

Social Affective Factors in Online Learning Environments to learn English

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Submitted in partial fulfillment of the requirements

For the degree of MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING

Universidad del Norte, 2018

Barranquilla, Atlántico

Colombia

## Acknowledgement

The first one to express my gratitude is to my God Jesus Christ, who has made all my dreams true. Four years ago when I started to desire to do a postgraduate degree it seems so impossible but He made the way, and today is a dream that is real.

Antoine de Saint-Exupéry once said the following phrase “Love is not looking at each other; is to look together in the same direction” (1943), emphasizing the importance of sharing futures and dreams with the loved one. I had someone beside me that shares this dream with me. My husband Lewis Santos, without his excitement, sacrifice and investment this goal would not have been achieved. This is a thank you for the Saturdays he willingly took care of our daughters, to accept to sacrifice our pair time and assume my training as a family investment. Thank you for being there giving encouragement and believing in me even when I wanted to surrender.

Thank you to my tutor Heydy Robles for sharing her knowledge, for being my guidance and supporting me with so much patience.

Finally I want to give thanks to my two blessings Jade and Camila. For allowing me to steal some moments of your children's days when you needed and wanted your mom to be more available to share with you, and I was not there.

Author.

Etel Austin Perez.

### **Abstract**

The aim of this study is to examine what social affective factor enhance student learning and identified the main social affective factor that influenced in student learning in the beginners level of SENA virtual English course. Also Identified teacher and student perception in regard the social affective factors and establish the relationship between these views.

This study was carried out through a qualitative case study research design which involved beginners' level in Foreign Language students in a government institution in the northern coast of Colombia with ethnographic data collection methods which included an interview, surveys and document analysis based on the performance and perceptions of teachers and students. The analysis revealed that that are several social affective factors that take place in online training such teacher and student interaction, student –student interaction, interaction with tools and content. But finally teacher motivation still remains as the social affective factors that influence the most on online learning student, follow by feedback and a daily accompaniment.

This research contribute to reaffirm that teacher strong presence is relevant for student of the online English course to have successful learning process.

Keywords: virtual environments, online courses, social affective factors and computer assisted language learning.

Acceptance grade

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Program Director.

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Judge

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Barranquilla,

2018

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## 1. INTRODUCTION

Online Learning Environment has had a huge impact on all the fields of education because learning is conceived as a continuous process provided by a number of resources. This has raised a great interest on this way of training due to its flexible model. Additionally, it is always accessible and there are more facilities to perform it. Wilson & Stacey (2004) mention that “such models of collaborative learning are becoming almost mandatory in course design and delivery as e-learning is being introduced into institutional policies” (p.541). Therefore, each day more online-learning environments are becoming an alternative that many people use to be trained. As Ruck (2013) expressed “due to the fast growing of online learning it had been critical to define an appropriate pedagogy for this context” (p.3). The interest to perform this research originated from the expansion of online learning in recent years as a way of training and the considerable growth online learning has had.

Furthermore, this model of instruction has become attractive to schools, universities and companies as a way to train their students and workers. Learners have more facilities to focus on developing their skills, Bollinger & Inan (2012) argued that “as the courses are accessible from anywhere, students can schedule their study time in order that they might not interrupt their other responsibilities” (p.1). This means that students have the freedom to organize their schedule according to their needs, and do not have to invest money in transportation, copies and snacks. All



these benefits have made on line learning attractive for the schools and universities. Consequently, the offers for this type of instruction have increased considerably.

In Colombia, the government has a goal to consolidate an education of quality which includes learning a foreign language. The language selected due to globalization's influence is English. Thus, there is an aggressive campaign to promote the English language as the foreign language needed to be learned in different educational levels: primary, secondary, media, university. The *Ministerio de Educación Nacional* (MEN) stated that "Colombian citizens will be able to communicate through English with internationally comparable standards. This will contribute to the insertion of the country in the processes of universal communication, the global economy and cultural openness" (M.E.N, 2017). Due to this, the government implemented a language project named "*El Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras*". The aforementioned project suggests an emphasis to establish English as the only foreign language needed to learn in order to get access to better job, self-improvement, and travel opportunities (De Mejia, 2016, p.8). This project is composed by three programs: Programa Nacional de Bilingüismo, Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras (PFDCLE) and Programa Nacional de Inglés Colombia Very Well! The first one, "*El program Nacional de Bilingüismo*", focuses on the training of citizens at a technological and professional level. The second one, "*Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras* (PFDCLE)" aims to increase the proficiency level of the

English teachers of schools, technological and university institutions. Finally, the program named “*Colombia very well!*” attempts to increase the level of English proficiency of students in private and public schools. These programs are independent from one another, but they share a common objective that is to strengthen the competences of the English language in all the educational fields of the country (Programa de inglés, 2017).

It is clear that the main goals of the Colombian government is to have citizens with a proficient English level. And one of the main goals of the Ministry of Education is to help develop technological citizens. These two views perfectly work together in online learning settings.

The use of different strategies has been implemented. Most of them has been face to face and not online opportunities to learn a foreign language. It can be perceived that the amount of data about teaching and learning using online environments in Colombia is limited. Consequently, this study aims to examine the social affective factors that might help beginner students learn English in an online environment at a public institution called Servicio Nacional de Aprendizaje (SENA). Additionally, this research tries to determine which are teacher and students’ perspectives in terms of language learning, and identify differences and similarities between these perspectives.

This study’s relevance lies on the existing gap between the realities of the virtual bilingual program at the Servicio Nacional de Aprendizaje (SENA) and the literature about online learning existed in Colombia. Furthermore, this study might be

a confident source for English foreign Language (EFL) online teachers to support themselves, and have some clues to know how to deal with the issues of online learning. Moreover, there may be more awareness of the impact that social affective factors could have on an online learning process. Finally, this study might provide insight about the possible adjustment and decisions that might need to be taken in this type of course.

This paper is divided into six sections. The first of them is the rationale where the reasons to conduct this study will be described. Second, the theoretical background will explain the origins of online learning. Third, a summary of previous researches that have been conducted about learning in online environments will be depicted. Fourth, the methodology of this study will be described followed by a results chapter where the findings will be described. Finally, the discussion of the results and the conclusions reached will be presented.

## 2. RATIONALE.

In this chapter the reasons that led to this research will be explained.

Language is a weapon that opens a world of opportunities for people. The Colombian government is aware of the need that its citizens learn a foreign language. This would have a positive impact in people's working skills and expand their opportunities for professional and personal growth. The Colombian government decided to work as a team with SENA to offer free virtual English courses where citizens would have the opportunity to take a virtual English course free of charge. This course could be taken from their home or work place giving them the possibility to continue to develop their professional skills. Currently, English has become one of the most important languages in the world. Richards (2009) stated that English has been taught worldwide, but sometimes its real purpose has been misused or taken for granted. When learning a new language is an opportunity to be open to different views and be able to understand other places, culture, and customs. This is what globalization focus to achieve is, that all the citizens of the world speak one language (English is the universal language currently establish) where there is the opportunities that people from different place be able to shares and know each other. And this is the purpose of the Colombian government that their citizen be part of this multilingual culture. Have the capacity to be parts of the global social interaction with the skills to embrace the professional and personal growth it might offers.

The aim of the program is that every Colombian citizen domains and speaks English as a second language. One way to reach this goal is through the successful

completion of the English virtual courses at SENA. Consequently, the student will improve their skills and knowledge of the language. "Colombian Human resources has been so good that many companies want to increase their activity here in Colombia, but it turns out that the great bottleneck is that there are no people who can speak English," said Juan Manuel Santos, President of Colombia, during the Conference of Agreements for Prosperity. For this reason, courses offered at SENA become a vital part of the National Plan for Bilingualism. A foreign language is a fundamental tool that allows Colombian workers to be more desirable to domestic and foreign employers. (SENA, 2011)

However, in Colombia there has not been conducted any research in regards to the social affective factors that might help students learning processes of the SENA English virtual courses. Therefore, there is the necessity to carry out a systematic research of the virtual English course of the SENA. The data collected here might reveal relevant information that identifies the social affective factors that might affect students' learning process, gives recommendation to obtain better learning results and become a trustful source to help SENA take decisions for the improvement of students learning.

Furthermore, this research will be the first systematized study that would reveal a clear view of the whole teaching and learning process done in SENA settings. The data collected will hopefully be able to reveal inferences of teachers and student's impressions about the courses and determine how these impact their learning. Also, the information could help the Bilingual Program of SENA to take

decisions that will help increase the percentage of the students who achieve the learning outcomes rational for engaging through the use of online resources.

In the following chapter, the theories that support this paper will be described.

### 3. THEORETICAL FRAMEWORK

The learning process is a normal activity every person needs to develop along their life. Stănescu (2016) states, “without learning, human being could not evolve” (p.302). Learning is a continuous action every person should be constantly involved into in order to improve their knowledge, behavior and relations. Learning happens through many methods, tools and strategies. Also, learning support materials have evolved through the time from learning through design and printed material to use a wide variety of content in the internet. Interaction has moved from teacher-centered interaction to student self-development approach. Furthermore, locations have moved from learning in a wide space as under a tree or in a classroom to a virtual environment and currently from a face to face training to online learning training.

Online learning has been an option in education since 30 years ago. It appeared in the 80s according to Coppola (2002) who mentioned that the first funded research project of Virtual Classroom began in 1986 (p, 173). Since then, this way of training has had a huge impact in the field of education transforming many concepts. There are many terms that have been used throughout the years that make reference to the employment of new technologies in learning/teaching settings, such as – Internet-mediated teaching, online education, computer-mediated communication (CMC), e-learning, virtual classrooms, information and communication technologies (ICT), open and distance learning (ODL), web-based learning instructional technologies, virtual learning (Guri-Rosenblit & Gros, 2011).

Also, the types of interaction that have been developed in the learning environment include new technology, teacher, and learner. Learners interacting with individualized computer programs, or learner-to-teacher or learner-to-learner interaction that at a distance requires the mediation of technology (Garrison & Anderson, 2000). The concepts of distance learning have been developed with the use of technology in education. Wilson and Stacey (2004) state that “new technologies have changed the nature of open and distance education in the last decades by providing a way for communities of learners and their teachers to interact with one another despite being situated in differing geographical locations” (p. 26). In online learning the concepts of roles, interaction and setting evolve due to mediation of technology in the learning process. It is important that both teacher and student be aware of the relevance of technology. And that technology is one of the main feature that make an online learning and a face to face training be so different from each other.

### **3.1 Computer Assisted Language Learning (CALL)**

Computers and internet have become a necessary resource at work, home and in education, as Gilakjani (2014) pointed out “computer technology can serve as an enabler in teaching and learning by help organize material for students, help students and teachers interact and assist in authentication and prioritization of Internet material, and interact with processes and models the help learning” (p.146). The union of computer and internet in an education weather in virtual or a face to face environment



enhance the methods and strategies to share the learning outcomes, build knowledge and produce learning.

The use of computer and internet has become a bridge that enables teaching and learning. Gilakjani (2014) indicates that “one of the most important findings toward using computer technologies is that they change the way teachers and students teach and learn” (p.147). When computer technology is used in a learning environment, students are in more control of their learning process. Additionally, this situation allows for more interaction with the teachers and peers. According to Mullamaa (2010), “computer technology offers the learners the possibilities for making the learning process more interesting and challenging. Some of the capacities here are attractive and enthusing” (p.39). The use of computers gives learners the facilities to organize their learning schedule, construct meaning and knowledge in different ways including peer participation, teacher feedback and studying the course material. Students have absolutely autonomy from teacher and a total control of their learning process according to their needs.

The combination of computers and other technological tools can produce positive results when they are integrated appropriately in the learning environment by the teacher. However, this combination could also produce negative results. Gilakjani (2014) points out that “Six factors can impact negatively a successful computer technology integration, they are lack of resources, lack of particular knowledge and skills, institutional structures, teachers’ attitudes and beliefs toward computer technology and types of evaluation and subject culture” (p.148). This implies that

there are relevant aspects of an online learning environment that must be considered. For example, teacher and students must have the appropriate technological material and resources to work in order to achieve the goals of the course. Furthermore, it is essential that they also have the knowledge and skills to know how to use the computer and information and communication technology ( ICT) effectively. When teachers are aware of the importance to develop their knowledge skills about ICT, this could benefit the teacher-student learning environment through a proper use of the technological platforms.

Furthermore, the use of the computer technology for pedagogical purposes in online courses could make the classes more interactive, innovative, dynamic and challenging. According to Anderson & Garrison (2000), “Technologies such as computer-mediated communication and learning networks are making collaborative and personalized learning experiences, at a distance, a reality” (p.97). This means there could be an increase in student motivation, and self-autonomy and learning through activities and task where the computer is used as a mediation tool to stimulate interaction between peers and the teacher making the contents more attractive.

### **3.2 Online Courses**

The classroom has been the most common setting where students have learned in. Some benefits are that they are controlled by a teacher, the teacher assesses learning using communications skills, and feedback is instantaneous after giving instructions. Nevertheless, the world has evolved and also time for study. Time has become a limited resource that requires a careful investment. People want and need to

keep on training to improve their professional skills, but sometimes they do not have the facilities to do a face to face training. This raised the necessity to create other ways of being educated and being updated. Consequently, the form of education has been shifting from face to face training to distance learning. Distance education has a history of almost two centuries and during this period significant changes have taken place in regards to how learning occurs. According to Ruck (2013), “distance education is characterized by the separation of the teacher and the students” (p.5). This particular feature of distance learning is the reason why people have decided to do this type of learning. Society has embraced new forms of training and through the years its acceptance has increased. Online courses are becoming one of the most popular options when people decide to be more prepared and educated in a particular field or profession.

The definition of distance learning has evolved and today there are different ramifications such as e-learning, online learning, blended learning, and virtual learning. They all have commonalities such as the use of technology and internet. Also, the learning process could be carried out in a different place and time, and the material and setting is web based.

Moore, Dickson-Deane & Galyen (2001) defined these terms as:

- Online Learning: The main element of online learning is to get learning experience by using an internet connection.
- E-Learning: students and teacher interact online in this type of learning.

- **Blended Learning:** It is a kind virtual learning which combines the traditional learning of Face-to-face instructions of the teacher with online instructions.
- **Digital Learning:** includes a combination of online learning, E-Learning and blended learning.

In this research, the term used is online learning which means educational courses delivered through the Internet in real-time (synchronously) or asynchronously (Berge & Clarke, 2009, p.2). It is worth mentioning that the online learning in the education field has evolved the concepts of teacher's and student's role, the ways of interaction, and the ways of building knowledge.

### **3.3 Teacher Role**

It is relevant for teachers of online course to know how to use technologies, to deliver the learning outcomes, to create interaction and have constant communication in order to have a successful online teaching experience. "It is necessary to develop the skills of the online teacher, strategies must include teaching technical skills, for them to know how to use the software, management the platform and guide the student how to conduct themselves through the platform" (Wilson & Stacey, 2004, p.36). In other words, teacher must be updated in terms of technology to improve the course with innovative practices, to guide the learner to do a good performance and to have a successful learning process.

The ways in which the teacher carries out his or her role such as pedagogical communication, feedback and instruction by using the technology need to be didactic. Consequently, this could help the learner construct their knowledge.

The role of a teacher in an online learning includes giving space for students to build their knowledge through forum discussions, group work, content material and peer and teacher feedback. “Teacher must give clear instructions of the organization of the platform, functionality, motivate the student to have different interaction promoting collaborative learning and give feedback that help build student knowledge” (Mullamaa, 2010. p.39). The instructor becomes a facilitator, an expert in the field, whose task is to support the student’s development. The teacher’s role is to work as a guide where the main function is to look over the process while providing the information and instruction required by the student. Also, the instructor supports and ensures the effectiveness of the process.

Online learning has caused the demanding of new competencies for teachers that are encouraged to a more didactic pedagogy. Väljataga & Laanpere (2010) found that “pedagogical change involves not only acknowledging the adoption of appropriate teaching approaches, and awareness of learners experiences, but also integrating social media in ways that enable active participation, social interaction, global networking, and community connections” (p.280). These competencies have to do with planning and designing material for an e-environment, combining teaching and technologies, motivating learners to be autonomous in their learning process, instructing about the use of technological tools, and mastering the content.

Effective pedagogy in online learning does not just refer about knowing the subject matter, understanding pedagogical approaches, and utilizing the correct teaching strategies, but applying the appropriate material, method and tools of an e-environment that satisfies the student's need for learning.

### **3.4 Student Role**

Online courses have diverse types of interaction such as: teacher-learner, learner- learner, and teacher-technology. Each one of this type of interaction is important for the learning process to be successful in online training. That is to say, it is important that the teacher uses different strategies to build relations and interactions between the participants. Wilson and Stacey (2004) mentioned "Group discussion, teacher-learner, learner-learner and learner-content enables effectively learning through collaboration" (p.33). Interaction could be built through group discussion boards, tasks in group, corrective feedback, online messages and online sessions. Through these spaces, the participants interact, construct knowledge, receive feedback and keep communicating with peers and the instructor. All these ways of interaction produce learning collaboratively.

In addition, constructivism emphasizes the active role students' play in this theory of teaching and learning. In this type of learning environment, students experience contextual and real-world learning activities leading to discovery and interpretation of material.

Moreover, according to Limniou & Smith (2010), the construction of student knowledge is based on "students preferred their learning to be focused on

collaborative learning supported through the use of technology, as the interactions between students and teachers were enhanced by sharing and distributing the knowledge among them emphasizing that the perspective of the learner is positive” (p.651). They like the interaction with peers and the teacher because together they might be able to learn more. Constructivist knowledge is based on a student-centered role where students are the principle one responsible of taking advantage of the resources in virtual environment to construct his/her own knowledge. For instance, when students work through group discussions constructing meaningful statements with classmates. Bolliger & Inan (2012) remarked “students should be engaged in creating meaning by interacting with peers and the instructor and collaborating with classmates” (p.4). Collaborative learning give space to share experience and previous knowledge that help convey the meaning of the new terminology and expand the knowledge. This motivate student to be more involve in their learning process and interact more with classmates.

However, learners’ technological proficiency is an aspect to consider; “they are learners that are not adequately prepared with the knowledge and ability to effectively employ the tools and resources at hand in technology-mediated environments to enhance their learning experience and outcome” (Ozola & Zeidmane, 2012, P.382). This aspect can affect the perception learner have of their self-efficacy. Concerning to this, Maltby & Mackie (2009) expressed that “Self-efficacy refers to people’s judgments of their capabilities to organize and execute the courses of action required to attain designated types of performances” (p.4). In other

words, learners that are not sufficiently prepared for web-based learning and experience learning difficulties might have a weak adaptation to the new learning mode, especially at the initial phase of online distance learning. Thus, their perception of their capacity will be affected and this could influence in their engagement in the course and learning.

Therefore, learner performance can be influenced by a clear understanding of instructions, knowledge about the use of learning tools and environment, and willingness to engage in the course. For a learner to develop confidence in online environment, it is important to have teacher instruction and guidance, but also to have the skills to manage the virtual environment and good disposition to complete the online training. Similarly, Salmon (2006) suggests that “learners cannot affect their own learning until they have fundamental skills and maturity” (p.20). Also Maltby & Mackie (2009) concluded that “they are many types of learners “from the student that is disengaged showing no interest in the course to the model student that is highly involved through the use of the technology and in the interest of the content of the course” (p.50). Students must be motivated to learn the language but also must have the skills and online learning to be able to perform successfully in the learning process.

Moreover, there are other factors that improve online language learners learning progress, “Factors were associated with the ability to apply even basic knowledge of grammar and acquired vocabulary to actual language use. Additionally, it was noted that students lacked the knowledge and skills of reducing anxieties



effectively through social strategies” (Xiao & Hurd, 2010, p.63). This statement implicates that distance language learners need to have some basic background knowledge to perform in the course. Also, they need to be able to manage the anxiety that could be produced due to the lack of knowledge or domain of the language. In the beginner levels, it is relevant that students and teachers are aware of their lacks and strengths to help learners enhance their knowledge about online distance language learning. These should be determining aspects when designing and implementing distance language programs.

Student connectedness, interaction, technology skills, teacher guidance, and technological skills are important aspects that can affect students’ performance in online-learning environments. It is relevant in a course to verify that all these aspects are being conducted appropriately.

### **3.5 Content Course**

Learners interact with the content of the course and it is important as the other types of interaction that take place in a course. Juler (1990) points out that "the text is the 105 basis of all forms of education and that interactions that learners have with their texts are just as important as the interactions they have with real people" (p. 28). In other words, the content might be a reason for students’ interest. If the content is interesting and meaningful, students might become more willing to participate in the course.

Online courses have a variety of material and activities that students are exposed to with the aim of achieving the learning outcomes. These resources of the

course create interaction between the teacher and student, and the students with their peers. Also, this is closely related to the construction of knowledge. There are many types of content in online courses which are divided into technological, pedagogical, and content knowledge (TPCK): “content knowledge (subject matter to be taught), technological knowledge (computers, the Internet, networking, platform tools, etc.), and pedagogical knowledge (methods of teaching and learning” (Koehler and Mishra, 2005, p.8). The content must include more than just technological tools or information. It also has to include clear instruction on how to use them. Also, it needs to be challenging and contain meaningful information for the student. It is relevant that teachers know the content of the course in order to plan how to expose the learner to them to reach the learning outcomes. Technology must be integrated into the teaching and learning content to have a successful learning process.

### **3.6 Social Factors in Online Learning**

One of the main features of an online training course is the geographic distance between teacher and student. This can arise a sense of loneliness that can affect those that need a more human interaction to feel part of a community. Phirangee (2016) mentions “online learning has attributes attrition to the physical isolation of students from one another and the lack of interaction between and among them” (p.13). One of the factors that students struggle with online learning is the lack of human interaction. According to Berge (2002), “Building self-community is relevant due to the fact that it might be a strong reason why the learner might leave a course or do not complete all the

activities” (p.34). Some of the social factors that can affect an online training are: motivation, attitude, and interaction.

One important factor in the student learning process in an online environment is interaction. Moore (1989) classified interaction into three categories “interaction with content, interaction with instructors, and interaction with peers” (p.28). Social interaction is an essential component of learning in the online environment due to the influence that teacher and classmates’ interaction has on student learning. Therefore, students need a close interaction with their teacher and peers. Shaikh & Khoja (2012) remark that “teacher’s management role is related with competencies that allow her to develop and adapt managed actions such as: motivation and learning needs of students, quickly responding to students’ expectations, and channelizing spaces of communication and voluntary participation”(p.4). The close interaction students have with their teacher affects their motivation and attitude.

Furthermore, when the teacher does not perform their role as it should be, this can cause negative attitude and lack of motivation on students. Thus, becoming an obstacle in any learning process. Maltby & Mackie (2009) explained that “unwillingness may be due to anxiety or a sense that change is imposed and may detrimentally affect resistance may also be about risk adversity and an unwillingness to old (successful) learning habits in order to try something new” (p.51). It is relevant that teacher give the necessary orientation for the student to become familiar, and adapt to the platforms and all the environmental issues that this type of course entails. It is clear that the

performance in the course is highly affected by the familiarity the learners have with technology tools and their domain of them.

Moreover, there can be more social affective factors that can help or hindrance learners' performance in online environment. Particularly, this study is important to give attention to the social affective factors mentioned due to the influence they have on learners' learning.

#### 4. STATE OF THE ART

In terms of online learning environment, there is limited data related to teaching and learning in online environment in Colombia. Among the studies that were investigated, the work about "ICT" (Information and communication technology) in higher education in Colombia (Chona, 2015), highlights "the expansion of virtual education in the world and as in other fields, the application of digital technology to education is developed from two current strategic: communication and information technology" (p.1). The aim was to provide teaching-learning elements that involve student in the current world, and at the same time give autonomy, and help in the development of higher thinking skills. This project was consistent with the holistic model of the institution that attempts to optimize academic processes that improve the work pedagogical of computer science educators. This study included the need to implement virtual elements in educational processes.

Through the Colombian Association of Institutions of Higher Education with Distance Programs – ACESAD, Arboleda and Rama (2013) delivered to the Ministry of Education the text "Conceptual guidelines of the distance education modality". In this document, they worked with the "IES" (Instituciones de educación superior) to clarify concepts on this formative alternative, and insist that it must have a normativity that allows it to be differentiated from face-to-face education.

Another study by He (2009) examined factors that might impact student knowledge in virtual groups through online discussion boards. These factors included: trust, mutual influence, conflict, leadership, and cohesion. The path model was

developed to determine whether relationships existed among knowledge sharing from asynchronous group discussion and the above five factors. In this study, there were 148 participants who were undergraduate students from two classes in the Health Services Administration program in the College of Health and Public Affairs. The results indicated that social influence and team cohesion are two major factors that directly affect knowledge sharing within virtual groups. Also, it was concluded that there is a close relationship between trust in one another and knowledge sharing, and the social interaction between the student and the teacher. Also, the trust in each other proved to grow and this produced confidence to share knowledge. Finally, the constructions of knowledge and learning improved. Furthermore, it was determined that the leadership had a strong relationship with team cohesion. It was also found that there is relationship between the quantity of knowledge sharing and students' grades. It was evident that when student had the opportunity to be more exposed to knowledge, this influenced positively in their performance and grades.

Another relevant study was conducted by Garcia (2011). In his study, he tried to quantify factors that contribute to the desertion of the participants in the virtual courses offered by the Department of Continuing Education of the Colombian Society of Anesthesiology and Resuscitation (SCARE), during 2011. As a result, multiple factors on the desertion of students of virtual courses related to the learning tasks that the student had to face immediately and simultaneously when entering for the first time an virtual education program. In such learning process, students should be able to manage technology, the virtual site of the course, the content of the course, becoming

a virtual student, and the interaction in computer-mediated communication (CMC). The contribution of this research in the academic field is valuable due to the fact that it proved that the lack of knowledge of the management of the platform, technology and the task can interfere directly in the academic results, learning and students' grades.

In a separate study, the research by Barrios Espinosa (2015) focused on three main aspects about learning English through distance training: how the gender, the level of English proficiency and motivation affect the attitudes and learning success of the student. It was found that out of the three variables analyzed in this research, the degree of motivation was the most influential factor. "Motivation influenced both in the perception of progress in skills and competences and in the contribution of the different activities to learning the language" (Barrios Espinoza, 2015, p.295). This evidence confirmed the relevance that motivation has in the learning process in an online course. Therefore, motivation might have more influence than gender and proficiency of the person when learning through an online course. The theory shows the importance of the role of the teacher in performing all the necessary strategies to keep up the motivation of the students that will give them the willingness to overcome obstacles that can appear during the course. Also, the relevance that student should have strong reasons for doing a training using an online course that keeps them motivated and focused in all the stages of the process.

In a different study, the research of Garcia (2016) was carried out with the purpose of describing the demographic profile, academic and social factors of a

successful learners in their process of learning English as a foreign language in a SENA virtual course. It was concluded that the social aspects of the successful learner of virtual English in SENA is to have a study group at least at the beginner level. This could support the L2 learning and platform management processes. Likewise, this would positively influence the motivation of students to study the language not only based on having the necessary tools or time, but having strong reasons and positive attitude towards achieving the goals.

At the University of the Coast – CUC the students Britton, Charris, & Wilfrido in 2014 carried out a study of the evaluation of the impact of the virtual subjects in the academic processes of the faculty of economic sciences of the CUC set a precedent by mentioning some aspects such as student academic performance, the quality of the contents, the quality of the platform, among other aspects in online learning. It was concluded that it had not been a formal investigation that allowed the institution to have a diagnostic tool for decision making and the development of improvement plans for the learning process. This became a starting point that validates the need for support to this academic reality. Consequently, from the year 2013 a distinction is being made between the Evaluation of the Teacher in Class and the Virtual Teacher. Therefore, the subjects of both modalities are differentiated and can be studied separately. This study created awareness of the differences in evaluation of the virtual courses versus face-to-face training and the implications that this difference has in verifying the improvement of learning when there is not control of the academic performance of the student to take into account before making decisions.



Another study at the University of the Coast – CUC was conducted by Caro and Bedoya (2015). This research pretended to identify factors that could influence academic performance of students in virtual courses in that institution. Their conclusion was the first objective was achieved. They obtained a list of influential academic factors in the performance of the CUC virtual students. The list was composed by the discussion board, the constant online communication, the co-construction of knowledge, achieving meaningful learning, and the course content. One major factor identified was the methodology of the instructor. It was concluded that this factor has a positive impact on their academic performance. Additionally, taking into account that the objectives and the schedule are shared in a timely manner to the virtual students these activities encourage the collaborative work and debate among the participants. Additionally, they generate motivation for learning since the guidelines delivered are clear and simple during the development of the activities. Once more, it is proved that two specific social affective factors that strongly influence online student performance are connection with teacher and connection between student and student. Even though one of the main feature of online learning is the lack of human contact, there is a necessity to promote through the technological tools connections and relations for the students to keep up their motivation which is one of the main social affective factors in online learning.

Taking into account these previous research papers about online learning, this present research aims to discover other social affective factors or confirm the relevance of the ones that have been discovered.

#### **4.1 Research Questions and Objectives**

This research focuses on answering the following questions:

- What social affective factors take place in the beginner level of the virtual English course of the SENA?
- What are the social affective factors that help students learning process in the beginner level of the virtual English course of the SENA?
- What are the teachers' view of the social affective factors that help students of the beginner level of the virtual English course of the SENA learn?
- What are the relations or differences between students' and teachers' view of the social affective factors that help students in the beginner level of the virtual English course of the SENA learn?

#### **Research Objectives**

##### **General Objective**

Examine what social affective factors help students of the beginner level of the virtual English course of the SENA learn.

**Specific Objectives:**

1. Identify the social affective factors that help students of the beginner level of the virtual English course of the SENA learn.
2. Define teacher view in regards the social affective factors that help students of the beginner level of the virtual English course of the SENA learn.
3. Establish the relationship between teacher and student s' view in regards the social affective factors that help students of the beginner level of the virtual English course of the SENA learn.

## 5. METHODOLOGY

In order to answer the research questions derived from the specific objectives and in coherence with the general objective, this paper will try to identify the social affective factors that help students learn English in a virtual Learning environment. The research is carried out with beginner students of the virtual English program of the government's institution SENA.

The approach employed in this research is the qualitative approach. (Creswell et al., 2003) states the following:

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative. or change oriented) or both. (p. 18)

The main aim of the qualitative approach is to investigate issues that affect a particular person or group of people in order to help them improve or solve a particular situation. It is conceived as the approach that observes the world through a set of interpretive material. In other words, the qualitative approach makes the world visible by identifying significant relations between variables seeking to understand a particular phenomenon. Qualitative research tries to understand social realities from different perspectives taking into account the context and the relation between the participants. Flick & Steinke (2004) claimed that “qualitative research describes life

worlds ‘from the inside out’, from the point of view of the people who participate. It seeks to contribute to a better understanding of social realities and draw attention to processes, meaning patterns and structural features” (p.3). Qualitative research concerns about people improvement. Consequently, it is applied when there is a need to understand in detail a complex issue and this can only be done through a careful study of the problem, and interacting with the ones under study. Also, collecting, analyzing and interpreting data are necessary to have a total comprehension of the issue.

According to Batista and Hernández (2006), the qualitative approach is the research that collects data without numerical measurement. It focuses on answering the research questions through interpretation processes. Furthermore, it occurs basically in natural environments and the meanings are extracted from the data. This means that it is based on an inductive process (explore and describe, and then generate theoretical perspectives) not a predictable one. Therefore, the predominance of this type of investigation lies in the exploring and understanding of the phenomenon.

### **5.1 Case Study**

The research method used in this investigation is the case study method. As Yin (2009) stated “a case study is an empirical study that investigate a contemporary phenomenon in depth and with it is real-life context” (p.18). The case study allows the researcher to examine the data closely on a specific context. Also, the data shows real-life events that help find out the reason why a phenomena is taking place or the

possible reasons that made it happen. Besides, Burns (2000) declares “a case study must involve the collection of very extensive data to produce understanding of the entity being studied” (p.460). A case study research has the aim of analyzing intensively multiple phenomena with a view to establish generalizations that can be applied on many other cases.

The investigation was proposed with an interpretative perspective that allows to understand the social phenomenon. This was done through a careful collection of data from an educational practices where researchers collect all the data, interpret them to give an answer to the problematic and the proposed objectives.

So, the interpretive researcher studies what people do when they perform an everyday routine. An interpretive researcher analyzes the way that data will be studied. Valenzuela & Flores (2012) declared “the interpretation involves explaining and framing the results, the most important findings, the interpretation simply means that it is done from the researcher’s perspective. It is interested in generating theory about a particular aspect” (p.180). The data is looked over, then broken down into smaller categories that help find major aspects. Lastly, it would be possible to have the whole picture of the context that is being investigated. This includes an inductive analysis that goes from the particular to the general. Additionally, the final goal is to generate a large photograph that helps the researcher to find the answers to the research questions.

The methodological design led to use the Interpretive Paradigm which aims to understand and interpret reality, the meanings of people, perceptions, intentions,

actions, under a qualitative approach. Also, the methodological investigation would be descriptive seeking the identification of factors, concepts (indicators) and defining the categories in relation to incidence with the addition of a corresponding mediator. The results could yield to other studies and might become the basis for making institutional decisions and recommending strategies that contribute to the improvement of the conditions of the problem analyzed.

## **5.2 Context Description**

The population studied were students enrolled in the beginners' level of the English virtual course of the SENA. From a total of 240 students, only 29 students completed the survey. Student's social stratification goes from 3 to 5. Their ages range from 14 to 60 years old, and they are from both genders. Finally, their level of education goes from bachelor to professional. Also, 4 teachers of the program and a coordinator were interviewed. In addition, the performance reports from August to October 2017 period were reviewed.

A representative intentional sampling group was chosen where the researcher has intentionally selected the individuals of this population that gather some qualitative elements. The sample of 29 students belonged to the beginners' level course which were convened by a technological instrument (survey). Besides, an interview to a focus group of teachers and a coordinator, and the analysis of academic documents.

### 5.3 Data Collection Instruments

For this study, the data was gathered through interviews, surveys, and document review in order to answer the main and secondary questions of this research.

Data is an essential part of research because they can give different insights, clarify and direct the purpose. Hobson, Ashby, McIntyre, & Malderez (2010) point out that “data is constructed instead of being just collected” (p.19). They concluded that it is important to make the data reveal the relevant information that will show the real perspectives of the situation observed.

The techniques used in this research were: surveys, interviews, focus groups, and documents review.

**Surveys:** collect specific information, McCawley (2009) stated “that surveys, interviews, and focus groups are methods used to collect data” (p.6) they can be written or oral. Written surveys may be conducted by mail, e-mail, or using a Web page. They might also be used to gather data from a group of individuals attending an event. The survey was given to 29 student of beginners’ level through the platform of Google drive. It was decided to conduct a survey because it is an instrument that is practical to collect data from a big amount of people in a very little time. It is not time consuming and can cover different topics in one survey.

In this research, a survey was applied to 29 students of the beginner level of the English virtual course of the SENA. It was send through the tool google drive.



The topics covered aspects such as course design, study material, interactions, the learning process and platform management.

**Interview :** Merriam (2009) presents the concept of interviews as a conversation with a purpose that we use to obtain a kind of information that cannot be observed such as feelings, thoughts, or events that happened when the interviewer was not present. The most common form of interview is person to person but there are also group interviews. In this case, three teachers and the bilingual coordinator were interviewed. The questionnaire allowed for a quick analysis of large amounts of information in a relatively short time. It also allowed to see the teachers' opinion in a measurable way while decreasing the possibilities of ambiguity and subjectivity. It was also more practical and consistent.

**Document Review:** The aim was to collect data and information through a revision of writing documents. It is important that the documents are carefully selected according to the information that is needed or wanted. Bowen (2009) declared "Documents can also contain data that no longer can be observed, provide details that informants have forgotten, and can track change and development" (p.32). Therefore, when a document is revised, it is relevant to keep report of the information discovered to have control of the document revised and to not go over them again.

Otherwise, the document revision can be done through a primary source or secondary source. A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, and results of experiments, statistical data, pieces of

creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs, lists, and newsgroups are also primary sources. Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources.

Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

The document that reviewed was the report of performance of the most recent courses.

The document review was a final report document named General Summary of User Activity. This document is executed at the end of each course, which summarizes the statistics of the activities with more access by students during the course. The second document that was reviewed by the name Performance Instructive for Virtual Tutor in Learning Environment of the SENA. This document contains in a detailed way the different roles of a virtual teacher of the SENA. This document includes all the functions and roles a virtual English tutor of the SENA should perform, include the social role. The analysis of these documents can help determine what type of interaction takes places, the tools most used to interact with each other and the reason of the interactions. These might reveal the most relevant social affective factors that take place during the course.

The following table 1 shows the Techniques / instruments that will be applied to achieve each specific objective of the research, they are a: survey- online questionnaire, an interview- written questions and report-document review.

Table 1.

*Instruments and objectives of the research.*

Objectives	Technique	Instrument
<ul style="list-style-type: none"> <li data-bbox="418 737 829 1062">• <b>Examine what social affective factors help students of the beginner level of the virtual English course of the SENA learn.</b></li> <li data-bbox="418 1104 829 1430">• <b>Identify the social affective factors that help students of the beginner level of the virtual English course of the SENA learn.</b></li> </ul>	Survey.	Online questionnaire
<ul style="list-style-type: none"> <li data-bbox="418 1577 829 1822">• <b>Define teacher view in regards the social affective factors that help students of the beginner level of the</b></li> </ul>	Interview.	Written questions

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**virtual English course of  
the SENA learn.**

- **Establish the relationship  
between teacher and  
student s' view in regards  
the social affective factors  
that help students of the  
beginner level of the virtual  
English course of the  
SENA learn.**

- 
- **Examine the social  
affective factors that take  
place in the beginner level  
of the virtual English  
course of the SENA.**
  - **Identify the social affective  
factors that help students  
of the beginner level of the  
virtual English course of  
the SENA learn.**
- 

Document Review Report

Finally, the data of the three instruments will be systematic analyze.

In the following chapter the data that is obtained from each instruments will be analyzed in order to obtain results that will help examine and identify the social affective factors that takes place in the Virtual English course in level beginners of the English program of the SENA, and also to determine the points of views of teachers of students in regards the influence social affective factors has on the whole learning process.

## 6. RESULTS

This chapter focuses on showing the results of the data collected in Beginners level of the English program of the SENA. The aim of this study is to identify the social affective factors that helps students learned: making inferences from teachers and students perspective. This study also involved the analysis of the data collected through three instruments. First students and teachers took a survey to have a better insight of both perceptions. Furthermore, an interview was conducted to the teachers and the coordinator of the English program of the regional of San Andres. Finally two main documents were reviewed; a final report document named General Summary of User Activity. This document is executed at the end of each course to review the social interactions between the parts by the used of the platform tools. The second document that was reviewed by the name Performance Instructive for Virtual Tutor in Learning Environment of the SENA, this document includes all the functions and roles a virtual English tutor of the SENA should perform, include the social role.

### 6.1 Teacher Interviews

In order to know teacher perspective of the social affective factors that helps student learned, an interview was given to five teachers but only three completed it.

Teachers' interviews were analyzed. They are virtual teachers with more than five years of experience. Table 2 is a summary of teachers' experience and information.

Table 2. *Teacher's Information*

<b>Teachers</b>	<b>Gender</b>	<b>Age</b>	<b>Experience</b>	<b>Preparation</b>
<b>3</b>	Feminine	30-40	5-10 years	Professionals

Table 2 shows that teachers have more than five years of experience, their level of preparation is professional and their ages range between 30 and 40 years old.

Table 3. *Categories Used for the Interview's Analysis*

<b>Objective</b>	<b>Pre-determined</b>	<b>Emerging</b>
<b>2. Define teacher view in regards the social affective factors that help students learn English in VLE</b>	<i>1. Teacher motivation</i> <i>2. Constant feedback</i> <i>3. Daily Accompaniment</i> <i>4. Student Attitude</i> <i>5. Synchronic interactions</i>	<i>6. Good use of the Platform tools</i>

After analyzing the interviews of the teachers about their experience as virtual English teacher, the following categories resulted as the most relevant:

### 6.1.1 Teacher Motivation

During the course development, teachers have discovered the importance that speaking English for students' personal and professional growth has. Therefore, this is used to motivate the student for them to do a good performance and do not drop out the course. Shaikh & Khoja (2012) mentioned that "teacher's management role is related with competencies that allow her to develop and adapt managed actions such as: motivation and learning needs of students, quickly responding to students' expectations, and channelizing spaces of communication and voluntary participation"(p.4). Teacher words of encouragement and stimulus to students such as to remember them the reasons why is important to learn the language, drives them to be involved in the course, be disciplined and responsible with their learning process.

The following are extracts of teacher interviews making reference of the ways they motivate students.

*Teacher 1: siempre se está diciendo que aprovechen la oportunidad de aprender un segundo idioma que es tan importante en la actualidad, se le está motivando.*



*Teacher 2: por lo que es una buena estrategia para motivarlos en su proceso de aprendizaje incentivarlos de finalizar el nivel que se está realizando*

*Teacher 3: Concientizándolos sobre la real y verdadera importancia del dominio del idioma para que se animen, ya que el primer requisito para aprender es desearlo con sinceridad y luego dedicarse con compromiso. Invitarlos a tomar conciencia del significado, el poder acceder de manera gratuita a los cursos de inglés.*

Teachers indicated that one of the strategies they used to motivate students is to constantly remind them of the importance of knowing a second language for their personal and professional growth. This has a strong influence on their engagement in the course and interest to learn the language.

### **6.1.2 Constant Feedback.**

This category is an important feature of teacher roles in online learning. Teacher roles include helping students build their knowledge through a proper and constant feedback. Limniou & Smith (2010) stated "Students preferred their learning to be focused on collaborative learning supported through the use of technology, as the interactions between students and teachers were enhanced by sharing and distributing the knowledge among them emphasizing that the perspective of the learner is positive" (p.651). As a result of teacher constant feedback students learn collaboratively through instruction, assessment and corrections received. The three

teachers expressed awareness of their instructional function when they stated how they support the learning process of students and the effects on their improvement.

The following are extracts of teacher interviews making reference of the ways they give constant feedback to students.

*Teacher 1: Les escribo un mensaje manera semanal, algunos casos recibo respuestas en otros no contestan, pero es a través de mensajes, trato de hacerlo personalizado, cuando lo hago de manera personalizada los aprendices si dan respuestas.*

*Teacher 2: Estar pendiente de lo que hasta ahora han pasado, trato de hacer un reporte sobre progreso, decir mira te está faltando esta actividad o te felicito por que recibí todas las actividades de esta, esto produce muy buenos resultados en su desempeño.*

*Teacher 3: En la retroalimentación se les reconoce el esfuerzo al participar, indicarle cómo mejorar en su desempeño brindándole al mismo tiempo otra oportunidad para repetir.*

Teachers explained the different strategies they used to give feedback because they had seen the good results this produced in student performance and learning outcomes. Teacher feedback helps students to construct their knowledge and the connection that is created between student and teacher through feedback influenced positively student learning. It is clear that when students have the opportunity to be more exposed to knowledge this influences their performance and grades.

### 6.1.3 Daily accompaniment

This category is included as one of the social functions of the virtual teacher role of the SENA. Wilson and Stacey (2004) stated that “New technologies have changed the nature of open and distance education in the last decades by providing a way for communities of learners and their teachers to interact with one another despite being situated in differing geographical locations” (p. 26). The instructive performance of virtual tutor in e-learning environment of the SENA established that the main function of a virtual teacher is to give a daily accompaniment to students. Therefore, teachers must enter the course daily and interact with students by responding concerns or doubts students may have. During the interview, the three teachers mentioned they give a constant accompaniment to student because they are aware that is necessary for student to achieve the learning outcomes.

The following are extracts of teacher interviews making reference of the daily accompaniment gave to students.

*Teacher 1: El acompañamiento constante, que ellos sientan que el Tutor está presente, no presencialmente, pero que sientan que hay una persona detrás del Computador pendiente a todo lo que tenga que ver con el curso y con ellos.*

*Teacher 2: es importante acompañarlos en todo su proceso a través escribir correos frecuentemente a los aprendices,*

*Teacher 3: Les manifiesto el acompañamiento en enviarles correos, anuncios y comunicaciones con motivación y de manera regular para que sientan cerca al instructor a función más esencial que tengo como tutora es brindar al aprendiz un acompañamiento diario en aras de ayudarlo a que aprenda y le vaya bien en el curso.*

Teachers explained that they are doing their main function which is to daily accompany student in their learning process. When students feel the company of teacher by being attentive to their process, respond doubts and instruct performance a positive influence occurs on student learning. This responds to the needs students have to not feel lonely and have someone to help them solve all the inconveniences that an online course might present. Even though one of the main features of online learning is the lack of human contact, there is a necessity for a close relation between the participants to promote learning.

#### **6.1.4 Student Attitude**

This category has to do with the student role in an online learning environment. "Constructivist teaching methods put responsibility on learners for learning to occur, where teacher's role is to help them manage their learning environment" (p.33). This makes reference that constructivist knowledge is a student center role and a main characteristic in online learning. In this case, the student has the responsibility to take advantage of the resources in virtual environments to construct his own knowledge. They will be able to construct their knowledge by having the correct attitude towards the resources the course offers.

The following are extracts of teacher interviews making reference of the attitude students have towards the contents of the course.

*Teacher 2: Es imperativo que los aprendices se concienticen de su responsabilidad en el proceso de aprendizaje para que no que se dediquen a desarrollar el curso de cualquier manera y/o solo por el certificado sin hacer el más mínimo esfuerzo por aprender.*

*Teacher 3: Considero que sí, siempre y cuando el aprendiz dedique el tiempo propuesto para desarrollar las prácticas de las versiones multimedia en Bb.*

*Teacher 3: Estoy segura que si los consultan, lograrían aprender y profundizar en sus conocimientos sobre el idioma de manera efectiva.*

The majority of the teachers agreed that an online student should be aware of his responsibility to construct his knowledge by having the correct attitude towards the resources the course offers. When students assumed this autonomy, it will produce great improvement in their learning.

### **6.1.5 Asynchronous and Synchronic interactions**

This category has to do with the strategy to create a space in the course for a more personal interaction between the participants. Bolliger& Inan (2012) remarked “student should be engaged in creating meaning by interacting with peers and the instructor and collaborating with classmates”( p.4). Through a more real and

personal contact in an online learning environment student feel better accompanied, interact more between each other, and teachers can go over the study material in a more personal way. The three teachers agreed that the space is provided in the course but is not embraced by the students as it should be, these are the reason given.

The following are extracts of teacher interviews making reference of the asynchronous and synchronic interactions.

*Teacher 1: A mi parecer no son aprovechadas como debería, los aprendices que aún no se familiarizan con estas herramientas (blackboard collaborate). Muy pocas las utilizan correctamente.*

*Teacher 2: la principal considero es el tiempo, en muchos casos los horarios en los que se programan, no le permite acceder a los aprendices, otro factor es el poco interés que el aprendiz le presta a dichos espacios.*

*Teacher 3: La mayoría de los aprendices no hacen uso de estos espacios y los aprendices que no lo hacen es por motivo laboral o de estudio.*

Teachers' stated that the course provided the space for students and teacher to interact in a more personal way, but students do not take advantage of these spaces because of lack of time, and knowledge of the use of the tool to access. This could be caused by the anxiety created by not being sufficiently prepared to manage web-based learning tools such as blackboard collaborate.. Maltby & Mackie (2009) expressed that "self-efficacy refers to people's judgments of their capabilities to organize and execute the courses of action required to attain designated types of

performances” (p.4). This may cause a bad adaptation to the new learning mode, especially at the initial phase (beginner level) of online distance learning courses.

### **6.1.6 Good Use of Platform Tools**

This category showed that the technological mediation is one of the main features of online learning. The use of computer technology is relevant because through the use of technology is possible to construct knowledge, work collaborative, and give instruction making distance learning possible. Anderson & Garrison (2000) mentioned “Technologies such as computer-mediated communication and learning networks are making collaborative and personalized learning experiences, at a distance, a reality” (p.97). This means that in online learning, it is essential that teachers use technology as a communication tool to stimulate interaction with students and between peers. Communication becomes relevant for students to stay updated, to receive feedback from the teacher, to share and build knowledge and to learn. During the interviews, the three teachers expressed how they used the tools of communication of the platform to build student knowledge and keep a constant communication with them.

The following are extracts of teacher interviews making reference of the use of the communications tools of the platform.

*Teacher 1: el curso tiene todas las herramientas para que el aprendiz obtenga los mejores resultados. Las herramientas que más utilizo son dos uno es el foro de dudas e inquietudes y los anuncios, correo interno de la plataforma, y la*

*opción semanal de las conferencia web donde se interactúa de forma directa y personal con los aprendices,*

*Teacher 2: Las herramienta de comunicación que uso, son los anuncios, siempre envié copia al correo de los aprendices, principalmente escojo anuncios, he visto mejores resultado cuando estos correos son personalizados, anuncios motivadores, etc. La comunicación de parte del tutor debe ser constante y efectiva.*

*Teacher 3: Utilizo los anuncios y el correo principalmente, pues aunque atiendo también las sesiones sincrónicas 2 veces por semana y la de cada tema*

Teachers expressed that the course platform has many tools that they use to give feedback, guidance, motivation and to keep a constant communication with student. Moreover, teachers indicated that they used these tools to interact constantly with students through messages, feedback and instructions making it relevant for the student learning process and also, affective communication.

The most relevant results of this instrument are the strong impact teachers' encouragement has on student motivation and learning. Likewise, the importance of a constant feedback and a daily accompaniment by teacher in student learning process were highlighted. Both of them influenced positively on students' engagement in the course and to achieve the learning outcomes. Furthermore, another result identified in this instrument is the proper use of the platform tools. However, it was also identified that in some cases students do not take advantage of these spaces because of lack of time, knowledge of the use of the tool to access, and personal interest.

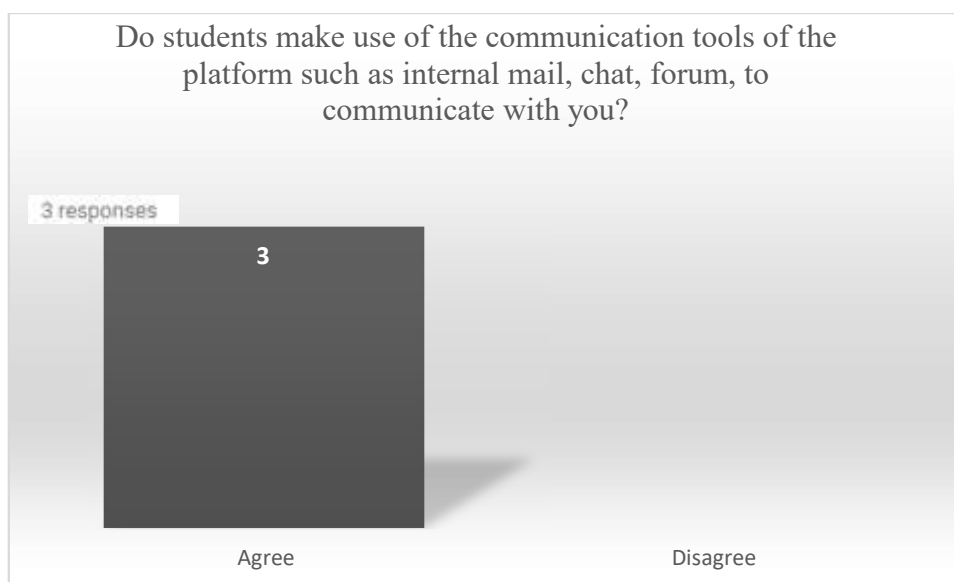


## 6.2 Teacher Surveys

A survey was designed and applied to a group of five virtual English teachers of SENA, but only three completed it. These were selected due to their experience in the English program and their constant interaction with virtual English students.

Teachers were asked to answer a survey which was sent to their emails. The aim was to define teacher's views about the main social affective factor that influence in student learning process. The survey consisted of 8 questions. One open question and seven open questions with a multiple choice format. After the analysis, the questions were systematized in figures to indicate in an understandable way students' answers. The description and interpretation of the responses are presented below.

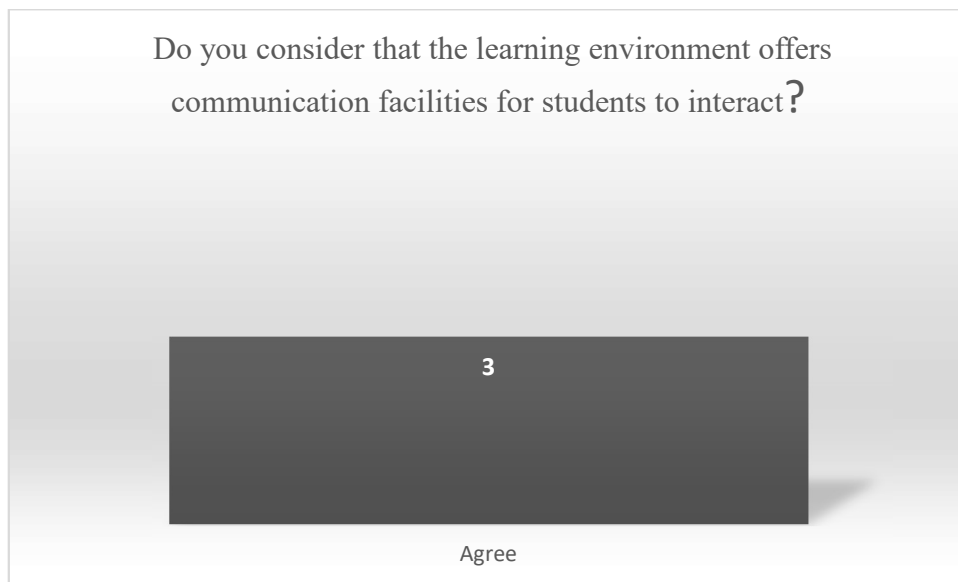
The first question inquired about teachers' perspective of the use students give to the communication tools.



*Figure 1. Use of communication tools*

Figure 1 shows that teachers consider the communication tools are being used for the purpose they were created. Maltby & Mackie (2009) expressed that “Self-efficacy refers to people’s judgments of their capabilities to organize and execute the courses of action required to attain designated types of performances” (p.4). When students used the communication tools of the platform to be in touch with teachers, this is convenient for their learning process. This interaction between teacher and students allows for an exchange of knowledge and gives place to collaborative learning.

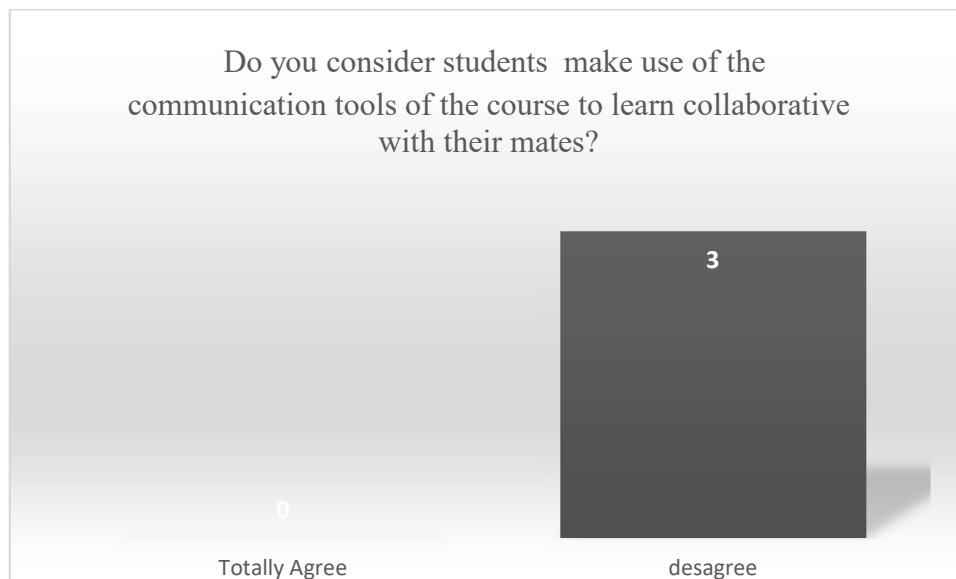
The second question dealt with the facilities the learning environment offers for student to interact.



*Figure 2. Learning environment facilitates interaction.*

Figure 2 shows that teachers believe that students have multiple tools in the course where they can interact with each other and can build relations. Learners interact with individualized computer programs, learner-to-teacher or learner-to-learner with the mediation of technology (Anderson & Garrison, 2000). The first and second teachers that completed the survey expressed that the platform has tools that made possible an easy interaction. When the tools of online learning environment are easily accessed, these resources and facilities help construct relations and improve learning.

The third question sought to demonstrate if teachers considered that students used the communication tools of the platform to learn collaboratively.

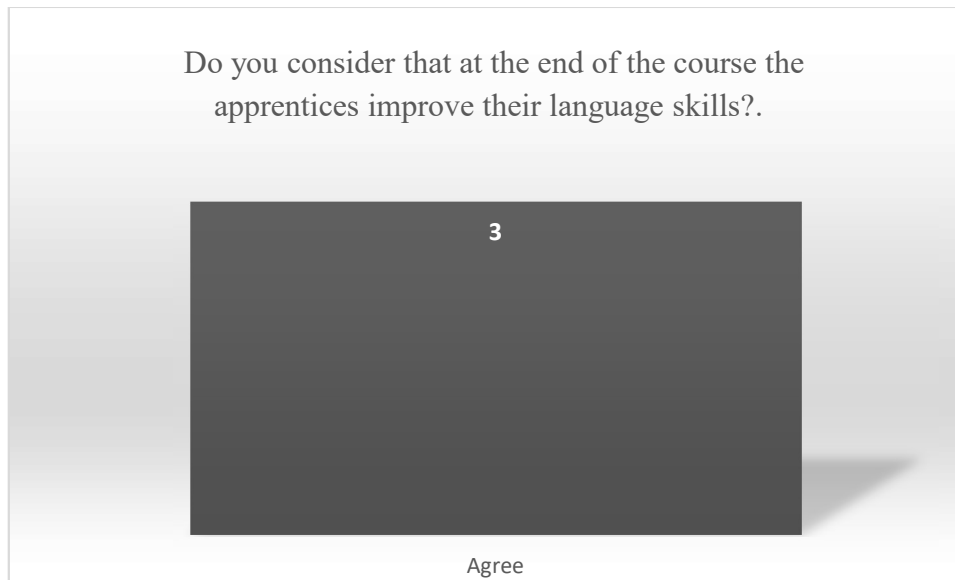


*Figure 3.* The use of communications tools.

Figure 3 shows that the three teachers considered that students do not use the communications tools to learn collaboratively. One of the most important findings

toward using computer technologies is that they change the way teachers and students teach and learn (Gilakjani, 2014, p.147). In online learning, students must be aware of their responsibility to take advantage of the resources in virtual environments to construct their own knowledge and learn collaboratively.

The fourth question aimed to know if teachers believed students would improve their skills by the end of the course.

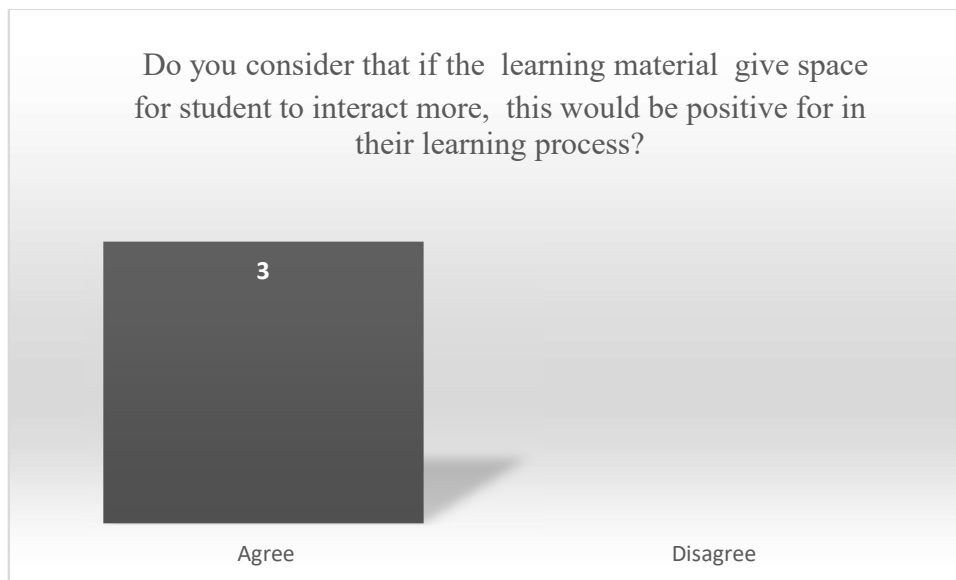


*Figure 4.* Improvement of the language skills at the end of the course.

Figure 4 demonstrates that the three teachers believed that students who develop the activities, study the course material and are disciplined at the end of the course might improve their skills. Also, Maltby & Mackie (2009) conclude that there are many types of learners “from the student that is disengage no interest in the course to the model student that is highly involved through the use of the technology

and in the interest of the content of the course” (p.50). The student that interact with the platform tools, teacher, classmate and content at the end of the course are more likely to achieve the learning outcomes.

The fifth question attempted to identify information about teacher’s consideration in regards to the interaction with the learning material and how this might affect student learning process.

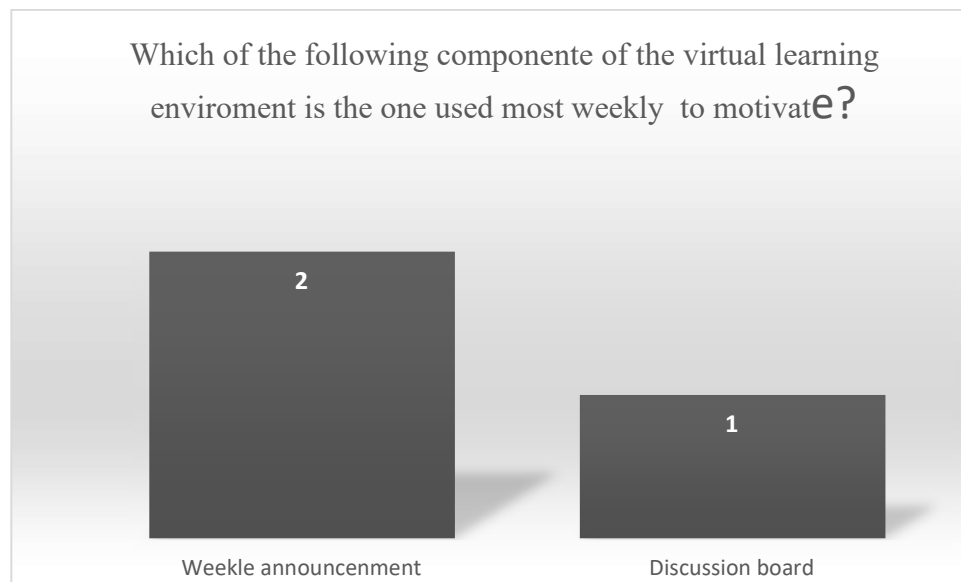


*Figure 5.* Interaction through course material

Figure 5 shows that the three teachers agreed with the statement presented. Wilson and Stacey (2004) considered that “group discussions, teacher-learner, learner-learner and learner-content enables them to learn effectively through learning collaboratively” (p.33). It is important that the teacher uses different strategies to build relation and interaction with the material through didactic activities, academic

study material and dynamic session students where students can construct meaningful statements together and expand their knowledge.

The sixth question sought to identify the virtual components that teachers used more often for weekly motivation.



*Figure 6.* The use of virtual learning component to motivate

Figure 6 demonstrates that weekly announcement is the component used most by the teachers to motivate student.

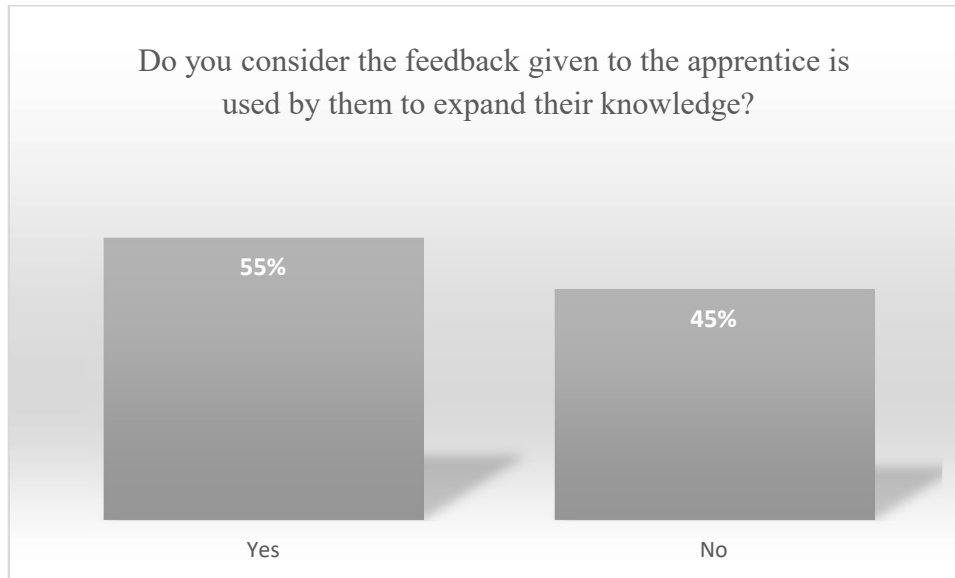
The seventh question aimed to show if teachers make use of the communication tools of the platform to be in contact with students.



*Figure 7. Communication tools*

Figure 7 demonstrates that most of the teachers used the communication tools of the platform to keep in touch with students. The two main components teachers use to keep students motivated are weekly announcements and the discussion forum. The majority of students are motivated more through the announcements tool and few of them feel motivated through the discussion board. Gilakjani (2014) points out “Six factors can impact negatively a successful computer technology integration, they are lack of resources, lack of particular knowledge and skills, institutional structures, teachers’ attitudes and beliefs toward computer” (p.148). It is essential that teachers become aware of the importance of the platform tools and use them appropriately. Additionally, this is one of the main roles as virtual teacher in the social area.

The eighth question inquired about teachers' consideration in regards to the use students give to feedback to expand their knowledge.



*Figure 8* The use of feedback to expand knowledge

Figure 8 reveals that the majority of teachers believe that student make use of the feedback given to them to construct their knowledge and expand their learning. This is positive information in regards feedback. Shaikh & Khoja (2012) implied that “an important competence in teacher role is to give quickly responses due that motivation and attitude can be affected by the lack of guidance, feedback and instruction by teacher”(p.25). Feedback is very relevant in an online course since it has a great impact on the student learning process. It could be said that it allows teachers to perform three of their functions simultaneously such as social, academic



and guidance. This situation gains relevance when students make use of it to expand their knowledge.

The main results to consider from the data analyzed are; both teacher and student used the communication tool to be in touch and to communicate. Also, teachers used the tools to motivate and accompany students. Meanwhile, students used them to receive feedback and to keep in communication with the teacher. On the contrary, students did not use the communication tools to share knowledge with their classmates. Finally, students used teacher feedback to construct their knowledge. On the other hand, teachers considered that a more interactive study of the material might have huge impact on student learning.

### 6.3 Student Surveys

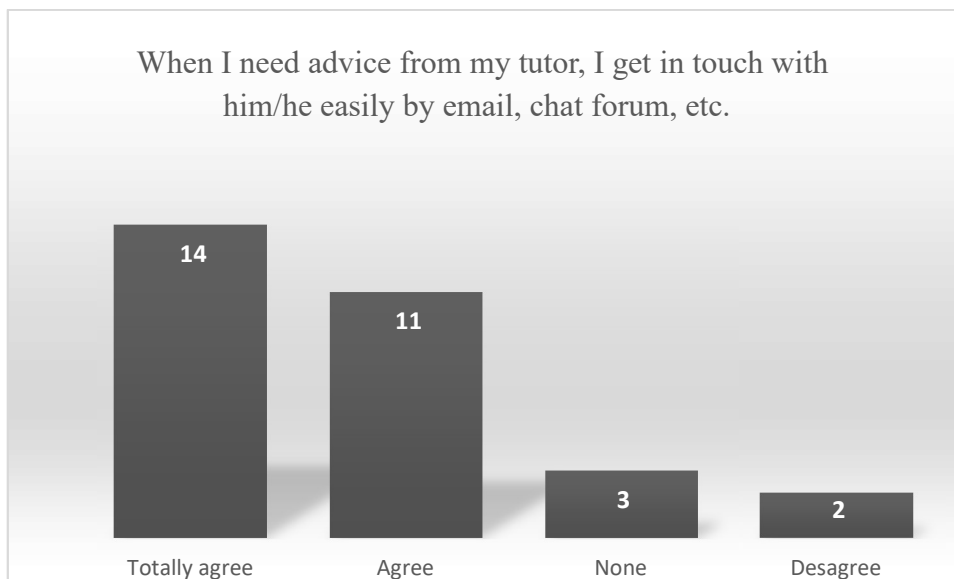
A survey was administered to 31 students and the aim of it was to determine the social affective factors that might help students in their learning process in a VLE.

The following table summarizes the general information of the students who applied the survey.

Table 4. *Student's Information*

<b>Students</b>	<b>Gender</b>		<b>Age</b>		<b>Preparation</b>	
<b>31</b>	Feminine	62%	14-20	27%	Technical	52%
	Masculine	38%	21-40	48%	Professional	30%
			41-60	25%	Bachelor	18%

The results of the survey are presented below.



*Figure 9.* The platform tools used to keep communication with tutor

Figure 9 displays that more than 25% of the students used platform tools to interact with teacher when they need guidance, advice or instruction. Bolliger& Inan (2012) argued that “students should be engaged in creating meaning by interacting with peers and the instructor and collaborating with classmates” (p.4). The majority of the students used the tools to communicate with the teacher or classmates.

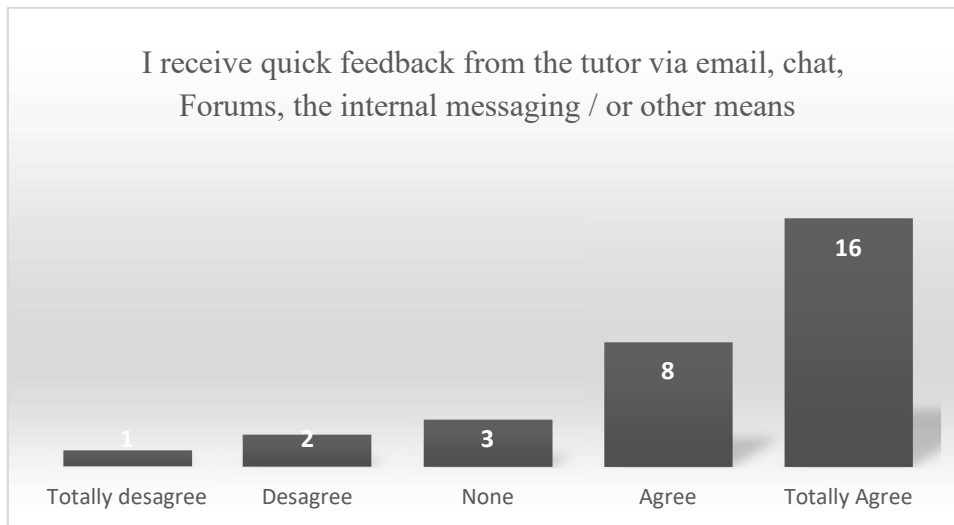


Figure 10. The Platform tools used to give feedback.

Figure 10 shows that a great majority of student consider that they receive feedback from teacher through platform tools. This demonstrates that teachers make use of the tools of the course to give instruction and guidance to address students' needs in their learning process. Gilakjani (2014) stated "computer technology can serve as an enabler in teaching and learning by help organize material for students, help students and teachers interact and assist in authentication and prioritization of Internet material, and interact with processes and models the help learning" (p.146). When teachers used the tools of the platform to give instruction, study material and assessment this might increase student learning and motivation during the course.

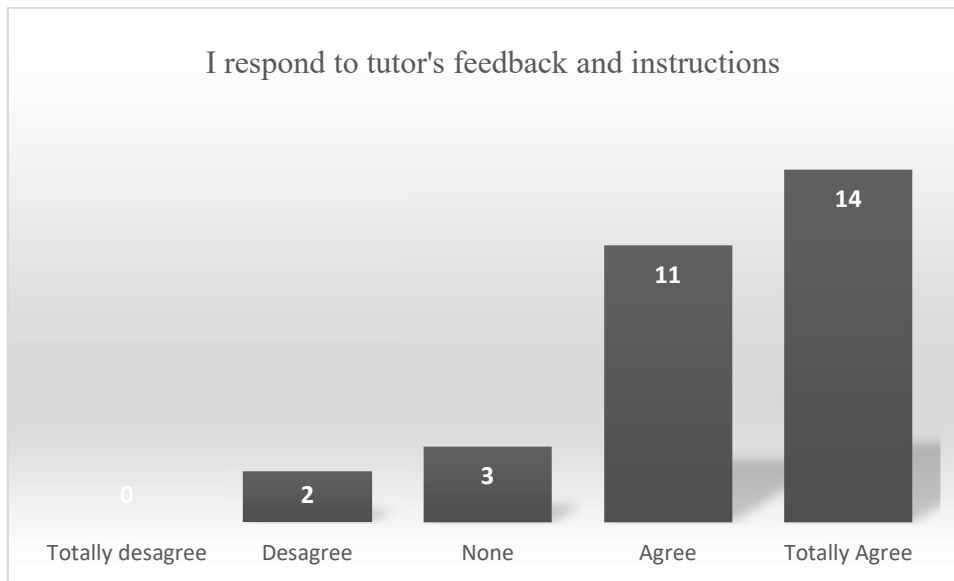


Figure 11. Student respond to teacher feedback.

Figure 11 reveals that a high percentage of students respond to teacher's instruction and orientation through feedback. This is very positive for the learning process considering that teacher and student work together to expand student knowledge. Väljataga & Laanpere (2010) found that "pedagogical change involves not only acknowledging learners' skills and the adoption of appropriate teaching approaches, and awareness of learners' experiences, but also integrating social media in ways that enable active participation, social interaction, global networking, and community connections" (p.280). The teacher is a facilitator, an expert in the field, whose task is to support the student's development. Student learning is being constructed through a collaborative work between student and teacher.

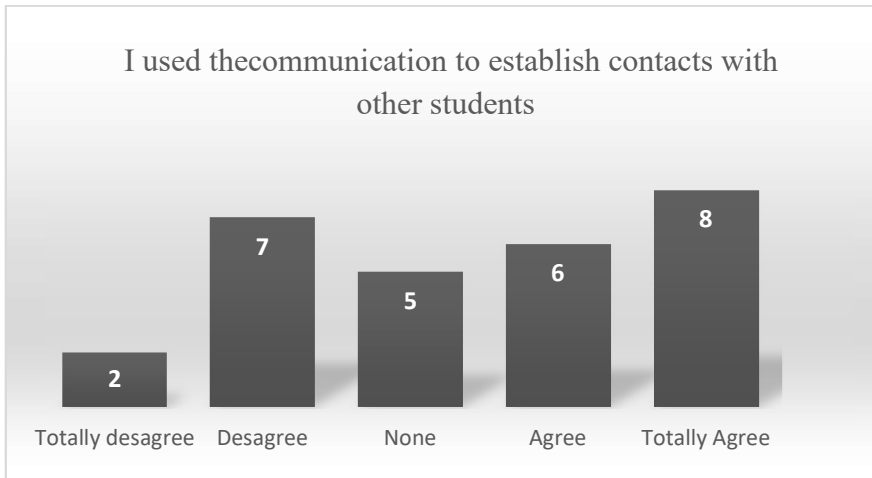
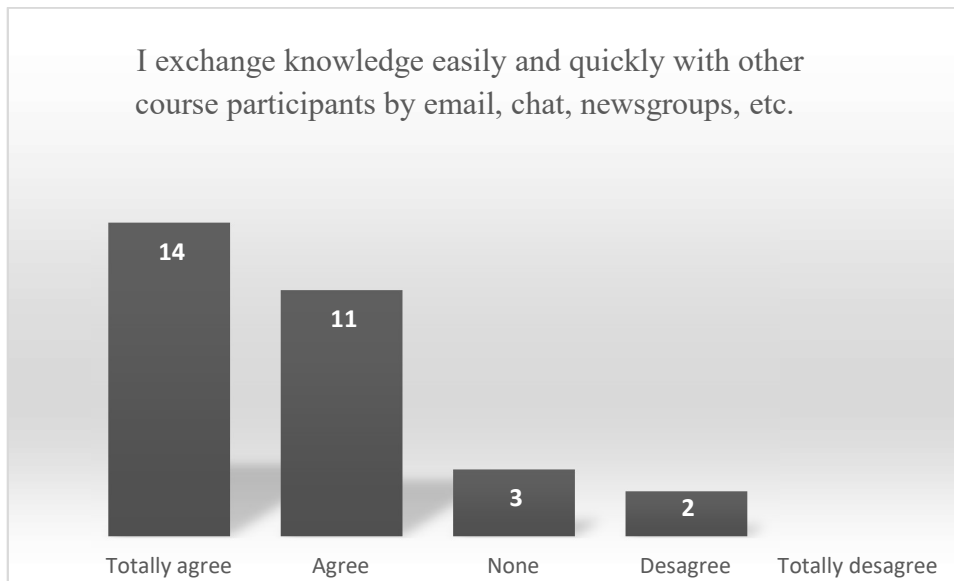


Figure 12. Platform communication tools

Figure 12 indicates that the opinion in regards the use of the communication tools to make contact with mates is divided in equal parts. While 50% of the students have used platform communication tools to get in touch with classmates, the other half does not agree with this statement. Berge (2002) stated “Building self-community is relevant due to the fact that it might be a strong reason why the learner may leave a course or do not done all the activities” (p.34). This results shows that only the half of the students take advantage of the space and the tools the course offers to build relation with their classmates.



*Figure 13.* The use of platform tools to exchange knowledge.

Figure 13 also shows the opinions are divided. 50% agree that it is easy to exchange knowledge through the platform tools. On the other hand, the other 50% do not agree that is easy to exchange knowledge through the platform tools. This might have some relation with figure presented before (figure 14) since the results show an equal percentage. It could be inferred that the same 50% that agrees that the platform tools facilitates contacts between the students is the same 50% that use the platforms tools to exchange knowledge. Mullamaa (2010) said “computer technology offer the learners the possibilities for making the learning process more interesting and challenging. Some of the capacities here are attractive and enthusing” (p.39). These results are relevant due to the fact that it reflects that 50% of students are using the tools the platforms offers to make of their learning process a challenge and interesting experience by interacting with their classmates.

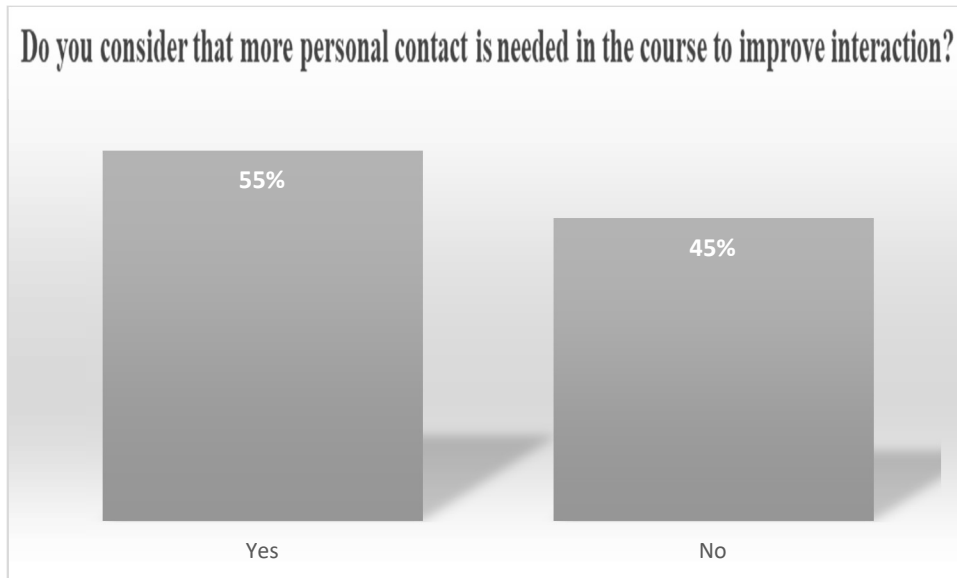
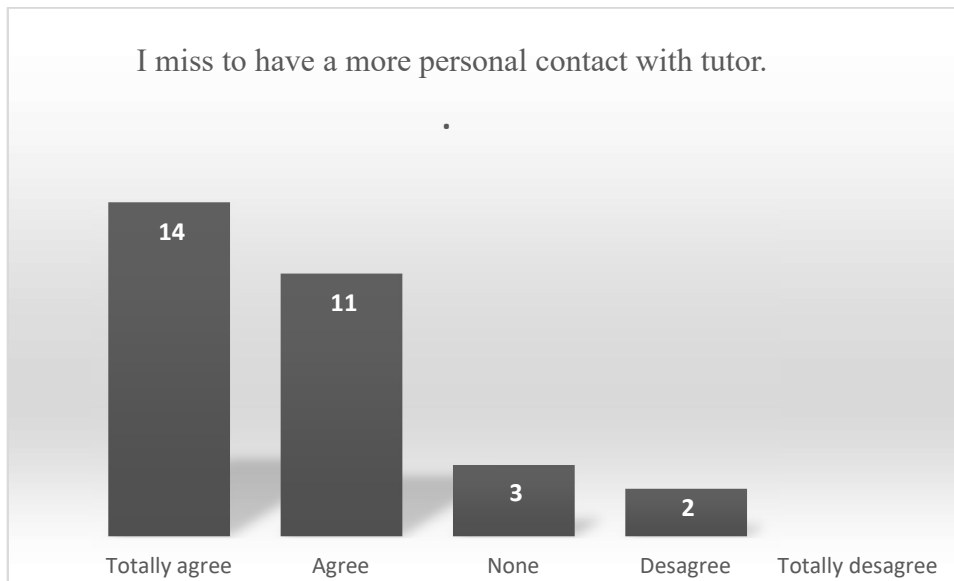


Figure 14. Personal contact

Figure 14 demonstrates that 55% of students consider that a more personal contact is needed in the course for interaction to improve. Moore (1989) “Social interaction is an essential component of learning in the online environment Students need a close interaction with their teacher and peers spaces of communication and voluntary participation”(p.4). Therefore this result illustrates that students are mostly aware of the need and importance of interactions to build a more community relation that gives space for constructing knowledge.



*Figure 15.* Student desire to have a more personal contact with tutor

Figure 15 shows that a great percentage of students would like to have more personal contact with tutor. However, a small percentage does not want to have a more personal contact with tutor. "It is important to create the spaces for interaction to take place between the teacher-student / student-student. Social interaction is an essential component of learning in the online environment" (Garrison, 2000; Rovai, 2002a). This result highlights that social interaction with tutor is important for most of the students since they are aware the importance of interaction for their learning process and performance in the course.



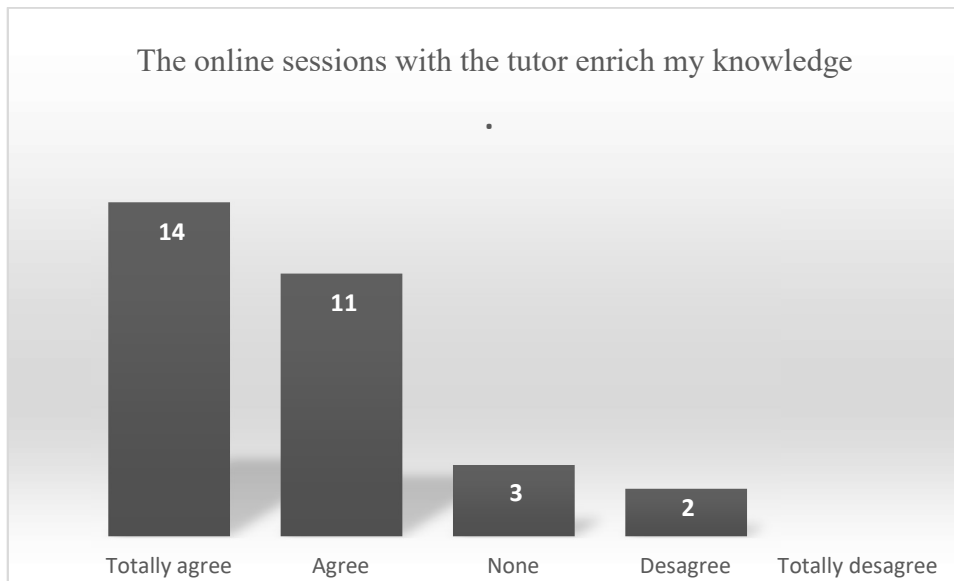


Figure 16. Online session

Figure 16 shows that 25 of the students agreed that the online session enriches their knowledge. The majority of the students consider that this is a time when they are able to interact in a more personal way that helps them to learn.

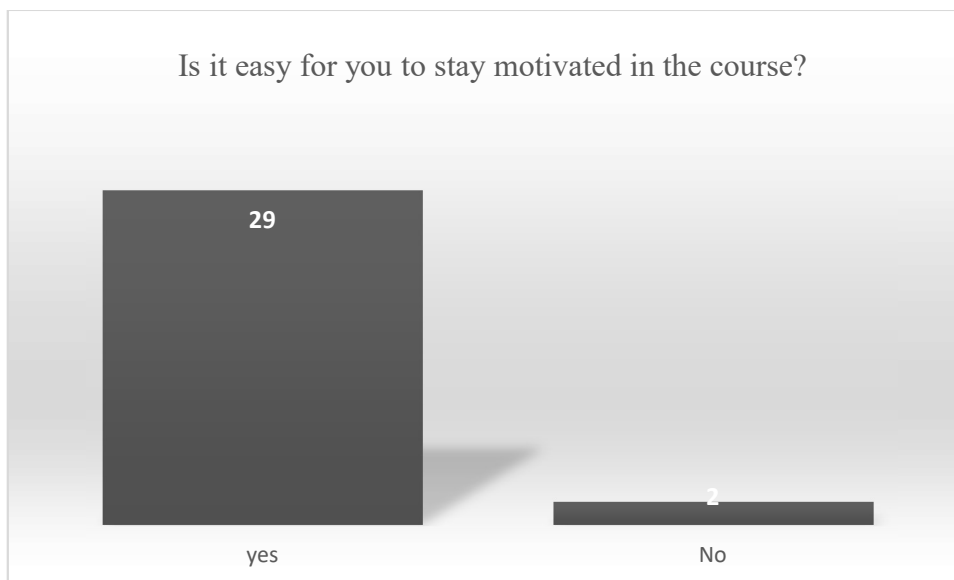


Figure 17. Students are motivated in the course.

Figure 17 illustrates that more than 80% of the students indicate that it is easy for them to be motivated during the course. The reason the students manifest that keep them motivated could be connected to course material, teacher guidance and motivation, the methodology, and the knowledge acquired. This result demonstrates that there could be many aspects in online learning environments that keep students motivated and helps them to learn.

A summary of student survey results could be considered as a group of notorious similarities that it has with the two previous instruments. It is easy for them to be motivated in the course due to teacher guidance, encouragement and knowledge acquisition. Also, through this instrument students indicated that they used the tools to interact with the teacher and received feedback. Similarly, the previous instruments also showed students like to express that they do not use the tools to interact or share knowledge with their classmates. A significant result is the divided opinion between the students in regards to the need of a more personal interaction with tutor or classmates. This instruments demonstrate that a large sample of interviewees consider that a more personal contact is needed in the course for interaction to improve learning. Also, a large percentage wants to a have more personal contact with tutor. In contrast a smaller group does not miss to have a more personal contact with tutor. Finally students acknowledge the synchronic interaction (online session) enrich their knowledge.

### 6.4 Coordinator Interviews

An interview was conducted to the coordinator of the bilingual program of the Regional of San Andres Island. The interview was composed of 10 questions.

The main objective of applying this instrument was to determine the social affective factors that might help students in their learning process in a VLE. Also, identify the opinion or perception of the coordinator which has an active participation in the program.

Table 5. *Categories Used for the Interview's Analysis*

<b>Objective</b>	<b>Pre-determined</b>	<b>Emerging</b>
<b>2. Determine the social affective factors that help students in their learning process in a VLE.</b>	1. <i>Teacher motivation.</i> 2. <i>Constant Feedback</i> 3. <i>Synchronic Interaction</i>	4. <i>Good use of platform tools</i>

After analyzing the interviews of the coordinator about his perception in regards to the process, development and results of the English course of the SENA, the following categories resulted as very relevant.

### 6.4.1 Teacher motivation

This category has to do with one of the main duties of an online learning teacher which is to motivate. “Teachers must give clear instructions of the organization of the platform, functionality, motivate the student to have different interaction promoting collaborative learning and give feedback that help build student knowledge” (Mullamaa, 2010. p.39). Teacher is a facilitator, an expert in the field, whose task is to support the student’s development.

The following are extracts of the coordinators interviews making reference of the ways can teachers motivate.

*R// De muchas maneras, reflexiones de aprendizaje semanal, material adicional de estudio , puntualidad en la información, responder correos, mensajes, foros y demás lo antes posible, brindar tutoriales, etc...*

*R// Fijarse en los errores, resaltarlos y darle la explicación, contestar dentro de las 24 horas (Días Hábiles) establecidas.*

Due to this, the social role of the teacher is to guarantee student interest and attention on the course through a constant communication, cheering messages, clear instruction, and immediate feedback. This might encourage students to be satisfied with the course and commitment to perform and finish the course successfully. The coordinator agrees that teachers motivate student through responding messages,

giving back feedback, providing additional material and delivering inspiring messages.

#### **6.4.2 Constant Feedback**

Considering that online classes is a form distance training, this can give place for little personal contact take to place and create systematic relation that can produce isolation and lack of motivation. Because of this, the coordinator recommends that a good strategy for teacher to avoid drop-outs and lack of motivation is to give constant feedback to the students, to personalize the messages, and make reference about particularities that student had performed.

The following are extracts of the coordinators interviews making reference of teachers' feedback to students.

*R// El trato más humano dentro de los espacios de comunicación, mensajes personalizados, con nombre y particularidades del aprendiz.*

Coordinator believes that constant feedback influences on student motivation.

#### **6.4.3 Synchronic Interaction.**

This category declares that virtual courses should have tools that give the space for personal interaction to take place with the aim that students may not feel lonely and learn collaboratively. Due to this, it is important to create these spaces for interaction to take place between the teacher-student / student-student, “a great variety of teaching and learning strategies can enhance student learning” (Brunvand

& Abadeh, 2010, p 305)”. There is a need to create bonds of relation between teacher and student, and also between students and students for collaborative learning so that the construction of knowledge can take place during the learning process.

The following are extracts of the coordinators interviews making reference about synchronic interaction.

*R/ No creo que los espacios no se estén aprovechando, los espacios están y estamos cumpliendo con tener esas herramientas disponibles para ellos.*

*R// Antes de pensar en alcanzar objetivos, podemos pensar en que los aprendices tienen más opciones de contacto y si se cumple esa finalidad, podemos decir que un objetivo está siendo alcanzada.*

The coordinator mentioned that during the course, the interactive space has been created through synchronic chat and online session. It could be inferred that providing the space is what becomes relevant more than the real use that is given.

#### **6.4.4 Good use of platform tools.**

During online training, teachers should be in constant communication with the students. Because of this, it is necessary to use the tools available on the platform for this purpose. “it is necessary to develop the skills of the online teacher, strategies must include teaching technical skills, for them to know how to use the software, management the platform and guide the student how to conduct themselves through the platform” (Wilson & Stacey, 2004, p.36). An important competence in teacher

role is to give quick responses. Therefore, it is important that both teacher and student know and manage the communication tools.

The following are extracts of the coordinators interviews making reference of the use of the platform tools.

*R// Digamos que siempre hay espacios para mejorar, el instructor debe pensar cuales herramientas le están funcionando y maximizarlas, contestar lo antes posible para que el aprendiz sienta el acompañamiento.*

The coordinator also recommended that teachers should be aware of the tools of communication that are more effective to have a continuous contact with the pupils.

The findings from the data collections of the coordinator interview have some similarities and differences with the previous instruments results discussed before. The coordinator's perspective emphasizes on the importance of teacher motivation in online environments, teacher guidance and constant feedback. It is implied that this would satisfy students' socio-affective needs and encourage them to successfully finish their learning process. Likewise, it was stated by the coordinator the relevance of good use of the tools for student learning process. He compelled teachers to be aware of the tools that are effective to make the best use of them and this would provide positive results for the course. Finally, he indicated it is important to make use of the provided opportunities for interaction given by the course.

## 6.5 Document Review

One of the documents that was reviewed was the final report of the course that is downloaded when the course is closed and delivered to the coordination as evidence of the different activities and actions that took place in the course.

### 6.5.1 General Summary of User Activity

The following diagrams are the summary of the different activities that were done by students in each course.

The Figures 21, 22, and 23 summarize the activities done by the students and teachers in the three courses during the last period of 2107.

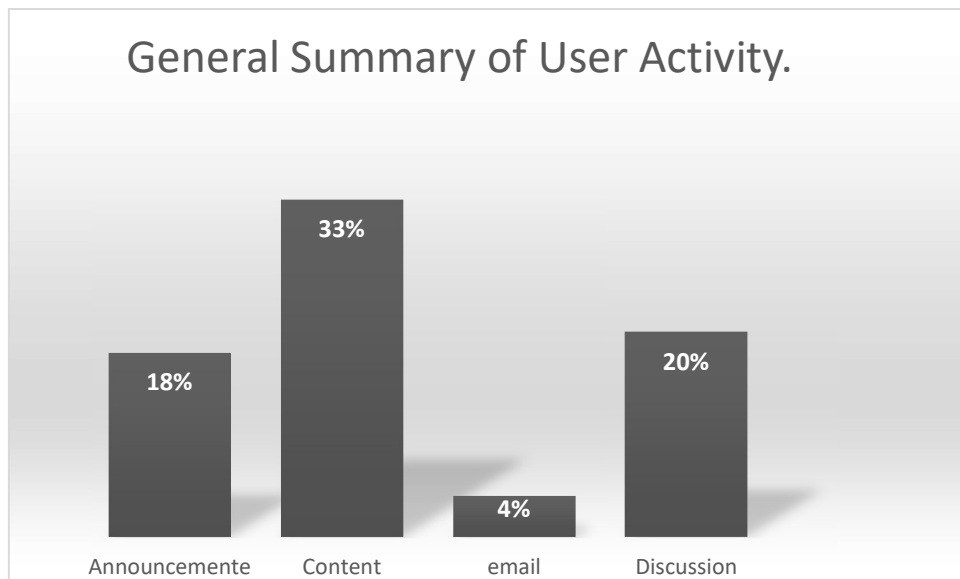


Figure 21. Summary of student activities of course 1



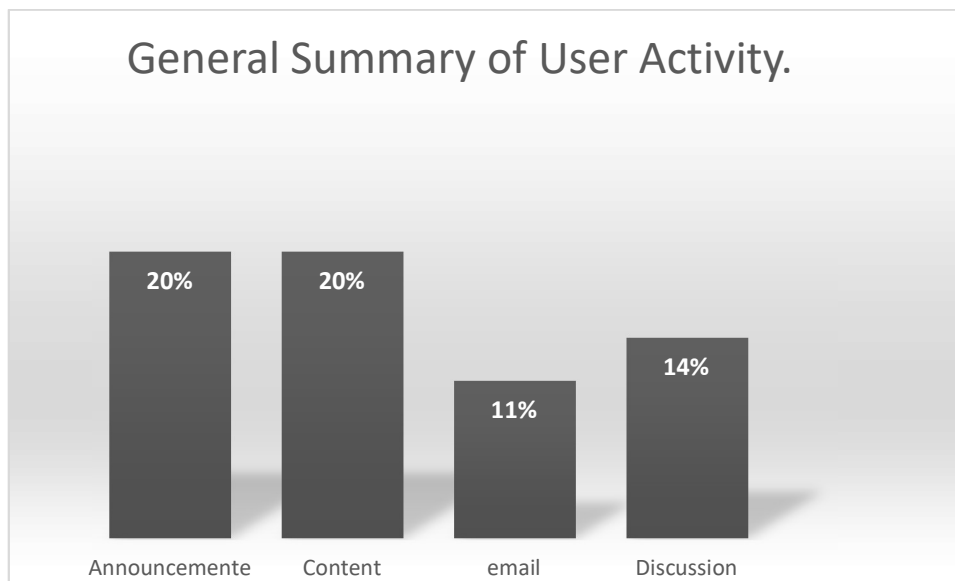


Figure 22. General summary of student's activities of course 2.

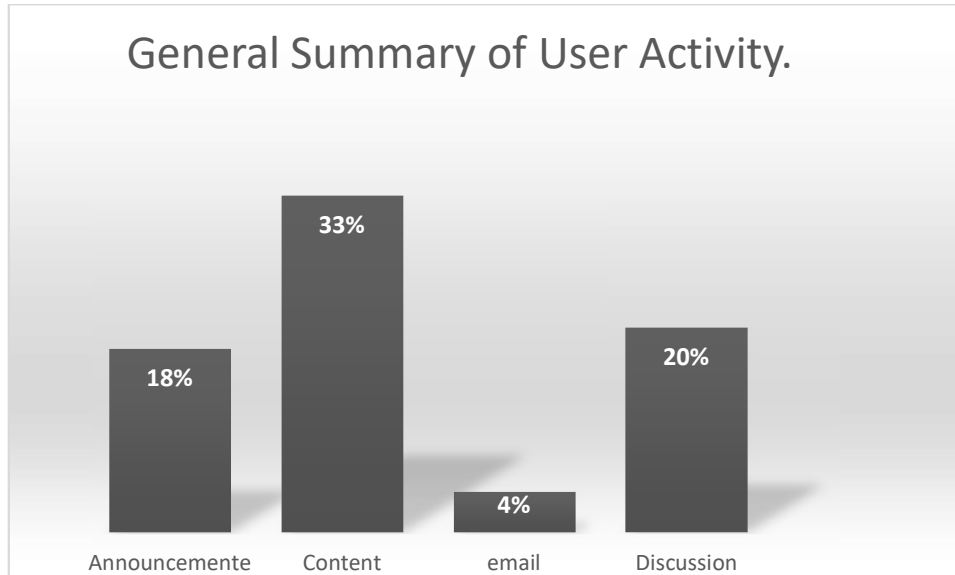


Figure 3. General summary of student's activities of course 3

Figures 21, 22, 23 show that students used the tools of announcement, content (course material such as material for study and support material), discussion board and emails more often. This demonstrates that interaction take place in the course between the participants through these communications tools. It was found that teachers and students pointed out that the tools they often use are those to interact or communicate with each such as forum and emails. Also, the tool that the teacher uses to motivate and keep student inform is the announcement. This show that teachers use this tools of information and communication for also perform group motivation that helps reach in a more extensive ways all the students.

### **6.5.2 SENA Performance Instructive for Virtual Tutors**

This document was revised in order to compare if what was being done by the teachers in the virtual English beginners' course of the SENA aligns to what is established as tutor duties.

The document established that there are five main roles for virtual tutors which are: Organizational, Orientation, Social, Technical and Academic function. Teachers perform different roles that cover the main needs of students in an online learning environment. Maltby & Mackie (2009) expressed that "Self-efficacy refers to people's judgments of their capabilities to organize and execute the courses of action required to attain designated types of performances" (p.4). In other words, the teacher must carry out the actions that provide technological, academic, social, and

platform related instruction. This should be done in order to help the learner construct their knowledge, keep the course with innovation, and use the technology tools for the whole learning process to be successful.

Furthermore, the actions teachers should do to perform each one of these role were analyzed. The document explains each one of them in a very detailed way. However, the social role, will be the only one relevant to be analyzed in this paper considering the focus of the research.

Table 6 shows the actions a teacher should performer in their social role during the development of the Virtual courses of the SENA.

Table 6. Teacher Social Role actions.

<b>Role</b>	<b>Actions</b>
<b>Social</b>	<ol style="list-style-type: none"> <li><b>1. Give the welcome to students at the beginning of the course</b></li> <li><b>2. Provide the space for works in group</b></li> <li><b>3. Encourage students to participate in the course</b></li> <li><b>4. Performa the training with Dynamism.</b></li> <li><b>5. Penalize</b></li> </ol>

Table 6 gives in detail what is expected for virtual teacher to be done in the English course in their social role. It could be seen that the majority of these actions are being completed appropriately by the instructors taking into account what other instruments of this research have shown. Teachers expressed in their survey that one of the strategies they apply more in the course is to keep communication with students through announcements published in the platform. This can be connected to the welcome announcement and a message of welcome that appear on table 6. Besides, through the online sessions students have the opportunity to interact in group. However, teachers did not specifically express the way the students work in group during their courses. Also, teachers shared that they send emails and messages to motivate and encourage students to participate in course activities such as the forum, task and online sessions. Furthermore, teachers shared that they try to make the courses dynamic by sending personal messages, sending additional links and material for a better comprehension of the topics. Additionally, they use the network to have a more constant and closer relation with students by recording audio files and videos to give more personal instructions.

Certainly, teachers have been doing their duties as social agents in a way that gives a constant accompaniment to the student through constant communication, motivation, and encouragement to finish the course and achieve the goals. What is more, the teachers are supporting the learning process of the student by providing news or more sources for them to construct their knowledge.

The results of the document review could be summarized as support to two main results of the previous instruments. First, the communication tools are used to motivate and to give space for interaction between teacher and student take place. The communications tools most used are announcements, content (course material such as material for study and support material), discussion board and emails. Second, teachers are performing their social roles according to the instructive document of the SENA.

As conclusion to this chapter, it is noticeable the outstanding importance of teacher motivation for student to be committed and involved in his learning process. Furthermore, the impact of good feedback and a daily accompaniment for student to construct knowledge was evident. Also, the positive use of the tools to interact and communicate not only to share knowledge with classmate but also to have a more personal contact with teacher and peers. Finally, the synchronic and asynchrony space are provided in the course, however these spaces are not accessed by students properly. This could be seen as a lost opportunity by student to expand learning.

## 7. DISCUSSION

This investigation's purpose was to examine what social affective factors helps students of the English beginner's course of the SENA learn. As studies in this topic are scarce in Colombia, the findings of this research will be significant for the Colombian schools, universities and others institution that have virtual or online courses in their programs such as the SENA program itself. After carefully analyzing the results, some major findings were evident for the researcher when trying to answer the research questions. These findings that will be in present are the social affective factor that are present in a virtual English course of the SENA, teachers and students perspective about the social affective factors and finally identify the mains social affective factors that helps students learned.

### 7.1 Social affective factors.

Initially, what strongly emerged was the great influence of teacher motivation on the student learning process. It could be established that the principal social affective agent of a virtual course that influenced on students learning is the teacher. Teacher encouragement, feedback and a daily accompaniment reaffirm the notable importance that teacher role has in online training. This could be compared to Caro and Bedoya (2015) research. Their conclusion was that there are two specific social affective factors that strongly influence on student learning which are connection with teacher and connections between students. This research reaffirmed the relevance of teacher role in online learning. He (2009) mentioned that as the teacher-

student social and the trust in each other grow, this give place for more confident to shared knowledge and improves the construction of knowledge and learning. When teacher accompanies students daily in being attentive to their process, gives instructions and encourages the learning process, these support affects positively student learning. It could be stated that even though one of the main feature of online learning is the lack of human contact there is a necessity for constant interaction and relation between the participants to promote learning.

A second social affective factor is students' attitude toward content, teacher and classmates. Teachers consider that student's attitude towards their instruction, feedback and guidance is very positive and this helps students to expand their knowledge. However, the results also reveal that teachers might not be satisfied with student's attitude toward the content of the course and the interaction with their classmates. Teachers expressed that student should be more aware of the great impact these elements have on their learning. Furthermore, the correct disposition to interact with the study material and their classmates will help student construct their knowledge. On the other hand, the final reports confirmed that students accessed the content of the course, but this did not guarantee that they studied the material to expand their learning. Otherwise, students also stated that they are not interested to interact in a more personal way with their classmate. They are satisfied with the academic interaction that they currently have with them, and do not see the need to be in touch with their classmates. This is revealing because the theoretical review affirms that this is relevant for students when constructing their knowledge they

should be able to interact with classmates to co-construct their knowledge. However, this research showed that it is not always necessary for students to interact with peers to construct knowledge. In some cases, it is just necessary to interact with the teacher and content to learn.

Another key factor is student's attitude toward e-communication tools and the synchronic and asynchrony interaction spaces that are part of the course activities. The data revealed that students make good use of the communication tools to interact with teacher through messages, feedback and discussion board. Nevertheless, student did not use synchronic and asynchrony interaction spaces to interact more with the teacher and classmates. This could be caused by the anxiety created by not being sufficiently prepared to manage web-based learning tools such as blackboard collaborate. This may cause a bad adaptation to the new learning mode, especially at the initial phase (beginner level) of online distance learning courses. Maltby & Mackie (2009) expressed that "self-efficacy refers to people's judgments of their capabilities to organize and execute the courses of action required to attain designated types of performances" (p.4). In other words, their perception of their capacity would affect and influence their engagement in the course and learning. The lack of knowledge of the platform management, technology and the task can interfere directly in their confidence and disposition to take part of the academic activities. This might have a negative influence in student's attitude to take advantage of the opportunity to interact in a more personal way with teacher and classmates for expanding their knowledge.



## 7.2 Teacher and Students' Perspective.

Teacher and student perspective coincide on the impact that teacher motivation has on student's learning process. Teachers acknowledged that their stimulus, motivation, feedback and accompaniment have great influence on student learning. Notwithstanding, they did not assume all the responsibility of students learning results. Student indicated that the interaction with the teacher through the constant communication, feedback and daily accompaniment helps them learn the language. Both of them agreed that the effective support students receive through a constant and close interaction with teacher positively affects student learning. It is meaningful that the two main participants are aware of the importance of their constant interaction for successful results on student's learning process. Similarly, it was found that the use that teachers and students gave to platform communication tools was appropriate. They used the tools to construct interaction with each other, gave and received feedback and were in constant communication. This is necessary for the construction of knowledge and to learn collaborative.

Furthermore, teachers considered that students need to have a better attitude toward the content of the course to be able to construct their knowledge effectively. Otherwise, student considered that they use the study material to expand their knowledge. There is a difference of perspective of what the teacher considers a correct use of the content with the way student interact with the content. This revealed that there is a gap between teacher perspectives of the use student should give to content and the real use students give to the content. Hence, this can be one of

the reasons why student depend so much on the interaction with the teacher instead of constructing knowledge through the content.

On the other hand, teachers and students have different perspectives in regards to the interaction with classmates and taking advantage of the asynchrony and synchronic interaction space for a successful learning process. For instance, teachers point out that if students interacted more with classmates and embraced more the synchronic interaction space, they would enhance their self-responsible role and help improve their learning. Teachers were aware of the great benefits students' interaction with one another produced to their learning and for the construction of knowledge. In contrast, students do not see a need for a more constant and personal interaction with mates. This could be contrasted with Garcia (2016) were it was concluded that the social aspects of the successful learner of virtual English in SENA is to have a study group at least at the beginner level that supports the L2 learning and platform management processes. Nevertheless, students indicated that they considered one of the main features of virtual courses is distant interaction making face-to-face interaction not necessary. Students were satisfied with the knowledge learned from teacher and content. Moreover, it could be inferred that the little attendance to synchronic interaction is due to the lack of interest rather than to a more personal interaction with mates.

### **7.3 Social affective factors that help students learn English in online environment.**

The social affective factors that help students learn English in virtual learning environments are teacher motivation, feedback and daily accompaniment. Teachers, students and coordinator agreed on the positive results that these social affective factors produce on student learning English in virtual learning environment. This reiterates the relevance of the teacher role in an online learning environment. It is necessary for teachers to be aware and committed with his social functions that are as equally important as the academic role in online training. Due to this, the coordination should implement strategies that keep teachers motivate and well trained in their duties.

In addition, it was shown that student attitude toward interaction with classmates and content also helps to expand their learning during the course. Even though students do not interact often with classmates, this has proven to be successful when done. In other words, it has been established that interaction between the parts affect positively student learning, so the course should create the space for a more personal interaction between student-teacher and teacher-teacher to take place. This could aim that students achieve the learning outcomes in a more interactive way. However, students did not take advantage of these spaces proven by the low attention given. This does not allow for verification in a more personal way if the majority of the students are achieving the learning outcomes. Students indicated that the reason to not access the online session are the lack of time and no interest to interact in a more

personal way with teacher and peers. On the other hand, teachers point out that the reasons why students do not attend these sessions are the schedule, the little interest or the lack of knowledge to manage the platform. Garcia (2011) concluded that the lack of knowledge of the management of the platform, technology and the task can interfere directly in the academic results and learning. Therefore, it is necessary to determine in which way these interaction spaces can be enhanced. These strategies are created on the base of previous results. These results supported that interaction is positive for online learning environments because the few students that accessed the online session expressed that these sessions help them learn the language. This proves that when these spaces are embraced, it helps students to learn and also benefits teachers' performance. Therefore, it is a challenge to establish strategies for the beginner level students of the English course to make more use of the synchronic and asynchronous space, because deeper interactions between the parts affect positively student learning.

Equally important is the good use students and teachers give to the communication tools of the platform. They proved to have a positive impact in the social relations of the participants resulting in meaningful learning.

Finally, there are some necessary plans and strategies that need to be created by the coordinators and teachers with the aim of focusing these social affective

factors to have a deeper impact on student learning. These plans and strategies might have to concentrate on creating awareness in students of the benefits that interacting with peers has for their learning process. Furthermore, the aforementioned strategies need to promote the synchronic and asynchrony interaction spaces in order to arise student's interest and attendance to the online and chat session due to advantage that these activities provide to improve student learning. As progress is made in these aspects, students will also advance constructing their knowledge and learn collaborative, not only through the interaction with teacher but also by interacting with classmates and content.

## 8. CONCLUSION

The research question attempted to examine what social affective factors help students of the English virtual Beginners level of the SENA to learn. Data was collected during the process and relevant results were drawn from these.

This study has shown that social affective factors affect in a positive way student's English learning process. The social affective factors help student learn English. They fulfilled one of the main needs of virtual students which is to receive support and company. This stimulates the interest and the attention of students in their learning. Teacher motivation still represents the most outstanding social affective factors that impact student in keeping improving his skills and to keep involved in the course as Barrios Espinosa (2015) conclude in his research. Likewise, there are the factors of constant feedback and daily accompaniment which also impact in a great way on student learning. Consequently, this is the attitude that many students have to only interact with the instructor in their learning process. Additionally, it was also determined that for students to perform well, their role of self-responsible and autonomous agent needs to be closely related to the interaction with the instructor and their peers.

Another important social affective factor is the interaction between the participants that can take place in asynchrony or synchronic space. The asynchrony interaction is being performed well between the participants. However, the synchronic interaction has not been successful and it is necessary to carry out some

strategies that incentive student's interest about this practice due the multiple benefits this might offer. Furthermore, it is also relevant to take into account the importance of the correct use of the platform communication tools because the social affective factors are carried out through them. Also, they strengthen and help students to learn the language.

It can be concluded that teachers, students and administrators are very aware of the social affective factors that take place in the course and the influence they have on student's learning. However, some of them are not producing the result wanted. Hence, it is necessary to apply strategies that reinforce the actions of social affective factors and aim to produce positive results on student learning.

About the limitations of the study, this research was conducted with students of the virtual English course and time always represents a challenge in the collection of data from participants. Also, it would have been interesting to have completed the experience with more student participation. Another limitation was the difficulty to have an experimental group and a control group to compare results. Additionally, the lack of similar experiences from other contexts affected the possibility of establishing comparisons between them.

These results evidence the need to conduct more studies like this in Colombia. I would highly recommend to do it in a higher lever in the same SENA English courses to examine if the social affective factors are the same and how relevant is in a higher level considering they influence on student learning. Also, I would suggest to establish if students in higher level have the same attitude towards a synchronic and

asynchrony activities. Likewise, if teachers of the higher levels are aware of the impact of their roles and how these affect student learning. Nevertheless, conducting this type of research in a different type of institution could benefit the field by comparing how the social affective factors vary depending on the type of organization.



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## APPENDICES

### Appendix 1.

#### Teachers Interview.

1. ¿Considera que al finalizar el proceso de aprendizaje de un curso, el aprendiz mejora en su conocimiento y destreza del idioma? Si no es así porque.

**Teacher 1:** Yo si considero que al finalizar el curso el aprendiz mejora su conocimiento por que el curso ofrece grandes herramientas que son de gran utilidad para el aprendizaje del idioma, obviamente lo más importante para cualquier curso es la motivación del aprendiz tenga hacia el curso y dependiendo de eso el aprendizaje se va a dar. Pero yo considero que el curso tiene todas las herramientas para que el aprendiz obtenga los mejores resultados.

**Teacher 2:** Yo creo que sí, sin embargo a veces pienso que en los cursos, las herramientas de evaluación de nosotros como tutores no es suficiente, no alcanzan a ser suficiente. En los curso virtuales se maneja mucha autonomía en el proceso de aprendizaje y libertad en los tiempos, en el espacio donde yo visualizo mucho quien está aprendiendo y



quienes son en las sesiones en línea, pero en las sesiones en línea no todos participan, en la primera semana entran 5, en la segunda 1 o 2 y en la tercera semana ya nadie llega, entonces es una oportunidad perdida, en los audio también se puede hacer , pero yo creo, uno como tutor califica actividades pero en la realidad uno poder ver el recorrido o el proceso de aprendizaje de los aprendices, como de pronto una manera más personalizada, no, porque a pesar de que los curso son de 80 aprendices, no todos estudian, no todos continúan, la deserción al final uno puede quedar en un buen curso con 30 o 40 aprendices, en realizad creo que el SENA debería apuntar a solo por un momento a asignar cursos de 40 personas máximo, porque a veces uno, solo calificando actividades para 4 curso, no da el tiempo para que uno gestione comunicación directas y efectiva con los aprendices que están aprendiendo, y poder decir ve este muchacho tenía la pronunciación muy mala pero con esta actividad ha mejorado mucho, a eso me refiero.

**Teacher 3:** Considero que sí, siempre y cuando el aprendiz dedique el tiempo propuesto para desarrollar las prácticas de las versiones multimedia en Bb.

Estoy segura que si los consultan, lograrían aprender y profundizar en sus conocimientos sobre el idioma de manera efectiva.

2. ¿Cómo retroalimentas y cada cuanto a sus aprendices?, tiene plantillas de respuesta generalizadas ya hechas, de acuerdo a su necesidad que presenta el estudiante o se atiene simplemente a emitir una calificación.

**Teacher 1:** Los retroalimento dentro del tiempo establecido por la institución, 48 horas máximo para las evidencias y 24 horas para los foros, en cuanto a las plantillas las utilizo en algunos casos no siempre, siempre y cuando de respuesta a la necesidad del aprendiz.

**Teacher 2:** En cuanto a las técnicas de la retroalimentación de las actividades de los aprendices, cada cuanto lo hago , no tengo, realmente como me organizo, por ejemplo una vez a la semana verifico todo lo que ha enviado el aprendiz y le envié un correo motivándolo pero con toda honestidad eso no lo hago, me encantaría pero no tengo tiempo, hasta ahora no lo he hecho, aunque considero que sería muy positivo poder hacerlo, lo que hago es que cada vez que el aprendiz envía una actividad me concentro solo en esa actividad, por ejemplo cuando ellos envía archivos, me concentro en ese archivo, no manejo plantillas, todavía no manejo plantillas, lo hago de manera muy específico, uno tiene la opción de agregar comentarios a los archivos, especialmente a los archivos power point a los archivo de Word, entonces en las correcciones les señalo, les pongo la palabra correcta, en archivo texto, comentarios al aprendiz en el espacio en que se envía la nota, lea digo

buen trabajo, observa las correcciones que le hice y hazme saber si tiene alguna duda, pues casi siempre se puede decir que ese es mi plantilla, pero apuntándoles a que observen el documento que ya les corregí, cuando se trata de un archivo de audio ahí pues les escribo, sin embargo hay una página que yo utilizo, sin embargo considero que en el audio es cuando más se necesita retroalimenta el tema de la pronunciación, cuando yo veo que ellos están batallando con la pronunciación de alguna palabra, les envié a una o dos páginas donde te dan la opción de escuchar la pronunciación de las palabras.

**Teacher 3:** Retroalimentación cada actividad que ellos cargan y desarrollan, además trato de hacerlo en el menor tiempo posible y siempre respeto los plazos propuestos por el SENA, así me toque acostarme en la madrugada por cumplir.

En la retroalimentación le detallo y explico brevemente el porqué del error así como también evalúo en general si los problemas están en los conceptos y se los informo.

Acostumbro invitarlos a leer los tips que les comparto en el Social forum que son de gran provecho para quienes se toman el tiempo para leerlos.

3. ¿Qué estrategias utiliza para motivar a los aprendices para seguir en el curso?

**Teacher 1:** La estrategia más visibles son los anuncios, correos, a través de la conferencia web, siempre se está diciendo que aprovechen la oportunidad de aprender un segundo idioma que es tan importante en la actualidad, a través de los anuncios, correo u otro medio de comunicación que se tenga en la plataforma, se le está motivando.

**Teacher 2:** Como estrategia para motivar a los aprendices para mantenerse en el curso, pues trato de mantener comunicación con ellos, por ejemplo cada semana hago un seguimiento, por ejemplo a la primera al finalizar, realizo un seguimiento a los que no han ingresado, entonces les escribo un mensaje diciendo ánimo, básicamente es de manera semanal, casi siempre trato de hacerlo los lunes o los martes , y viendo quien no ha entrado hace una semana, en algunos casos recibo respuestas en otros no contestan, a veces me pregunto si ellos reciben los correos o de pronto, saben que son del curso y simplemente lo emiten , pero es a través de mensajes, trato de hacerlo personalizado, pero realmente los estoy haciendo ahorita en manera de grupos, por ejemplo quienes no ingresaron a ellos les envié un mensaje, entonces eso también sería mejor hacerlo de manera personalizada, porque he encontrado que cuando lo hago de manera personalizada los aprendices

si dan respuestas, en algunos casos por temas de tiempo no es tan fácil hacerlo, porque son muchos , por ejemplo los que no ingresan a veces después de dos o tres semana son muchos, entonces se va el desglosando grupos, entonces sigo enviando a los que no han ingresado, pero ya después de la tercera semana les doy recomendaciones o instrucciones si quieren cancelar el curso, lo pueden hacer y les envié una guía , pero entonces viene otro grupo los que han ingresado pero no ha realizado nada, pero en la medida que va avanzando la semana son más las acciones para animarlos pero hasta ahora solo lo manejo con mensajes de correo, no hago mucho a través de anuncio que es otra manera de hacerlo porque todos ahí , pero los que realmente se motivan son los que están ingresando, y yo creo que algo muy importante de reiterarles a ellos es decirles que hasta el último momento ellos puede desarrollar todo el curso , muchos dicen ya es muy tarde, pero tampoco considero está bien que el último día puedan mandar todas las actividades por que claramente no a hacer un aprendizaje adecuado.

**Teacher 3:** Les escribo correos personalizados y también les incluyo audios.

- Uso las herramientas de Retención de Bb
- Publico anuncios que también envío a sus correos

4. ¿Considera que el diseño del curso es el óptimo o que correcciones le

haría?

**Teacher 1:** Yo considero que a medida que ha pasado el tiempo los cursos han ido evolucionando para bien, en este momento la plataforma del curso está muy bien estructurado, yo pienso que está muy bien organizada y de fácil acceso para los aprendices, ummm, en realidad en este momento no le cambiaría nada, creo que todo está muy claro, hay muchas actividades interactivas para que los estudiantes aprendan de una forma amena no es tan cuadrículada, hay muchas opciones para que los aprendices aprendan de una forma no aburrida, para mi está bien no le cambiaría nada.

**Teacher 2:** Respecto al diseño del curso sea optimo, yo no creo que sea optimo, yo creo que hay unas actividades que son, es decir que cuando uno está aprendiendo idiomas, realmente necesita pues no necesariamente estar frente al tutor, pero creo que debería ser actividades de más interacción , se las limitaciones con respecto a coordinar un horario, con 4 curso de 80 , sería muy difícil , pero podría actividades sincrónica también las sesiones en línea, yo trabajaría más en apuntar a ese tipo de actividades, también actividades multimedia, yo trabajaría en combinar esos dos, tanto trabajos que son en Word, que el aprendiz se aburre o que trabajaría, pues a veces les toca, básicamente escriben, básicamente

son cosas de traductores, entonces creo que si por ejemplo en modo prueba o actividades interactiva, que funciones correctamente, bien diseñadas, contrarrestar, en decir no alivia la carga de la calificación, que no sea tanta actividades que requieran trabajo de Word o en office, el trabajo con videos me parece muy bueno, con audios, pero el audio y el video se puede manejar en la sesión, y toda la partes de gramática o elaboración de texto el audio y los videos se pueden manejar en la sesión en línea en línea.

**Teacher 3:**

- Establecería algún tipo de prueba de lectura para verificar que los aprendices están en la capacidad de leer y desarrollar el curso.
- Crearía un enlace que tuviera peso en el centro de calificaciones para el desarrollo de las prácticas, pues me parece ilógico que no consulten el material de estudio, máxime cuando se trata del aprendizaje de “otro idioma”.
- Presentaría a toda la familia de Johana desde el primer día del curso y diseñaría todas las evidencias alrededor de los miembros de la familia a través de todos los niveles y en los diferentes contextos que usa el SENA a nivel laboral.

- Un video del SENA al inicio del curso creo que tendría más impacto en los aprendices, así como campañas de “responsabilidad para el aprendizaje autónomo” a nivel de todas las regionales del SENA.
- Es imperativo que los aprendices se concienticen de su responsabilidad en el proceso de aprendizaje para que no que se dediquen a desarrollar el curso de cualquier manera y/o solo por el certificado sin hacer el más mínimo esfuerzo por aprender.

5 ¿Cuáles de las herramientas de comunicación utiliza para mantenerse en constante comunicación con los aprendices y por qué.

**Teacher 1:** Las herramientas que más utilizo son dos uno es el foro de dudas e inquietudes y los anuncios, ya que al publicar una información los estoy manteniendo informados de cosas importantes del curso, también utilizo la herramienta del correo interno de la plataforma, y la opción semanal de las conferencia web donde se interactúa de forma directa y personal con los aprendices, todas herramientas son las que utilizo en el proceso de aprendizaje

**Teacher 2:** Las herramienta de comunicación que uso, son los



anuncios, siempre envié copia al correo de los aprendices, principalmente escojo anuncios, porque en los cursos todo tiene que ser con evidencias, sin embargo me gusta el tema de enviar correos electrónicos, he visto mejores resultados cuando estos correos son personalizados, le estoy enviando a solo un aprendiz y lo estoy saludando por su nombre, eso tiene un afecto a los aprendices, pues yo también soy aprendiz y cuando siento que me escribe el tutor, ok me está hablando directamente, está pendiente de lo que hasta ahora ha pasado, ok me está hablando a mí y eso genera más compromiso o más responsabilidad hay alguien que le interesa si yo continuo en el curso y desarrollo mis actividades, por lo menos sabe que hacer, otra cosa que trato de hacer a través del correo es un reporte sobre progreso, un reporte no con un archivo pdf, nada de eso, sino decir mira te está faltando esta actividad o te felicito por que recibí todas las actividades de esta semana pero ten presente que tienes pendiente esta de la primera semana etc, en los chats de atención sincrónica realmente no he visto mucha actividad, entran ocasionalmente pero como no saben para que es entonces prefieren enviar correos, en los foros de discusión cuando los aprendices me escriben con sus dudas los contesto, en realidad no tiene el efecto que debe tener, pues así ha sido mi experiencia por estos años, ese foro social creo que es un desgaste innecesario para el tutor por que un aprendiz escribe su participación y probablemente no vuelve

a leer nada de lo , pero uno tiene que estar pendiente de que escribieron cuando realmente no siempre le va a llegar al aprendiz , con cada participación les doy la bienvenida, los felicito y les pregunto algo de lo que ellos escribieron y casi nunca responde, solo dos o uno a veces.

**Teacher 3:**

Utilizo los anuncios y el correo principalmente, pues aunque atiendo también las sesiones sincrónicas 2 veces por semana y la de cada tema, he notado que casi nadie ingresa ni a ver las grabaciones pues desde el primer día del curso activo todo lo que tenga seguimiento a metadatos y consulto los reportes con frecuencia.

6. Cuáles son las estrategias considera usted que un tutor debe realizar durante el curso para que los estudiante se sientan acompañados en el proceso de aprendizaje?

**Teacher 1:** A mi parecer una de las estrategias más eficaces en el proceso de aprendizaje es el acompañamiento constante, que ellos sientan que el Tutor está presente, no presencialmente, pero que sientan que hay una persona detrás del Computador pendiente a todo lo que tenga que ver con el curso y con ellos, el contacto se debe dar por medio de los anuncios, los foros, los chat en línea y sobre todo en las conferencias web, donde la comunicación es en tiempo real.

**Teacher 2:** Para mi es importante acompañarlos en todo su proceso a través

escribir correos frecuentemente a los aprendices, estar presente por medio de las redes sociales, contestar a los aprendices en el menor tiempo posible, porque esto influye positivamente en su motivación y aprendizaje.

**Teacher 3:** Les manifiesto el acompañamiento en enviarles correos, anuncios y comunicaciones con motivación y de manera regular para que sientan cerca al instructor así como usar el Centro de Retención Escolar de la plataforma de Bb. Esto es necesario porque la función más esencial que tengo como tutora es brindar al aprendiz un acompañamiento diario en aras de ayudarlo a que aprenda y le vaya bien en el curso.

7. Usted considera que los aprendices se sienten más acompañados a través de las sesiones asincrónicas y sincrónicas.

**Teacher 1:** Yo pienso que estas actividades son fundamentales para cualquier tipo de curso virtual, porque, como se mencionó anteriormente permitirán la interacción Tutor – Aprendiz- Tutor.

**Teacher 2:** Si, las actividades sincrónicas son de apoyo a las actividades asincrónicas. Por medio de estas se puede observar el avance de los aprendices.

**Teacher 3:** Considero que esta interrogante es muy ambigua por cuanto el tutor cumple con los lineamientos propuestos en el instructivo al realizar las sesiones, ahí son los aprendices quienes no aprovechan las oportunidades por falta de tiempo, de motivación “intrínseca” y porque una gran parte de

los colombianos se concentra únicamente en el certificado sin comprometerse con su proceso educativo

8. Cuál cree usted que pueden ser las razones por las cuales los aprendices no aprovechan estos espacios sincrónicos (Chat sincrónico y las sesiones en línea)

**Teacher 1:** A mi parecer no son aprovechadas como debería, existe un gran porcentaje de los aprendices que aún no se familiarizan con estas herramientas. Muy pocos las utilizan correctamente.

**Teacher 2:** Existen muchas razones, pero la principal considero es el tiempo, en muchos casos los horarios en los que se programan dichos chat o sesiones en línea no le permite acceder a los aprendices, otro factor es el poco interés que el aprendiz le presta a dichos espacios, puesto que no son calificables, y por lo general muchos están detrás de una nota.

**Teacher 3:** La mayoría de los aprendices hacen uso de estos espacios y los aprendices que no lo hacen es por motivo laboral o de estudio.

Hay variedad de situaciones, tales como:

- Disponibilidad de tiempo, pues muchos están sobrecargados de responsabilidades laborales y compromisos de su vida diaria.
  - Falta de compromiso y de autogestión con su proceso de aprendizaje.
  - La principal razón para mí, es la falta de “lectura” ya que una

gran mayoría ni siquiera abre el correo y/o no les prestan atención a la información que ahí se les envía y como todo es gratuito saben que se pueden inscribir y repetirlo cuántas veces deseen.

9. Como podría el tutor o los aprendices mejorar las interacciones (Teacher-Student and Student – Student) en los cursos virtuales en aras de mejorar la comunicación, el aprendizaje colaborativo y reducir el sentimiento de aislamiento.

**Teacher 1:** Básicamente utilizando todos los medios que informe en los dos puntos anteriores, para mantener en constante contacto con los aprendices, es fundamental motivarlos a participar en las diferentes actividades y espacios (Chat en línea, Conferencias Web, etc) de interacción, los Foros son espacios y herramientas importantes como medio de interacción y comunicación.

**Teacher 2:** El tutor podría comunicarse con sus aprendices por medio de redes sociales.

**Teacher 3:**

Dentro de las mismas semillas de los cursos virtuales:

- Colgar videos cortos ilustrando cómo desarrollar las prácticas de

las versiones multimedia interactivas de los materiales de formación en el mismo enlace donde está ese material. (Aparte de los que están en tutorials y que muchos tampoco consultan.

- Asignar un “valor” para el desarrollo de las prácticas en el centro de calificaciones que tenga peso para la certificación, pues todo lo que tiene “nota” ellos ingresan a desarrollarlo.

Fuera del curso virtual:

- Considero que el SENA podría implementar campañas desde todas las regionales (una gran mayoría son aprendices SENA) y así concientizar a los aprendices sobre la importancia de “leer” con cuidado las comunicaciones que le son enviadas al correo y de aprovechar estos espacios para su beneficio propio.
- Que el Equipo de Soporte Didáctico Pedagógico (SDP) implemente la estrategia de orientar transferencias tecnológicas enfocadas al fortalecimiento del desempeño de los aprendices en los ambientes virtuales de aprendizaje. Que la asistencia sea de carácter obligatorio para todos los aprendices de los técnicos y tecnólogos de cada regional y “antes” de inscribirlos a los cursos virtuales”.
- Colgar videos cortos en los enlaces de inscripción a los cursos

sobre la importancia de leer las comunicaciones que le envía el instructor.

- Crear clubes de speaking en las mismas regionales y apoyados por los tutores presenciales de inglés que hay en las instalaciones de la institución para asegurar que ellos asistan y así desarrollar las competencias lingüísticas.

10. Considera que los tutores y aprendices hacen buen uso de las herramientas de la plataforma para estar más en contacto, comunicarse, interactuar y retroalimentar?

**Teacher 1:** Es decir, no es tanto el buen uso, el problema es que no utilizan estos medios de comunicación, la participación es prácticamente nula y la interacción por estos medios igual.

**Teacher 2:** Considero que los tutores si hacen buen uso de los espacios porque hay estándares que se deben seguir. Los aprendices podrían hacer mejor uso de las herramientas ofrecidas por la plataforma, pero la mayoría no lo hace por falta de tiempo.

**Teacher 3:**

Si, hacen buen uso, el punto es que no lo hacen con frecuencia ya que lo que he percibido es que a los aprendices no les interesa “aprender” sino “certificarse” pues he notado a través de los años que ni siquiera consultan el material de formación, lo cual es ilógico para mí, máxime

cuando se trata del aprendizaje de otro idioma.

11. Cuáles son los instructivos que un tutor debe cumplir en los cursos de inglés en cuanto a la retroalimentación a los aprendices?

**Teacher 1:** Creo que una buena estrategia para motivar a los aprendices para mantenerse en el curso es dar la adecuada retroalimentación de su desempeño, preguntas o dudas. Por eso trato de mantener comunicación con ellos, por ejemplo cada semana hago un seguimiento, por ejemplo a la primera al finalizar, realizo un seguimiento a los que no han ingresado, entonces les escribo un mensaje diciendo ánimo, básicamente es de manera semanal, casi siempre trato de hacerlo los lunes o los martes , y viendo quien no ha entrado hace una semana, en algunos casos recibo respuestas en otros no contestan, pero es a través de mensajes, trato de hacerlo personalizado, es mejor hacerlo de manera personalizada, porque he encontrado que cuando lo hago de manera personalizada los aprendices si dan respuestas, en algunos casos por temas de tiempo no es tan fácil hacerlo, porque son muchos, pero en la medida que va avanzando la semana son más las acciones para animarlos pero hasta ahora solo lo manejo con mensajes de correo, no hago mucho a través de anuncio que es otra manera de hacerlo porque todos ahí , pero los que realmente se motivan son los que están ingresando, y yo creo que algo muy importante de reiterarles a ellos es decirles que hasta el último momento ellos puede desarrollar todo el curso.



**Teacher 2:** En la retroalimentación les escribo correos personalizados y también les incluyo audios.

- Uso las herramientas de Retención de Bb
- Publico anuncios que también envío a sus correos, le estoy enviando a solo un aprendiz y lo estoy saludando por su nombre, eso tiene un afecto a los aprendiz, pues yo también soy aprendiz y cuando siento que me escribe el tutor, ok me esta hablado directamente, está pendiente de lo que hasta ahora ha pasado, ok me esta hablado a mí y eso genera más con compromiso o más responsabilidad hay alguien que le interesa si yo continuo en el curso y desarrollo mis actividades , por lo menos sabe qué hacer, otra cosa que trato de hacer a través del correo es un reporte sobre progreso, un reporte no con un archivo pdf, nada de eso, sino decir mira te está faltando esta actividad o te felicito por que recibí todas las actividades de esta semana pero ten presente que tienes pendiente esta de la primera semana etc, y veo que esto produce muy buenos resultados en su desempeño,

**Teacher 3:** Si, hacen buen uso de la retroalimentación cuando se les reconoce el esfuerzo al participar, así como hacer correcciones gramaticales, evaluar el dominio y competencia de conceptos sobre el tema e indicarle cómo mejorar en su desempeño brindándole al mismo tiempo otra oportunidad para repetir y evidenciar sus conocimientos si fuera necesario.

12. Usted considera que con el cuadro de honor que los tutores deben publicar semanalmente para reconocer los que está haciendo un buen desempeño es suficiente para reconocer ese buen desempeño de los aprendices, o que recomendaciones podría dar con respecto a esto?

**Teacher 1:** Pienso que los cuadros de honor son un gran incentivo, pero considero que también se podría dar un reconocimiento más significativo con respecto a esto, por ejemplo en las calificaciones.

**Teacher 2:** Creo que es una muy buena estrategia y que es suficiente. Personalmente, he tomado otros cursos y en ninguno reconocen el desempeño del aprendiz.

**Teacher 3:**

Ojo: El cuadro de honor “no es un deber” sino una opción considerada de motivación, aunque no considero que hacerlo semanal sea valioso por cuanto muchos de los que ya están rezagados se “desmotivan” aún más con ese tipo de acciones y el que va aprobando todo, pues está feliz con solo ver la A en el centro de calificaciones.

13. Como los cursos de inglés se puede volver un medio para satisfacer esa necesidad de autorrealización que tenemos las personas?

**Teacher 1:** El Inglés en nuestros días es una herramienta y un plus importante ya sea en lo profesional, laboral o personal. Estos cursos incentivan a los aprendices en ese proceso, les permiten adquirir

conocimientos en el Idioma, en el caso de que no los tenga y refuerza los conocimientos a otras que de cierto modo ya se han familiarizado con el mismo.

**Teacher 2:** Creo que ya satisface la necesidad de autorrealización aprender un segundo idioma. En el caso en el SENA cuando un aprendiz completa los nueve niveles y obtiene un mejor nivel de inglés, es autorrealización, por lo que es una buena estrategia para motivarlos en su proceso de aprendizaje incentivarlos de finalizar el nivel que se está realizando para ir haciendo real la meta de aprender el idioma.

**Teacher 3:**

Creo firmemente que si se les asignara algún tipo de “valor” al desarrollo de las prácticas de las versiones multimedia en el centro de calificaciones, realmente aprenderían mucho mejor y de manera eficiente se lograrían mejores resultados y cumplir con la necesidad de autorrealización.

14. Como considera usted que se puede mantener motivados a los aprendices?

**Teacher 1:** En estos cursos virtuales los medios de comunicación son limitados, lo que toca es sacar el mayor provecho a las herramientas de comunicación que nos brinda la plataforma, y de esta manera motivar a los aprendices constantemente para evitar su retiro o que sientan que se

encuentran solos en el proceso. En los anuncios, es importante publicar información positiva y cargada de muy buena energía, para lograr transmitírsele a los Aprendices.

**Teacher 2:** Por medio de correos electrónicos, anuncios motivadores, etc. La comunicación de parte del tutor debe ser constante y efectiva.

**Teacher 3:** Concientizándolos sobre la real y verdadera importancia del dominio del idioma para que se animen, ya que el primer requisito para aprender es desearlo con sinceridad y luego dedicarse con compromiso.

También creo que habría que invitarlos a tomar conciencia del significado e impacto que es para ellos el poder acceder de manera gratuita a los cursos de inglés.

## Appendix 2.

## Teachers Survey

1. Does students make use of the communication tools of the platform such as internal mail, chat, forum, to communicate with you?
  - A. Totally Agree
  - B. Agree.
  - C. None.
  - D. Disagree
  
2. Do you consider that the learning environment offers communication facilities for students to interact?
  - A. Totally Agree
  - B Agree.
  - C. None.
  - D. Disagree
  
3. Do you consider students make use of the communication tools of the course to learned Collaborative with their mates?
  - A. Totally Agree

B Agree.

C. None.

D. Disagree

4. Do you consider that at the end of the course the apprentices improve their language skills?.

A. Totally Agree

B Agree.

c. None.

D. Disagree

5. Do you consider that if the learning material would give space for student to interact more, this would be positive for in their learning process?

A. Totally Agree

B Agree.

c. None.

D. Disagree

6. Which of the following components of the virtual learning environment is the one used most to motivate?

Foros de dudas e inquietudes

Mensajería interna.

Correo.

Chat sincrónico.

7. Which of the following communication tools do you used most to be in contact with learners?

Foro de dudas e inquietudes.

Mensajería Interna

Correo

Chat sincrónico.

8. Do you consider that the feedback given to the apprentices, it is used by them to expand their knowledge?

Yes.

No

### Por que?

2 responses

La plataforma brinda todas las herramientas antes mencionadas para una fácil interacción

Porque se encuentran incorporadas en la plataforma.

## Por que?

2 responses

Considero que si mejoran siempre y cuando realicen las actividades a consciencia

Un gran porcentaje mejora su nivel, todo depende de la disciplina del aprendiz.

## Appendix 3

### Students Survey

9. When I needed advice from my tutor, I got in touch with her / him easily by email, chat, forum, etc.

A. Totally Agree

B. Agree

C. None

D. Disagree

10. I receive quick feedback from the tutor via email, chat, Forums, the internal messaging / or other means



A. Totally Agree

B Agree

C. None

D. Disagree

**11. I respond to tutor's feedback and instructions**

A. Totally Agree

B Agree

C. None

D. Disagree

12. The communication tools of the platform make it easy to establish contacts with other

Students.

A. Totally Agree

B Agree

c. None

D. Disagree

13. I exchange knowledge easily and quickly with other course participants by email, chat, newsgroups, etc.

A. Totally Agree

B Agree.

c. None.

D. Disagree

14. Do you consider that more personal contact is needed in the course to improve interaction?

A. Yes

B. No

15. I miss to have a more personal contact with tutor.

A. Totally Agree

B Agree

C. None

D. Disagree

16. The online sessions with the tutor enrich my knowledge.

A. Totally Agree

B Agree

C. None

D. Disagree

17. Is it easy for you to stay motivated in the course?

A. Yes

B. No

¿Considera que hace falta más contacto personal en el curso para mejorar la interacción?

28 responses

no (4)	^
Si (3)	
No (3)	
No (2)	
si (2)	
el tiempo y las actividades individuales no lo permiten. (2)	
no considero que asi esta bien la comunicacion	
Claro que si	
Si	
Si claro.. Totalmente	

no, hace falta pues para eso son las herramientas virtuales	
No, personalmente no me gusta interaccionar mucho	
Si calro ya q uno al estar en contacto con otras personas q tienen idea sobre la interacción se puede aprender de ellos	
si porque de alguna manera se aprende mas en la formación presencial.	
No, considero que con que el tutor ayude a resolver dudas es suficientes.	
No es tan necesario	
Tal vez si como digo por la falta de interés para interactuar entre los estudiantes o por falta de tiempo.	
Puede ser	v

### ¿Por qué?

19 responses

porque el tutor se esfuerza en la motivación del aprendiz durante todo el proceso. (2)
Para mi por mi falta de tiempo
por que me gusta la presentación y los temas
Por el deseo de aprender
si hay mucho apoyo por parte del tutor
La profesora hace que el curso sea interesante, ella esta pendiente y nos corrige
Por q es bueno estar ocupado en algo q le puede servir para el futuro
Porque se aprende bien los temas
porque por medio de ello puedo ampliar mis conocimientos y aprender un idioma que es muy esencial para la vida.
Mi educación ha sido conductista así que realizar tareas en tiempos especificos siempre ha sido de mi agrado.
si, porque es muy importante para mi adquirir el conocimiento necesario para cumplir mis metas

### ¿Le es fácil mantenerse motivado en el curso?

28 responses

si (8)
Si (6)
No (2)
Si (2)
si, el material y el tutor facilitan las cosas, y el interés personal. (2)
Si para mi es motivador
Si, porque me ha gustado la metodología, al escuchar los audios facilita aprender la pronunciación.
Si, excelente dimamica y material de trabajo y motivacion del instructor
Si es facil mantenerse motivado creo q eso ya va en la persona para mi si. por q son pruebas q la vida nos da para aprender otra cosas y sirve para cambiar la rutina
si porque me ayuda a ampliar mis conocimientos
Si, porque quiero aprender yustedes ofrecen buenos conocimientos, así que eso es mi motivación el conocimiento que ofrecen.

Por supuesto.

Si, por el material, las actividades y la Tutora que enriquece e impulsa a cada uno de los Aprendices a no dejar el curso y pode terminarlo.

#### Appendix 4

##### Coordinator Interview.

1. Usted considera que los aprendices se sienten más acompañados a través de las sesiones asincrónicas y sincrónicas.

Coordinador: Antes de pensar en alcanzar objetivos, podemos pensar en que los aprendices tienen más opciones de contacto y si se cumple esa finalidad, podemos decir que un objetivo está siendo alcanzada.

2. Cuál cree usted que pueden ser las razones por los cuales los aprendices no aprovechan estos espacios sincrónicos (Chat sincrónico y las sesiones en línea)

Coordinador: No creo que los espacios no se estén aprovechando, los espacios están y estamos cumpliendo con tener esa herramienta disponibles para ellos, igualmente considero que al ser un aprendizaje virtual, los horarios son muy va A Teacher 1: A mi parecer no son aprovechadas como debería, existe un gran porcentaje de los aprendices que aún no se familiarizan con estas herramientas. Muy pocos las utilizan correctamente.

3. Como podría el tutor o los aprendices mejorar las interacciones (Teacher- Student and Student – Student) en los cursos virtuales en aras de mejorar la comunicación, el aprendizaje colaborativo y reducir el sentimiento de aislamiento.

Coordinador: El instructor debe ser más humano con los aprendices, ya que se está

volviendo muy mecanizado en la atención de los aprendices, debe incitar a los aprendices a interactuar entre ellos, de pronto usando nombres propios, ejemplo; Hola Juan, qué opinas sobre el comentario de la familia que hace pedro, ETC...

4. Considera que los tutores y aprendices hacen buen uso de las herramientas de la plataforma para estar más en contacto, comunicarse, interactuar y retroalimentar?

Coordinator: Digamos que siempre hay espacios para mejorar, el instructor debe pensar cuales herramientas le están funcionando y maximizarlas, contestar lo antes posible para que el aprendiz sienta el acompañamiento.

5. Cuáles son los instructivos que un tutor debe cumplir en los cursos de inglés en cuanto a la retroalimentación a los aprendices?

Coordinator: Fijarse en los errores, resaltarlos y darle la explicación así sea por medio de alguna consulta en una página de internet, contestar dentro de las 24 horas (Días Hábiles) establecidas.

6. Usted considera que con el cuadro de honor que los tutores deben publicar semanalmente para reconocer los que está haciendo un buen desempeño es suficiente para reconocer ese buen desempeño de los aprendices, o que recomendaciones podría dar con respecto a esto?

Coordinator: El cuadro de honor semanal es una buena motivación aunque no sea obligatoria, siempre genera estímulo a los aprendices, se puede también implementar enviarles un mensaje personalizado a su correo.

7. Como los cursos de inglés se puede volver un medio para satisfacer esa necesidad de autorrealización que tenemos las personas?

Coordinator: Porque ayudan a las personas con poco tiempo o limitaciones de movilidad a tener alternativas serias de aprendiza y más porque pueden ser certificables por una entidad confiable como el SENA.

8. Como considera usted que se puede mantener motivados a los aprendices?

Coordinator: De muchas maneras, reflexiones de aprendizaje semanal, material adicional de estudio (Entretenido y divertido, no solo simples textos), puntualidad en la información que se debe poner en la plataforma, responder correos, mensajes, foros y demás lo antes posible, brindar tutoriales, etc...