, les hago las preguntas y ellos me colaboran, la revisión de algunos trabajos pero también les pido que me den de pronto algunas páginas o algunas ideas para mejorar el speaking o la escucha y pues ellos me han asesorado. También les he pedido que la tutoría sea un poco más práctica para mejorar speaking y creo que también les hace falta un poco a los profes de eso no? Tener mas sentido para con los estudiantes

Image 36. Immersion activities and linguistic skills. Student 2. Survey

Cada vez que tenemos nosotros nuestras tutorías siempre tratamos de llevarles a los docentes dudas, inquietudes, preguntas al profesor para de esta forma saber y entender el tema, por ejemplo, cuando tenemos un video o un ejercicio de escribir entonces siempre llevamos la inquietudes, profe este es mi video, esta con buena fluidez, entonces siempre llevamos nuestras inquietudes y de ahí parte la clase, entonces pues pienso que ha sido una parte muy buena porque es el inicio de la clase como tal.

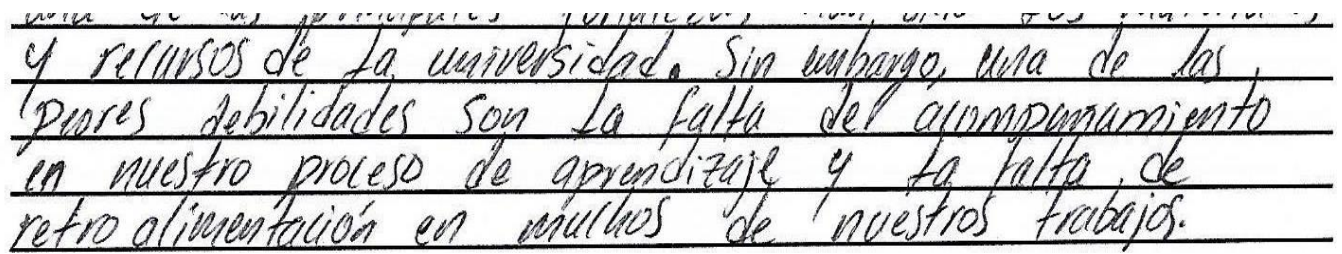
Image 37. Immersion activities and linguistic skills. Student 8. Survey

CATEGORY 4: SUPPORT GIVEN BY TEACHERS TO STUDENTS

(Sampson, 2003) states “the response of tutors and "turn-around time" for comments and grading is cited again and again as being a critical component of student support, with students who receive timely feedback on assignments responding more positively to the course than those who have to wait for feedback” this is a topic very important according to student's' opinion, the feedback is one of base of learning any process in the distance education and they express the same difficult during career they state when they upload their assignments they wait for their feedback and grades for more than fifteen days in some cases they upload the new assignment and teachers have not yet given feedback from the previous. These are three examples that expose the opinions of students about this topic.

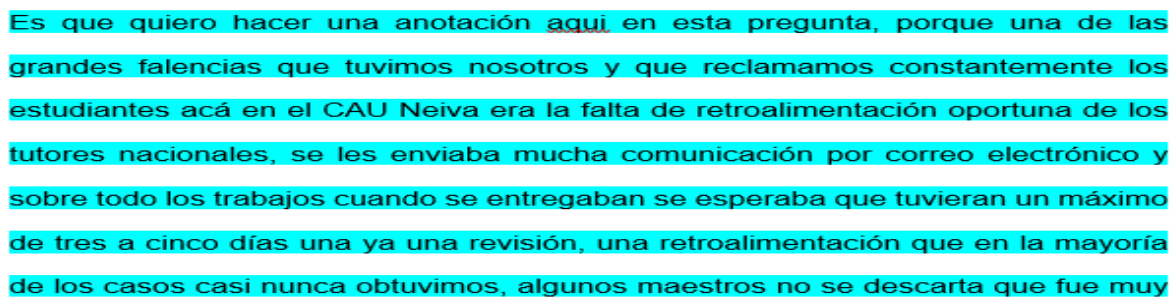
Han sido virtuales y presenciales, con los docentes regionales utilizo el WhatsApp ya que es un medio muy asequible el cual se da las respuestas rápidas, y por correo que es lo que nos brinda la universidad para con los demás docentes pero aunque muchas veces los docentes nacionales no responden con rapidez y tiene uno que esperar muchas veces se pasa el tiempo de enviar el trabajo y queda uno con las mismas dudas, entonces falta mucho, algunos docentes son muy demorados en responder, parecen que no estuvieran interesados en solo poner la nota al final y que el estudiante pierda pienso yo y ahí sí que podemos hacer? Nada, solamente

Image 38. Support given by teachers to students. Student 3. Survey



y recursos de la universidad. Sin embargo, una de las
peores debilidades son la falta del acompañamiento
en nuestro proceso de aprendizaje y la falta de
retroalimentación en muchos de nuestros trabajos.

Image 39. Support given by teachers to students. Student 8. Questionnaire



Es que quiero hacer una anotación aquí en esta pregunta, porque una de las
grandes falencias que tuvimos nosotros y que reclamamos constantemente los
estudiantes acá en el CAU Neiva era la falta de retroalimentación oportuna de los
tutores nacionales, se les enviaba mucha comunicación por correo electrónico y
sobre todo los trabajos cuando se entregaban se esperaba que tuvieran un máximo
de tres a cinco días una ya una revisión, una retroalimentación que en la mayoría
de los casos casi nunca obtuvimos, algunos maestros no se descarta que fue muy

Image 40. Support given by teachers to students. Student 11. Survey

Students explain the importance of the support given by regional and national teachers but, they specify about constant support given by the regional teachers in their learning process, according to Holmberg (1985) cited by (Sampson, 2003), with regard to face-to-face sessions in distance education, found that "they are useful as opportunities to consult subject specialists ... and to exchange views with tutors and fellow-students," and thus help to stimulate and motivate students' learning (p. 53). For students have been very important keep in contact each weekend with their regional teachers, they are who guide students for the proper development of their assignments, also students can share questions or talk about different topic though of social networks (WhatsApp, Skype, Facebook etc.) some examples of this aspect.

A nivel de los profesores que tuvimos a nivel regional, pues la asesoría fue muy importante porque teníamos la oportunidad de encontrarnos con ellos cada semana, digamos que eso nos ayudó mucho y nos enfocaba mucho en las materias pero, que obviamente el tiempo para mí es muy limitado en este sentido para poder tener mejor acompañamiento en el desarrollo de las habilidades.

Image 41. Support given by teachers to students. Student 11. Survey

Durante las tutorías se despejan las dudas, las inquietudes y con algunos profesores hacemos el acuerdo de enviar un correo electrónico, para que revisen la tarea y ellos nos retroalimenten al respecto nos dan sus puntos de vista para mejorar y posteriormente el trabajo debe ser enviado al tutor nacional, entonces es como un soporte, en la medida también de las posibilidades y que el docente regional tenga también tiempo para hacerlo.

Image 42. Support given by teachers to students. Student 4. Survey

Gibbs & Simpson (2004-2005)” In online learning, where there is no face-to-face interaction, instructors are particularly challenged to convey their intentions accurately and provide appropriate feedback to help students achieve the targeted learning objectives”, according to opinion of students, they feel the necessity of have immediate accompaniment by the national teachers who are the ones who assessment different assignments, because in some occasions they need more support than just the feedback that is not given in a timely manner

In the same way learners know of the necessity of take advantage of each tutorial, considering that they are studying in a program of distance education, for this reason many of them say they attend to each tutorial but, according to the information collection in this research, also students make a comparative between the time in each tutoring for the development of the four linguistics skills in English and the way as the tutorials are being guided. Student think about of some changes in the development of tutorials because, according to their opinion these are not being used for the development of the four language skills, here there are some examples:

En la medida de lo posible y de las limitaciones que tuvo este tipo de recursos, la interacción con el docente, la corrección y la retroalimentación que nos ofrecían, el permitimos interactuarnos con nuestros compañeros eso fue una forma que nos permitía pues, mejorar las habilidades comunicativas pero que para unir conceptos fueron de tiempo demasiado limitado como para permitarnos un mejor desarrollo.

Image 43. Support given by teachers to students. Student 11. Survey

Bueno, pues a pesar de que son tutorías pero muy muy cortas, también el tiempo que además es de una hora, obviamente hay que aprovecharlo al máximo, siempre he asistido a las tutorías y la asesorías en cuanto a las habilidades pues obviamente no se pueden desarrollar muchas habilidades ahí, por lo mismo por el tiempo que es corto, porque además en el semestre son tres tutorías o máximo cuatro tutorías por cada materia, entonces obviamente no se pueden desarrollar todas las habilidades, simplemente esas asesorías las tomo como para despejar dudas e inquietudes o ese tipo de cosas porque uno tiene que leer todo o realizar el trabajo o realizar alguna duda para eso se complementan las tutorías para nada más.

Image 44. Support given by teachers to students. Student 7. Survey

According to the previous information students feel that they need strengthen their four linguistic skills, because in their academic and work in English performance. they think that they cannot express themselves adequately in any of the skills because students make mistakes when they write, reading, listening some conversation or when learners speak in the target language.

On the other hand, they express that they do not have a proper in each one of their assignments but, they also do not make proposes to teachers and in this way identify strengths and difficulties of tutorials in relation with the development of four skills, they only express the need they have. Here you can observe the following example about it.

Bueno pues aparte de que el profesor... en algún momento no haya comprendido algunas guías que me han enviado, les hago las preguntas y ellos me colaboran, la **revisión de algunos trabajos pero también les pido que me den de pronto algunas páginas o algunas ideas para mejorar el speaking o la escucha y pues ellos me han asesorado.** También les he pedido que la tutoría sea un poco más práctica para mejorar speaking. y creo que también les hace falta un poco a los profes de eso no? Tener mas sentido para con los estudiantes

Image 45. Support given by teachers to students. Student 2. Survey

CONCLUSIONS

- The collection and analysis of data carried out in this research allowed the understanding of perceptions about the learning process of English in distance education of students belonging to CAU Neiva. With this study academic and social characteristics, strengths and weaknesses of students were identified. First of all, it was plausible to talk about autonomous learning since it is an ability that all distance students need to achieve the objectives of their career. For this reason, students who belong to the B.A. in foreign languages practice it through different strategies or resources. They watch videos, read or complete exercises with the material given by the English program, use chats on the internet, voice recordings, browse web pages, complete exercises in different platforms included those given by the English program.
- Students implemented different strategies to achieve the English level and objectives required in their career. In spite of all the activities or strategies developed, they expressed that their English level is not the required according to the level in which they are supposed to be. Consequently, they encountered difficulties that did not allow them to advance according to the objectives of the career. They stated they did not have enough time to practice English because they worked part or full time. Some of them worked

in rural areas where there is no internet service. They considered they needed immersion activities more frequently and national and regional teachers should give more support with linguistics skills.

They practiced the English language in many ways, but these activities were not organized in a schedule. Apart from that, they did not have enough time to practice the target language. As a result, students showed low performance when communicating in English and the difficulties that they evidenced in their speaking skill are several.

It is necessary to know how to work out drawbacks in language use, it means students should organize their academic schedule, strengthening skills in which they have more difficulty. In addition to this, students should be aware that the English program gives many resources that are helpful to achieve the objectives of the degree. However, these resources are only a scaffold because autonomous learning is the major element of a distance student.

- The English program contributes to the learning process of students in many ways. It has provided important resources to students and they recognize the quality of them, specially the platforms and academic training of teachers. Despite of this, their learning process has been affected on the grounds that national teachers do not provide feedback of assignments on time. Learners completed tasks of next modules and they still did not know the results of the previous one or how their process was going. This situation affected the normal timetable and the learning process resulted highly affected according to the opinion of students interviewed. In this way, distance education did not work properly. Even, some students could flunk out college because of a communication failure. As a result, students were not able to improve their skills during the semester.
- The characterization carried out with this study will allow the English program identify important aspects of learning process of students belonging to the local campus where The B.A. in foreign language is offered and with this, English program can continue fostering the academic process, focusing on the strengths and

weaknesses of students. Additionally, it is necessary to highlight one positive aspect of English program related to the learning styles since they have a variety of resources available to students. This allows learners to have a sense of achievement in their learning process and also develop self- confidence when they use autonomous learning.

- The students surveyed had one common opinion about their speaking skill, they think their speaking skill is not as good as they expected. Even, the students who fulfilled all academic requirements and passed all subjects of the curriculum think the same. One of the weaknesses of distance English program is the low communicative performance of students. Students have difficulties when they want to express themselves in English. These difficulties are related with grammar, listening comprehension and reading comprehension. In the same sense, it is essential that the English program continues promoting communicative conditions in which students can practice their linguistic skills in daily life. Specifically, in the case of Neiva Campus, students think and feel that immersion activities are very useful to strengthen linguistic skills. According to their experience when they attended "speaking immersion project" carried out in this campus some weekends, they think that with those activities they could lose their fear of communicating in the target language, practice speaking strategies and they could have more fluency when making use of the English language.
- Tutorials are important resources given by the English program which are used by many of students each weekend. These meetings are the most wanted by the students during the week because these are synchronic meetings, face to face meetings where the tutorial session becomes an interaction between student and teacher. Students are aware of English level required by the English program. For that reason, they have another conception about this resource because tutorials should be oriented in another way, with the purpose of improving the linguistic skills according to the needs of each student and not with the

objective of revising or guiding assignments of each subject. Consequently, it is necessary regional teachers in each tutorial provide some suggestions which allow improving linguistic skills.

Considering that students do not have face-to-face meeting with their regional and national teachers on weekdays, each tutorial is developed in a short time and are not entirely focused on the needs of students. In fact, few tutorials are programmed this semester for each subject and these tutorials are not enough for the development of linguistic skills. However, these academic meetings are useful for students in different ways such as revision or guidance in assignments, questions about topics of each subject. Even, they practice their speaking with their teachers and partners. However, two issues are observed in relation to the tutorials. First, students make suggestions to change of methodology of tutorials, but they do not make those demands on teachers, they just talk about weaknesses and they are not part of the solution. The second issue is related to the amount of tutorials; although students practice autonomous learning, tutorials are not enough taking into account that the B.A in Foreign Language is a career where students should be in contact with real contexts or immersion spaces to practice the target language.

- Learners surveyed have difficulties in the performance with linguistic skills, such as: the coherence between ideas when a paragraph is organized, some mistakes of grammar in the organization of sentences, listening comprehension when they listen native pronunciation, reading comprehension and the comprehension of foreign people. According to students, they do not understand some phrases or words that are belonging to an English-speaking region. In agreement with students' opinion their difficulties there are two aspects for analyze, one of them is that they spend short spaces of time in their autonomous learning and the time spent practicing English is not organized properly or in consonance with their difficulties, the second aspect is students do not have weekday a person with a level more advanced that the level of them, who can help them with the orientation or guide in their learning process in English. Obviously, students

have the support of national teacher through of mail but, this support is not enough in each one of linguistic skills also, this support is mediated by asynchronous communication.

- The English program should closely be monitoring the processes of learning of students, which should guarantee the fulfillment of the objectives and English level required for students when they finish the career, with this monitoring surely students would be more satisfied with their performance in English, also English program should create strategies guarantor to strengthen students' communication skills and teach students suitable ways to create and organize their time and activities conforming to strengthen and weaknesses in the learning of English language.
- The support given by national and regional teachers is meaningful for students, although this is not continuous they feel is a very good support, learners can keep in contact with some regional teachers through social networks such as: WhatsApp, Facebook, Gmail, Skype o Hotmail. With these interaction students feel, that they are not alone in their learning process. In spite of this recognition for the support given by teachers, students think would be necessary English program give more tutorials in each one of subjects because in The B.A. in foreign language in distance education is crucial the accompaniment of tutors.

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ANNEXES

Annex 1

Questionnaire

According to your experience as student belonging to the B.A in Foreign Languages at Universidad Santo

Tomas CAU Neiva, answer the following questions:

1. **¿Cuál ha sido su experiencia como estudiante de la licenciatura en lengua extranjera inglés de la VUAD?**

2. **¿Qué recursos ha recibido del programa para desarrollar y practicar sus habilidades en inglés?**

3. **¿Cuál ha sido su experiencia al desempeñarse usando el idioma inglés?**

4. **¿Cuáles son las fortalezas y debilidades que considera tiene el programa de lengua extranjera inglés a distancia de la VUAD?**

5. **¿Cuál considera usted que es su desempeño en las cuatro habilidades lingüísticas en inglés? (hablar, escuchar, escribir y leer)**

6. **¿Cómo distribuye el tiempo que dedica al desarrollo de las cuatro habilidades lingüísticas en inglés?**

7. **¿Qué actividades realiza para el desarrollo todas las cuatro habilidades en el idioma inglés? (ejercicios gramaticales, lee diferentes escritos, comparte conversaciones con personas que hablan inglés etc.)**

Annex 2

Universidad Santo Tomas – CAU Neiva
Questionnaire

Name: Andrea Julieth Beltrán Silva

Semester: 10 **date:** 20-09-2017

According to your experience as student belonging to the B.A in Foreign Languages at Universidad Santo Tomas CAU Neiva, answer the following questions:

1. ¿Cuál ha sido su experiencia como estudiante de la licenciatura en lengua extranjera inglés de la VUAD?

Mi experiencia durante los años que he llevado como estudiante en la universidad santo tomas, ha sido compleja ya que la universidad no cuenta con los recursos académicos necesarios para que el estudiante pueda alcanzar los objetivos que exige la universidad.

2. ¿Qué recursos ha recibido del programa para desarrollar y practicar sus habilidades en inglés?

En realidad los recursos que hemos recibido hasta el momento son:

- tutorías (3 tutorías por materia, cada tutoría es de una hora).
- libros (la gran mayoría son virtuales).
-

3. ¿Cuál ha sido su experiencia al desempeñarse usando el idioma inglés?

Mi experiencia ha sido regular, porque siento que hay un vacío muy grande en la parte comunicativa y una de las causas es por la falta de estrategias de la universidad, pienso que deben reestructurar esta metodología en especial la 1ª para mejorar la habilidad comunicativa.

4. ¿Cuáles son las fortalezas y debilidades que considera tiene el programa de lengua extranjera inglés a distancia de la VUAD?

debilidades: Docentes no muestran interés en retroalimentar.

- Mejoran estrategias para mejorar la habilidad comunicativa.

Fortalezas: Flexibilidad en la fecha de entrega de trabajos

- El coordinarlos del programa mauricio Bottrago es muy eficiente.

- * Se cuenta con excelente docentes para la formación en diferentes idiomas.
- * universidad acreditada.

5. ¿Cuál considera usted que es su desempeño en las cuatro habilidades lingüísticas en inglés? (hablar, escuchar, escribir y leer)

Considero que mi desempeño fuerte en desarrollo es: leer y escribir.

6. ¿Cómo distribuye el tiempo que dedica al desarrollo de las cuatro habilidades lingüísticas en inglés?

* El tiempo lo distribuyo de acuerdo a mis obligaciones por ejemplo para mejorar la habilidad de escuchar lo hago escuchando canciones en inglés, noticias, películas y conversaciones.

* En el trabajo, leo libros de las diferentes materias en inglés, planes y converso con mis estudiantes.

7. ¿Qué actividades realiza para el desarrollo todas las cuatro habilidades en el idioma inglés? (ejercicios gramaticales, de comprensión auditiva, lee diferentes escritos, comparte conversaciones con personas que hablan inglés etc.)

* Leo artículos y noticias en inglés.

* Escucho canciones en inglés todo el tiempo con las letras.

* Veo películas en inglés.

* Converso con mis compañeros de trabajo y estudiantes.

INTERVIEW

Pregunta principal:

¿De qué forma cree usted que lo que le ofrece el programa de inglés a distancia de la VUAD le orienta por el desarrollo de habilidades en inglés?

Preguntas secundarias:

- ¿Qué utilidad le da al material físico o electrónico dado por la VUAD?
- ¿Cómo ha complementado las oportunidades que ofrece el programa para el desarrollo de las cuatro habilidades?
- ¿Asiste con regularidad a las asesorías programadas en el CAU? ¿Cómo ha aprovechado estas asesorías para el desarrollo de las cuatro habilidades?

Pregunta principal:

¿De qué manera ha recibido acompañamiento de los docentes del programa en sus procesos de aprendizaje del idioma inglés?

Preguntas secundarias:

- ¿A qué hacen referencia las propuestas o ideas que usted le propone a los docentes en cada una de las tutorías brindadas en el CAU y con los docentes nacionales?
- ¿A través de qué medios usted se ha comunicado con los docentes para que le brinden un adecuado acompañamiento en sus procesos de aprendizaje?

Pregunta principal:

- ¿Ha hecho uso de la actividad extracurricular “immersion – speaking” ¿Cuál es su opinión de esta actividad?

➤ **Preguntas secundarias:**

-De acuerdo a su opinión ¿Cuáles son las fortalezas de esta actividad?

-¿Qué sugerencias daría para fortalecer esta actividad extracurricular?

-Esta actividad extracurricular ¿Cómo ha fortalecido su habilidad del habla?

Pregunta principal:

¿Cómo ha fortalecido las cuatro habilidades lingüísticas del inglés?

Preguntas secundarias:

¿Qué considera que le hace falta en la habilidad de escucha?

¿Qué considera que le hace falta en la habilidad de la escritura?

¿Qué considera que le hace falta en la habilidad del habla?

¿Qué considera que le hace falta en la habilidad de la lectura?

Annex 5

MAILED QUESTIONNAIRE -GRADUATE STUDENTS – CAU NEIVA

According to your experience as student belonging to the B.A in Foreign Languages at Universidad Santo Tomas CAU Neiva, answer the following questions:

1. ¿Cuál fue su experiencia como estudiante del inglés de la VUAD?

2. ¿Cuál es su experiencia al usar el idioma ingles en su vida profesional?

3. ¿Qué recursos recibió del programa para desarrollar y practicar las habilidades en inglés?

4. Basado en su nueva experiencia profesional que aconseja usted a la licenciatura para la formación de nuevos licenciados?

5. ¿Qué hace usted para mantener su nivel lingüístico en las cuatro habilidades ahora que no está en la licenciatura?

6. ¿Cuál considera usted que es su desempeño en las cuatro habilidades lingüísticas en inglés? (hablar, escuchar, escribir y leer)

7. ¿Cuáles fueron las fortalezas y debilidades que considera tuvo el programa de lengua extranjera inglés a distancia de la VUAD?

8. ¿Cómo distribuye el tiempo que dedica al desarrollo de las cuatro habilidades lingüísticas en inglés?

Consent form

CONSENTIMIENTO

TITULO DEL ESTUDIO: Perspectives of students belonging to CAU Neiva, about their learning process of English in distance education

INVESTIGADOR: Diana Lucia Rendón Gutiérrez

PROPOSITO: Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés** de la **Universidad Santo Tomás**. El propósito de este estudio es el de obtener mayor información con respecto a sus perspectivas y opiniones sobre su proceso de aprendizaje de inglés en educación a distancia.

PROCEDIMIENTOS: Para este estudio se llevará a cabo una entrevista y un cuestionario. Entrevista que está compuesta por dieciséis preguntas y el cuestionario contiene de siete a ocho preguntas de acuerdo a su caso; el procedimiento se desarrollará en dos etapas, la primera, el investigador leerá junto con el entrevistado las preguntas y si el entrevistado tiene alguna duda sobre estas, será resuelta antes de iniciar la entrevista o cuestionario. La segunda etapa es el desarrollo de los instrumentos explicados en la etapa anterior.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted no está obligado a contestar ninguna pregunta que considere incomoda.

DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para la explicación de los procedimientos y la aplicación de los instrumentos propuestos para esta investigación. Recuerde que su participación contribuye no solo al desarrollo del estudio llevado a cabo, sino también para dar a conocer al programa de inglés cuáles son sus opiniones, perspectivas, fortalezas y dificultades en el proceso de aprendizaje que llevo a cabo o ha venido vivenciado durante su carrera.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a Diana Lucia Rendón Gutiérrez, estudiante de la licenciatura en lengua extranjera inglés del CAU Nieva.

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Andrea Sertuche. Date: 23 Sept 2017

Firma del participante Jeimmy Andrea Sertuche

Annex 8

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

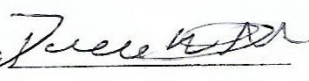
Nombre del participante Andrea Beltrán. Date: 20 Sept 2017

Firma del participante Andrea

Annex 9

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

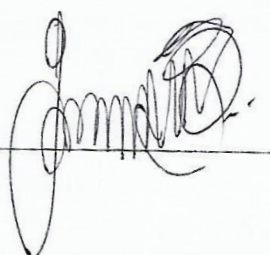
Nombre del participante Daniela Rodríguez M. Date: 23/01/018

Firma del participante 

Annex 10

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Jairo Motta V. Date: 23 Sept 2017

Firma del participante 

Annex 11

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Karen Melisa Ramirez R. Date: 18 sept

Firma del participante Karen Melisa Ramirez Rojas

Annex 12

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Lina Fernando Collozas Date: 23 sept 2017

Firma del participante Lina Collozas

Annex 13

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Luz Marina Salazar R Date: 17 sept 2017

Firma del participante Luz Marina Salazar R

Annex 14

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Paula Ruiz Date: 16 sept

Firma del participante Paula Ruiz

Annex 15

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

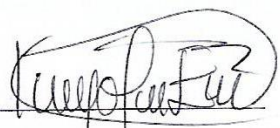
Nombre del participante Yeison Alexander Olaya Date: 16 sept

Firma del participante Yeison Alexander Olaya

Annex 16

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

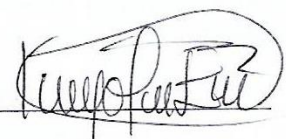
Nombre del participante Kerly Yolina Escobar Date: 16 Sept

Firma del participante 

Annex 17

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Kerly Yolina Escobar Date: 16 Sept

Firma del participante 

Annex 18

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Yurany Bernal Date: 16 Sept 2017

Firma del participante Yurany A. Bernal

Annex 19

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Karina Medina Date: Septiembre 20/2017

Firma del participante Karina Medina