Chapter 5 Students of the bachelor's degree in International Business generation 2020 English proficiency as a competence for comprehensive training

Capítulo 5 Dominio del inglés de estudiantes de la licenciatura en Negocios Internacionales generación 2020 como competencia para la formación integral

DE LA CRUZ-RIVERA, Lizeth†*, PÉREZ-FERNÁNDEZ, Alberto and LÓPEZ-CABAÑAS, Juan Carlos

Facultad de Ciencias Económicas Administrativas, Universidad Autónoma del Carmen, México.

ID 1st Author: *Lizeth, De la Cruz-Rivera* / **ORC ID:** 0000-0003-0454-6054, **CVU CONAHCYT ID:** 1288391

ID 1st Co-author: *Alberto, Pérez-Fernández* / **ORC ID:** 0000-0002-9397-4167, **CVU CONAHCYT ID:** 264490

ID 2nd Co-author: *Juan Carlos, López-Cabañas* / **ORC ID:** 0009-0003-0071-9293, **CVU CONAHCYT ID:** 824535

L. De la Cruz, A. Pérez and J. López

* lcrivera@pampano.unacar.mx

Abstract

The change on education due to the COVID-19 pandemic caused the adaptation of the students and teachers to use technology and media to continue the teaching-learning process. This study is of a non-experimental qualitative nature that expects to describe the English knowledge and characteristics of a group of 83 applicants for the International Business Bachelor at the Universidad Autonoma del Carmen in the August 2020 generation. Through tutoring follow up, it is highlighted that of 83 enrolled students, only 50 students remain active for the August-December 2022 semester. According to the tutoring follow up, 64% of the inactive students temporally dropped out and the ones who are still active have shown trouble performing better in English class, which requires academic support from high-achieving peers and tutors.

Pandemic, Adaptation, Tutoring, Independent study

5.1 Introduction

Before the pandemic, there was already research on distance learning. Juca (2016) questions whether professionals and students are prepared for distance education and, according to Alfonso (2003), distance education is an alternative to reduce the high costs of face-to-face education and effectively reduces the obstacles of time and space, seeking to increase productivity and flexibility of the teaching-learning process. García (2017) shows that distance and digital education has advantages over face-to-face education, as long as the pedagogical designs are correct, considering digital learning as a disruptive element that indicates a drastic change of support and method. Onggirawan et al. (2023) consider that virtual education has started to grab interest since technology emerges in everything in our life.

Generation 2020 is a case that reflects the low academic performance in a specific subject in this phase of the change from face-to-face to online, the adaptation process implied that some students showed less knowledge.

A possible reason for the low performance are those students who finished high school in virtual mode and started and continued their university education online during the first two years. They are currently taking their fifth semester in the on-site mode.

Given the general panorama that education is going through, the objective of the research is to analyze the academic performance in the subject of English of students of the August 2020 generation of the educational programme of the Bachelor's Degree in International Business, a predominant competence in the formation of the graduates.

5.2 Theoretical framework

The context of globalization has facilitated and encouraged international trade at a global level. This phenomenon generates different economic advantages, and in order to take advantage of them it is necessary to use a common language and, to that extent, English has been the language adopted by the international community. (Echeverria & Vargas, 2019).

In our country, the teaching of English as a foreign language tends to take place mainly in the classroom through different controlled activities. In the teaching and learning of this language, the teacher and the student are two components that play a fundamental role. One depends on the other, and when one of them does not fulfill its function correctly, the teaching-learning process does not achieve the expected results (Beltrán, 2017).

It is safe to say that learning and mastering a second language does not only take place in the classroom. Independent study is fundamental to achieving its management and mastery in the long term. According to Orosz, et al. (2018), their methodology has gradually changed over time from a passive teacher-centered approach to an increasingly active learner-centered one, because learning a second language is like acquiring a skill, and mastering it requires constant practice until the skill is acquired.

According to Beltrán (2017), many times the student only develops English language learning during their training, when they are in educational institutions, and scarcely in other types of activities, limiting in certain occasions that the student may finally be able to communicate in this language, given that the number of times of language practice outside the classroom is reduced.

Therefore, there is a significant gap between basic school education and university education. Many young people arrive at higher education without the necessary skills, content and attitudes to make the most of the university teaching-learning process (Ocaña, 2011).

For Narro and Martiniano (2013), tutoring can be defined as an intentional teaching intervention in the educational process, which consists of close, systematic and permanent accompaniment of the student, to support and facilitate the process of building learning of various types: cognitive, affective, sociocultural and existential.

Therefore, according to Nieto, Cortés and Cárdenas (2013), we can say that tutoring has an impact on the academic performance of students, and that, when learning a foreign language, it is part of the strategies that help the student to overcome fears and frustrations, or it can serve to guide him during the process, making him aware of his ways of learning, helping him to find his strengths and weaknesses.

Academic performance of the August 2020 generation in the English subject of the educational program of the Bachelor's Degree in International Business

At the Universidad Autónoma del Carmen, the School of Economic and Administrative Sciences has 5 educational programs. This research article focuses only on the educational program of the Bachelor's Degree in International Business of the 2020 generation.

Table 5.1 Average and EDIIN scores of newly admitted applicants

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 1	F	79	10	10	14	8	8	11	6	7	74
Student 2	F	82	6	8	7	7	6	7	5	0	46
Student 3	M	78	12	11	13	8	7	6	3	5	65
Student 4	F	68	3	6	5	6	4	6	4	4	38
Student 5	M	82	14	14	14	14	12	11	7	12	98
Student 6	M	77	7	6	9	3	3	3	4	6	41
Student 7	F	83	12	11	8	9	8	12	2	8	70
Student 8	F	85	16	12	14	15	13	13	8	10	101
Student 9	M	75	5	5	2	6	6	7	9	5	45
Student 10	F	68	4	5	4	6	6	4	7	6	42
Student 11	F	74	19	18	16	16	16	16	12	14	127
Student 12	F	83	8	11	12	11	14	8	8	12	84
Student 13	F	88	17	12	16	17	14	16	11	13	116
Student 14	F	88	10	10	14	16	11	12	6	8	87
Student 15	F	82	11	6	10	10	7	8	7	8	67
Student 16	F	84	9	5	4	10	5	3	4	4	44
Student 17	F	85	15	13	14	14	17	13	11	12	109
Student 18	F	83	20	18	19	19	19	17	15	16	143
Student 19	F	81	7	10	9	5	7	5	4	7	54
Student 20	F	80	13	7	14	9	8	9	3	5	68
Student 21	F	68	8	8	5	9	5	2	5	10	52
Student 22	F	86	13	2	9	7	5	3	3	10	52
Student 23	M	76	16	16	15	13	12	12	11	11	106
Student 24	F	88	11	11	11	10	8	10	4	8	73
Student 25	M	89	20	18	17	18	19	15	14	17	138
Student 26	F	85	6	8	5	5	11	3	3	6	47
Student 27	M	64	2	5	7	4	4	8	4	4	38
Student 28	F	77	7	11	14	19	11	15	13	11	101
Student 29	F	71	18	16	15	16	13	11	12	11	112
Student 30	M	71	2	9	8	6	6	4	10	9	54
Student 31	M	79	12	18	14	10	11	9	6	11	91
Student 32	F	84	17	15	15	17	13	13	7	9	106
Student 33	F	89	19	16	18	18	15	16	10	12	124
Student 34	F	75	4	5	7	10	6	2	3	5	42

Student 35	M	84	19	20	14	18	17	18	10	17	133
Student 36	F	93	17	16	16	18	16	16	10	17	126
Student 37	M	86	9	11	12	13	8	15	7	10	85
Student 38	F	98	10	15	15	14	9	9	5	6	83
Student 39	M	80	8	9	10	10	10	3	4	8	62
Student 40	F	90	8	6	9	4	5	7	4	6	49
Student 41	F	80	4	3	6	4	6	6	7	5	41
Student 42	M	77	15	18	17	14	12	13	8	10	107
Student 43	F	71	7	6	7	9	8	4	5	2	48
Student 44	M	85	19	16	16	17	14	16	11	15	124
Student 45	F	75	-	-	-	-	-	-	-	-	-
Student 46	M	95	12	12	10	10	5	6	6	3	64
Student 47	F	92	18	16	15	15	7	15	9	5	100
Student 48	M	84	7	11	9	9	7	12	8	9	72
Student 49	M	85	11	9	12	11	10	8	3	9	73
Student 50	F	89	16	14	14	16	12	10	8	10	100
Student 51	M	75	7	5	4	9	5	2	3	8	43
Student 52	F	82	9	9	8	10	6	4	7	6	59
Student 53	F	80	9	10	10	8	5	9	5	8	64
Student 54	F	86	16	10	15	13	11	10	10	9	94
Student 55	M	76	3	12	11	9	8	10	7	11	71
Student 56	M	82	4	11	7	11	10	9	9	8	69
Student 57	F	81	20	18	18	17	12	16	9	15	125
Student 58	F	83	9	6	14	12	6	4	5	4	60
Student 59	M	78	9	6	8	6	6	4	6	5	50
Student 60	F	81	7	7	8	7	3	8	7	2	49
Student 61	M	79	20	18	15	16	16	15	14	13	127
Student 62	F	75	8	8	8	6	5	4	5	2	46
Student 63	F	93	19	19	19	19	18	16	12	15	137
Student 64	F	85	7	9	15	13	7	11	7	9	78
Student 65	F	89	-	-	-	-	-	-	-	-	-
Student 66	M	88	15	14	14	15	12	11	11	10	102
Student 67	M	82	7	5	5	9	7	3	6	4	46
Student 68	F	90	14	17	16	20	15	18	12	15	127
Student 69	M	84	12	11	15	12	11	10	8	10	89
Student 70	F	86	14	17	14	17	16	13	9	16	116
Student 71	F	70	20	19	16	18	17	15	15	14	134
Student 72	M	89	18	15	16	18	14	13	8	13	115
Student 73	F	90	18	17	17	17	16	12	13	10	120
Student 74	F	73	5	9	8	9	5	8	7	7	58
Student 75	F	78	7	7	11	9	8	7	8	6	63
Student 76	F	88	5	7	5	-	-	-	-	-	17
Student 77	F	70	11	14	15	16	13	15	9	9	102
Student 78	F	69	8	5	6	4	5	6	7	2	43
Student 79	F	88	10	13	7	15	10	9	4	9	77
Student 80	F	74	12	13	14	13	11	12	7	10	92
Student 81	M	73	18	14	14	13	9	13	5	13	99
Student 82	F	68	7	7	9	13	13	13	6	8	76
Student 83	F	90	3	4	12	-	-	-	-	-	19

Source: Own elaboration according to the EDII and EDIIN 2020 Results database.

In Table 5.1, we can see the number of students admitted (column 1), followed by the gender of the students (column 2), then we can see the average graduation rate (column 3) of the 83 applicants admitted to the International Business educational program. Table 5.1 shows the scores for each of the sections (columns 4 to 11) and finally the EDIIN total (column 12).

Among the sections covered by this diagnostic test are:

1. Section I: Hearing.

2. Section II: Reading.

3. Section III: Use of Vocabulary and Grammar (I).

4. Section III: Use of Vocabulary and Grammar (II).

5.   Section III: Use of Vocabulary and Grammar (III).

6.   Section III: Use of Vocabulary and Grammar (IV).

7.   Section III: Use of Vocabulary and Grammar (V).

8.   Section III: Use of Vocabulary and Grammar (VI).

Table 5.2 General information on the Bachelor's Degree in International Business

2020 Applicants	95
Class of 2020 students admitted	83
Active students in the period Aug-Dec 2022	50

Source: Own elaboration according to the EDII and EDIIN 2020 Results database.

Table 5.2 shows 95 applicants to the International Business educational program in the 2020 generation, with 83 admitted students. For the current period, August-December 2022, 50 students are active.

Table 5.3 Active students in the Bachelor's degree program in International Business and their relationship with the levels passed in English

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Level Pass.
Student 1	F	79	74	A	A	A				3
Student 2	F	82	46	A						1
Student 3	M	78	65	A	A					2
Student 4	M	82	98	A	A	A	A			4
Student 5	F	83	70	A	A	A	A			4
Student 6	F	83	84	A	A	A	A			4
Student 7	F	88	116	A	A	A	A	A	A	6
Student 8	F	88	87	A	A	A	A			4
Student 9	F	82	67	A	A	A	A			4
Student 10	F	84	44	A	A					2
Student 11	F	85	109	A	A	A	A			4
Student 12	F	86	52	A	A					2
Student 13	M	76	106	A	A	A	A			4
Student 14	F	88	73	A	A	A	A			4
Student 15	F	85	47	A	A	A	A			4
Student 16	F	77	101	A	A					2
Student 17	F	71	112	A	A					2
Student 18	F	84	106	A	A	A				3
Student 19	F	89	124	A	A	A	A	A		5
Student 20	M	84	133	A	A	A	A	A	A	6
Student 21	F	93	126	A	A	A	A			4
Student 22	M	86	85	A	A	A				3
Student 23	F	98	83	A	A	A	A			4
Student 24	M	80	62	A	A	A				3
Student 25	F	90	49	A	A	A	A			4
Student 26	F	80	41	F						0
Student 27	M	77	107	A	A					2
Student 28	F	71	48	A	A	A	A			4
Student 29	M	85	124	A	A	A	A			4
Student 30	M	95	64	A	A	A	A			4
Student 31	M	85	73	A	A					2
Student 32	F	89	100	A	A	A	A	A		5
Student 33	M	75	43	A	A					2
Student 34	F	82	59	A	A	A	A			4
Student 35	F	86	94	A	A	A	A			4
Student 36	M	82	69	A	A	A				3
Student 37	F	83	60	A	A	A	A			4
Student 38	M	78	50	A	A					2
Student 39	F	75	46	A	A					2
Student 40	F	93	137	A	A	A	A	A	A	6

Student 41	F	85	78	A	A	A	A			4
Student 42	F	89	0	A	A					2
Student 43	F	90	127	A	A	A	A			4
Student 44	M	84	89	A	A	A				3
Student 45	F	86	116	A	A	A	A			4
Student 46	F	90	120	A	A	A	A			4
Student 47	F	78	63	A	A	A	A			4
Student 48	F	88	77	A	A	A	A			4
Student 49	F	74	92	A	A					2
Student 50	M	73	99	A						1

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Table 5.3 shows the list of the members of the student enrollment (column 1) active in the August-December 2022 period, their gender (column 2), as well as their high school graduation average (column 3), the score obtained in the EDIIN (column 4), then the levels passed and failed in English (column 5 to 10) pertaining to English leveling and from the 3rd semester to the 5th semester of the curriculum map, and finally, the number of levels passed (column 11).

The educational program of the Bachelor's Degree in International Business has 2 levels of English in semesters 1 and 2, starting in the 3rd semester and ending in the 6th semester, according to its curricular map.

1.   Level A (1st semester).

2.   Level B (2nd semester).

3.   English 1 (3rd semester).

4.   English 2 (4th semester).

5.   English 3 (5th semester).

6.   English 4 (6th semester).

It is important to mention that according to the semester in which the class of 2020 is currently enrolled, the expected trajectory for fifth semester students is that they would currently be taking English III.

Table 5.4 EDIIN score range according to levels of English language proficiency

Level	Students	A / R	EDIIN score
Level A	1	Failed	41
Level A	2	Approved	46-99
Level B	12	Approved	0-112
English 1	2	Approved	62-106
English 2	24	Approved	47-127
English 3	2	Approved	100-124
English 4	3	Approved	116-137

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

As shown in Table 5.4, we can see the number of students (column 2) active in the current period who have accredited up to a certain level of English (column 1), as well as the passing status (column 3) of this subject, and likewise the relationship in range of their EDIIN score (column 4).

Table 5.5 English level of inactive students

Students	LA	LB	I1	I2	I3	I4
Temporary discharge						
Student 4	A					
Student 8	A	A	A	A		
Student 18	A	A	A			
Student 19	A					
Student 20	A	A				
Student 27	F					
Student 30	F					
Student 31	A					
Student 45	F					
Student 47	A	A				
Student 48	F					
Student 55	A					
Student 57	A	A				
Student 66	A	A				
Student 72	A	A				
Student 74	A					
Student 76	F					
Student 77	A	A				
Student 78	A					
Student 82	A					
Student 83	F					
Permanent discharge						
Student 6	A					
Student 9	F					
Student 10	F					
Student 11	A	A				
Student 21	F					
Student 25	A	A	A	A		
Student 34	F					
Student 53	F					
Student 60	A	A				
Student 61	A	A				
Student 67	A	A				
Student 71	A	A				

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Table 5.5 shows the list of inactive members of the student enrollment (column 1) due to temporary and definitive withdrawal in the August-December 2022 period, as well as the English passing and failing levels (column 2 to 6) pertaining to English leveling and from the 3rd semester to the 5th semester of the curriculum map.

5.3 Results

Graphic 5.1 Gender of admitted students
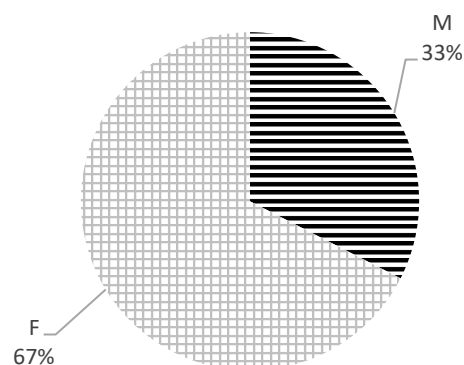
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Graphic 5.1 shows the percentage of women and men admitted to the Bachelor's Degree in International Business educational program, where the highest percentage is represented with 67% (equivalent to 56 students) in women and 33% (equivalent to 27 students) in men, giving a total of 83 students admitted in the August-December 2020 school period.

Graphic 5.2 Gender of active students in Aug-Dec 2022
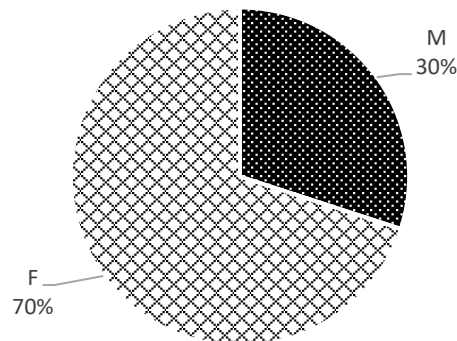
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Graphic 5.2 shows the percentage of women and men currently active in the Bachelor's Degree in International Business educational program, where the highest percentage is represented by 70% (equivalent to 35 students) in women and 30% (equivalent to 15 students) in men, giving a total of 50 students of the August 2022 generation active in the August-December 2022 school period.

Graphic 5.3 Non-active students admitted to the class of 2020 who are in temporary and definitive discharge status in the period August-December 2022
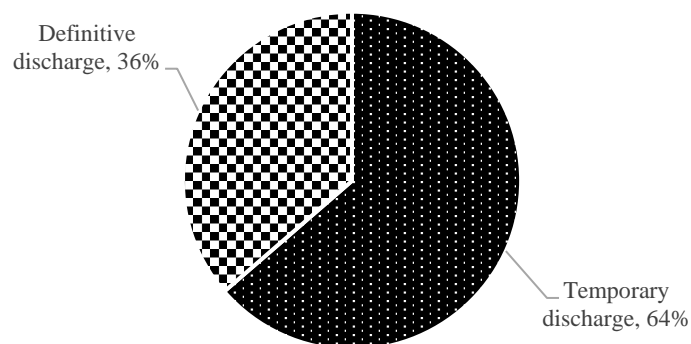
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Graphic 5.3 shows the percentage of students admitted as part of the August 2020 graduating class belonging to the Bachelor's Degree in International Business program who have withdrawn from the program. The highest percentage is represented by 64% (equivalent to 21 students) who have been temporarily discharged, while 36% (equivalent to 12 students) have been permanently discharged, giving a total of 33 students of the August 2020 graduating class who will not be active in the August-December 2022 period.

Graphic 5.4 Students in Level A and their EDIIN scores
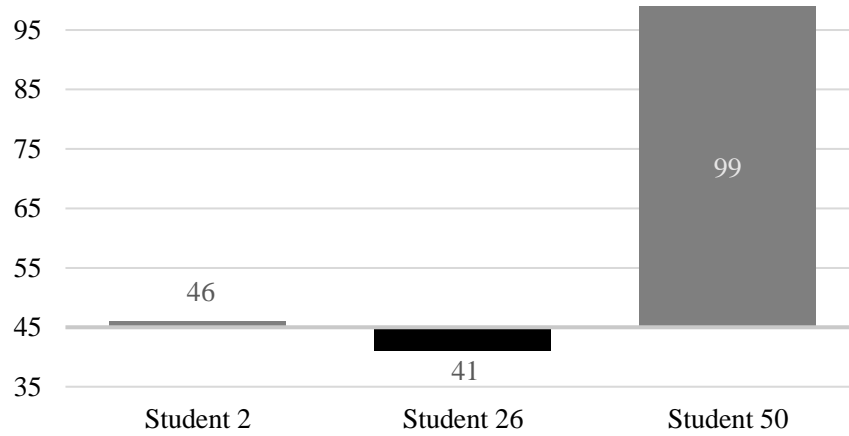
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, Graphic 5.4 shows that of the 50 active students in the August-December 2022 period, 2 have accredited up to A level. Student 2, who obtained a score of 46 in the EDIIN and student 50, who obtained 99. Similarly, the case of student 26, with an EDIIN score of 41, who has failed this level, is also shown.
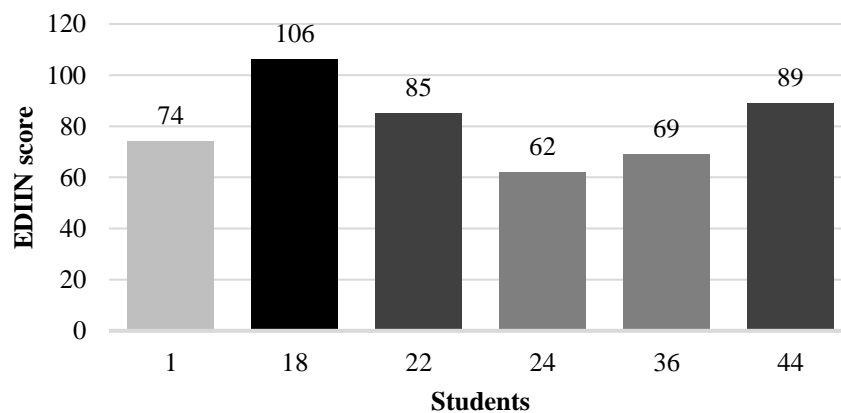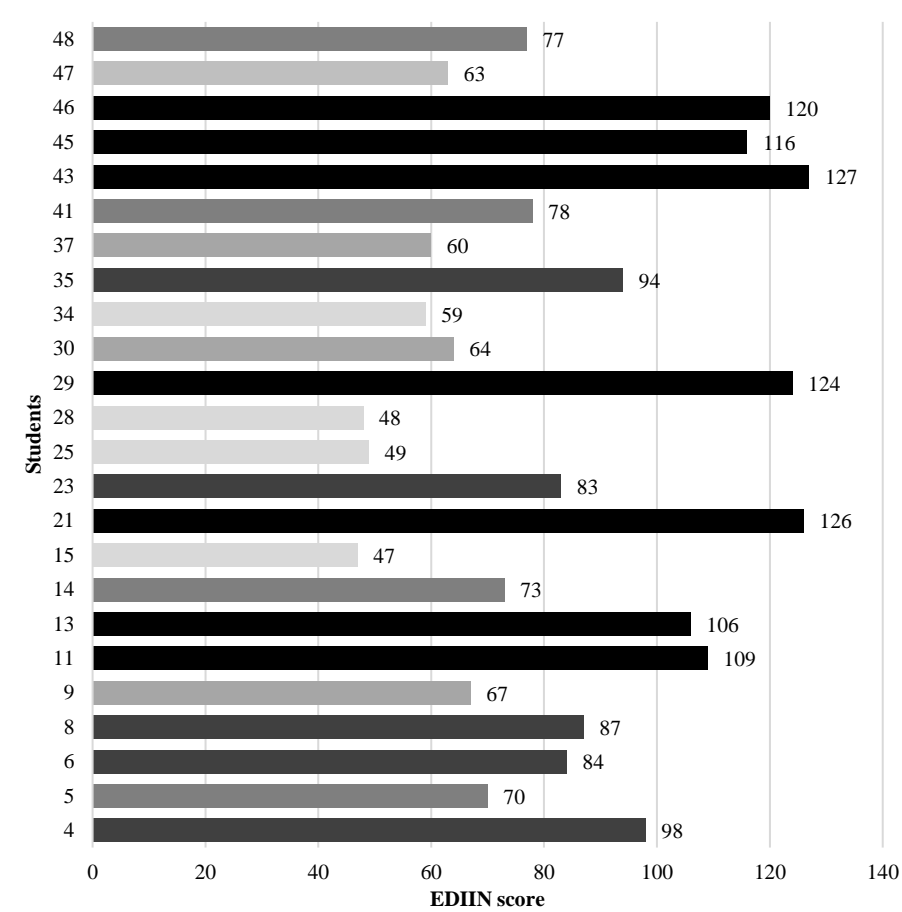
Graphic 5.5 Students in Level B and their EDIIN scores
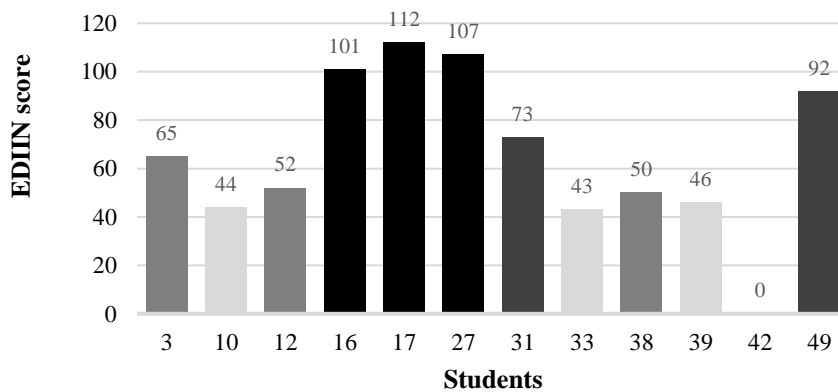
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.5 that of the 50 active students in the August-December 2022 period, 12 students have accredited up to Level B. These students have an EDIIN score range from 0 to 112.

Graphic 5.6 Students in English 1 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.6 that of the 50 active students in the August-December 2022 period, 6 students have accredited up to English 1, with an EDIIN score range of 68 to 89.
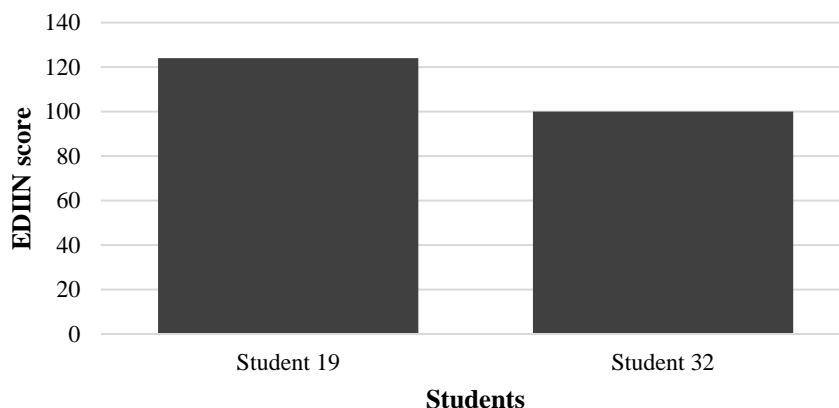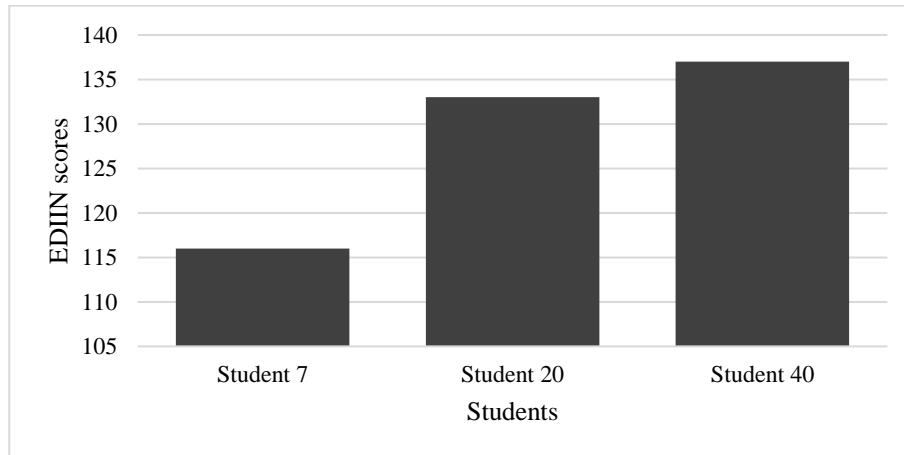
Graphic 5.7 Students in English 2 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.7 that of the 50 active students in the August-December 2022 period, 24 students have accredited up to English 2, with an EDIIN score range of 47 to 127.

Graphic 5.8 Students in English 3 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.8 that of the 50 active students in the August-December 2022 period, 2 students have accredited up to English 3. Student 19, who scored 124 on the EDIIN and student 32, who scored 100.

Graphic 5.9 Students in English 4 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.9 that of the 50 active students in the August-December 2022 period, 3 students have accredited up to English 4. Student 7, who scored 116 on the EDIIN, student 20 who scored 133 and student 40, who scored 137.

5.4 Conclusions

English is considered the most widely used language in the world, so the teaching of English as a second language is spanding rapidly. Therefore, learning and mastering English as a second language allows access to a greater number of personal and professional opportunities.

However, according to Enrico (2022), these generations had to face a virtual beginning of schooling, so they had to suddenly reconfigure modes and strategies to continue with the course. The lack of contact with professors and other students made it difficult for them to relate to the rules and logic of university life.

According to Gonzales & Evaristo (2021), international research indicates that the differences in academic performance between virtual and face-to-face modalities may be due to variables such as the quality of the strategies and not to the medium itself, and that virtual education seems to have higher dropout rates. This can be affirmed with the data collected, taking into account that, in only two years, 40% of the students who entered the degree program are in temporary and definitive dropout status.

In addition to the fact that there is an important backwardness in the learning of the English language in Mexico, which has forced the Universidad Autónoma del Carmen to apply a diagnostic test of English as a foreign language. Due to the findings indicate that México has a low proficiency in English language level (Meneses, 2023).

English language proficiency to its incoming applicants, which allows them to know the level of competencies and skills that the student possesses in this second language. And once the applicant is part of the student body, he/she is supported through the guidance of a tutor.

Taking into account the EDIIN results and comparing them with the students' progress in the subject, it is shown that they are related, since those with the lowest scores in the diagnostic test tend to be the same students who have made the least progress, while the highest scores are those who are in accordance with their curriculum map, or even ahead of it. It can be noted that 88% of the students of the August 2020 generation are still active and are below the level of English they should be studying. These figures show that it is important to carry out actions that allow students to improve their performance, so that they can catch up and the lag does not end up being an obstacle for their graduation.

5.5 Recommendations

Due to the learning gap between basic education and the necessary knowledge and competencies in English for the beginning of the university stage, the Universidad Autonoma del Carmen implemented Nivelacion A and B. However, it does not seem to be enough, since there are still high rates of failure or backwardness in the subject.

It is mainly recommended of a good accompaniment and counseling on the part of the tutors towards the tutees, since as mentioned by Guerra & Borrallo (2018), "the interaction of the tutors with the students helps to improve the relationship between both, favoring a good feedback, and this being a useful strategy to improve the academic performance of the students".

Likewise, a follow-up of the cases through counseling in the subject complementing the classes that allow the students to know the appropriate learning method for them, clarify their doubts, encourage dialogue and offer additional resources to learn more effectively and in the long term.

Also, reading is a fundamental skill when learning a language and provides a series of benefits at an educational level, but also at a personal level (Barrera, 2009). Therefore, the implementation of a reading and writing club in English would allow the acquisition of vocabulary, improve reading comprehension and spelling, as well as develop students' oral and written expression, in addition to allowing and encouraging tutor-tutored interaction.

5.6 References

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