

Chapter 4 Analysis of the performance in the English language of the students of the 2020 generation of the Bachelor of Business Administration

Capítulo 4 Análisis del desempeño en el idioma inglés de los alumnos de la generación 2020 de la Licenciatura en Administración de Empresas

BAQUEIRO-LÓPEZ, Perla Gabriela*, CARRILLO-MARÍN, Antonia Margarita and BAQUEIRO-LÓPEZ, José Manuel

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

ID 1st Author: *Perla Gabriela, Baqueiro-López* / **ORC ID:** 0000-0002-2169-5150, **CVU CONAHCT ID:** 582543

ID 1st Co-author: *Antonia Margarita, Carrillo-Marín* / **ORC ID:** 0000-0001-6076-3817, **CVU CONAHCT ID:** 341851

ID 2nd Co-author: *José Manuel, Baqueiro-López* / **ORC ID:** 0000-0001-6798-9739, **CVU CONAHCT ID:** 824419

DOI: 10.35429/H.2023.10.37.50

P. Baqueiro, A. Carrillo and J. Baqueiro

* pbaqueiro@pampano.unacar.mx

M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Currently, mastering a foreign language, in particular the English language, provides advantages for anyone and is of the utmost importance for the professional development of graduates of Business Administration, however, achieving this mastery is not easy. and less in conditions such as those that have occurred as a result of the COVID-19 pandemic. That is why the purpose of this work is to analyze the performance obtained by Business Administration students of the 2020 generation in the English courses that are part of their curricular map, for which the results of the English diagnostic test of the students were identified. students selected to enter said generation and compared with the level of English they have passed up to the current period (August-December 2022). The results show that there is no clear relationship between the variables studied, so it is necessary to identify the causes that have caused the students to fall behind in order to apply corrective strategies.

English Proficiency, EDIIN, Academic Performance, Tutoring, Higher Education administration, pandemic, diagnostic, identified, variables, corrective, strategies, foreign, utmost, development, mastery, conditions, identify, graduates.

4.1 Introduction

In a globalized world like the one we currently find ourselves in, mastering several languages represents a competitive advantage for any professional; however, according to Chávez (2018), learning a foreign language can represent a complex mission that requires a lot of will and effort for some people, which can cause rejection of said language. If we add to the above a pandemic scenario that forced educational activities to be carried out remotely, without those involved in the process being properly prepared for this modality, it is clear that learning would be even more difficult.

In the case of the Universidad Autónoma del Carmen, mastery of the English language is established as a generic competence that all its students must develop; in the case of the Bachelor of Business Administration, students are expected to achieve it by taking six levels of English, starting with two general English courses called Leveling A and Leveling B, to later study four levels of business English.

The generation that entered the Bachelor of Business Administration in 2020 faced the scenario described above, so the objective of this research is to determine what the academic performance of these students has been in the subject of English.

4.2 Method

To carry out this work, the use of the non-experimental quantitative method was considered, which was based on two stages, the first consisted of identifying the students who were selected to enter the Bachelor of Business Administration, for this the final grade was considered. total obtained in the selection exam. In accordance with the program, the selection criteria were followed and the students were assigned an enrollment.

The second stage consisted of monitoring the students who entered the Bachelor's Degree in Business Administration, considering as basic elements of initial performance the score obtained in the EDIIN exam and the level of English they have passed for this semester. The objective is to identify students who require academic support either through peers who have better academic performance.

4.3 Theoretical framework

Regarding the development of skills, Cortés conceives independent study as a process aimed at the formation of an autonomous student capable of learning to learn; It consists of developing study skills, establishing educational goals and objectives based on the recognition of the individual's weaknesses and strengths which, in turn, will respond to the needs and expectations of each one. (Cortés, 2009). In this regard, Cárcel states that if efficient self-learning skills are promoted, the student acquires abilities to adapt and update new knowledge and technical advances, adopting a creative aptitude (Cárcel, 2016).

On the other hand, López (2011) identifies the need to direct actions that emphasize the importance of the teacher's role, and teaching strategies in student motivation, intrinsic and extrinsic factors of motivation are considered, while For his part, Guanche points out how convenient it is for teachers to guide students in certain tasks that require self-preparation, so that the independent work method can be successfully achieved (Guanche, 2017).

At a global level, it has been observed through various research on learning styles, in which they agree that people perceive, acquire knowledge, have ideas, think and act differently from each other (Adán 2010, Gallego and Martínez 2011). In this sense, Feldman (2005) defines learning “as a process of relatively permanent change in a person's behavior generated by experience,” while Riva considers it to be a “process through which an activity originates or is modified.” responding to a situation whenever the changes cannot be attributed to growth or the temporary state of the organism” (Riva Amella, 2009).

In another order of ideas, there are numerous definitions of the tutorial action. The diversity of definitions is highlighted by the concept of education and orientation that each author supports. We define tutoring as a training intervention action aimed at monitoring students and which is considered another teaching activity. The typology of the intervention and the conditions of its application are what determine the tutorial model to be applied (Lázaro, 2003).

The comprehensive tutoring model addresses the academic, professional and personal dimensions of the student in a global way. It is possibly the most complete model since it promotes the comprehensive development of the student, in its facets: intellectual, emotional and professional (Rodríguez Espinar, 2001).

It has been implemented, with some variants, in recent decades in French universities as methodological support tutoring against academic failure as well as more recently in some Italian and Spanish university institutions with effective and comprehensive advisory proposals in the university context. (Lobato et al., 2005, Pedicchio e Fontana, 2000).

4.3.1 Academic Performance of the August 2020 generation in the English subject of the educational program of the Bachelor of Business Administration

The Faculty of Administrative Economic Sciences of the Universidad Autónoma del Carmen has 5 educational programs. This research article studies only the educational program of the Bachelor of Business Administration, specifically the 2020 generation.

Table 4.1 Average and EDIIN score of newly admitted applicants

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 1	M	68	7	8	8	12	6	8	7	7	63
Student 2	F	87	13	14	14	16	13	11	8	11	100
Student 3	M	80	9	7	10	4	5	4	7	5	51
Student 4	M	84	7	8	9	6	6	9	2	8	55
Student 5	M	72	10	7	11	5	5	3	9	4	54
Student 6	M	71	9	8	5	6	9	9	8	8	62
Student 7	M	71	9	8	5	7	6	5	8	6	54
Student 8	F	70	13	14	14	14	12	10	10	9	96
Student 9	M	83	20	17	14	19	17	16	17	15	135
Student 10	F	84	8	6	5	5	8	4	5	4	45
Student 11	M	77	-	-	4	4	6	7	4	3	28
Student 12	F	87	11	7	6	9	6	1	3	9	52
Student 13	F	72	5	1	7	9	7	6	11	4	50
Student 14	F	78	9	8	11	3	6	6	3	5	51
Student 15	F	85	10	14	14	17	17	16	16	11	115
Student 16	M	78	17	13	15	17	11	15	9	11	108
Student 17	M	82	8	10	12	11	9	9	5	6	70
Student 18	M	92	7	9	8	8	7	7	4	8	58
Student 19	F	83	9	11	10	6	7	7	4	9	63
Student 20	F	85	6	8	4	7	8	8	3	7	51
Student 21	M	68	4	11	11	12	11	12	4	8	73
Student 22	M	87	7	4	11	16	8	3	6	4	59
Student 23	F	81	5	8	7	10	6	3	2	5	46

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIN
Student 24	M	90	7	13	9	15	8	12	7	10	81
Student 25	F	83	14	18	14	14	11	12	6	11	100
Student 26	M	78	7	8	5	13	7	8	7	3	58
Student 27	F	85	4	10	10	11	9	7	6	6	63
Student 28	F	69	14	11	13	9	8	10	6	12	83
Student 29	F	90	5	7	8	5	8	8	5	3	49
Student 30	F	68	4	7	9	6	9	6	7	6	54
Student 31	M	77	9	12	7	13	9	7	2	0	59
Student 32	M	74	5	6	11	0	6	5	6	5	44
Student 33	F	72	5	6	10	4	7	4	1	5	42
Student 34	F	87	7	12	9	14	8	10	7	10	77
Student 35	F	85	9	7	6	9	9	10	6	11	67
Student 36	F	78	9	6	6	10	5	8	4	5	53
Student 37	M	66	11	15	9	7	11	9	11	11	84
Student 38	F	92	6	6	11	14	3	6	3	7	56
Student 39	M	76	5	10	9	11	13	12	7	13	80
Student 40	F	72	10	6	7	10	11	9	5	8	66
Student 41	F	82	7	10	6	9	7	7	5	6	57
Student 42	M	76	5	5	6	5	5	3	2	7	38
Student 43	F	81	4	3	6	5	5	5	4	5	37
Student 44	F	90	7	6	6	7	4	5	8	6	49
Student 45	M	78	2	13	9	9	9	10	8	7	67
Student 46	M	69	7	6	6	7	5	3	6	4	44
Student 47	M	85	9	9	4	5	2	2	6	3	40
Student 48	F	73	11	6	6	9	6	11	8	6	63
Student 49	F	88	11	5	7	8	6	7	6	7	57
Student 50	M	73	7	12	7	7	5	5	4	8	55
Student 51	F	86	5	7	9	12	5	4	6	3	51
Student 52	F	71	9	7	6	8	2	5	10	5	52
Student 53	F	83	8	7	5	3	6	2	6	5	42
Student 54	M	72	19	19	16	15	18	18	11	12	128
Student 55	F	89	3	3	9	8	8	6	3	6	46
Student 56	M	64	4	4	11	4	1	6	8	5	43
Student 57	F	79	6	11	6	9	7	9	7	11	66
Student 58	M	73	6	8	7	4	3	4	2	4	38
Student 59	F	76	4	8	6	10	5	3	4	5	45
Student 60	M	82	7	8	7	7	9	6	3	7	54
Student 61	M	76	4	12	8	11	10	11	10	6	72
Student 62	F	97	5	4	9	10	4	4	3	5	44
Student 63	M	71	6	4	5	2	5	5	4	7	38
Student 64	M	68	5	4	6	7	4	7	3	2	38
Student 65	F	85	7	11	14	17	11	14	8	10	92
Student 66	F	75	9	13	15	10	10	11	10	5	83
Student 67	M	75	4	5	9	-	-	-	-	-	18
Student 68	F	78	4	8	6	4	4	5	4	5	40
Student 69	F	82	9	9	14	7	12	14	8	10	83
Student 70	F	73	6	7	7	5	5	8	4	2	44
Student 71	F	80	9	10	7	10	6	8	9	7	66
Student 72	M	90	5	3	3	5	3	6	8	3	36
Student 73	M	70	12	11	11	6	10	10	1	5	66
Student 74	F	89	9	12	11	16	9	3	7	5	72
Student 75	F	80	7	6	7	8	5	7	5	7	52
Student 76	F	87	4	4	9	4	4	4	6	5	40
Student 77	M	68	4	6	5	2	7	8	9	4	45
Student 78	M	85	18	9	11	8	4	13	17	13	93
Student 79	M	82	2	8	4	4	5	5	3	7	38
Student 80	M	88	8	10	8	10	5	6	1	6	54
Student 81	M	82	3	12	11	10	6	8	11	11	72
Student 82	M	71	6	8	4	6	6	1	9	3	43
Student 83	F	80	1	7	5	6	8	6	6	6	45
Student 84	M	70	13	9	11	9	12	10	1	11	76
Student 85	F	79	8	4	6	7	9	10	8	7	59
Student 86	F	90	14	7	15	6	9	13	10	7	81
Student 87	F	82	18	8	17	17	17	8	7	13	105
Student 88	F	86	5	4	4	7	4	4	8	8	44
Student 89	M	82	3	10	2	7	8	8	4	2	44
Student 90	F	92	1	9	9	11	8	10	8	8	64

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 91	F	72	8	12	13	18	15	18	13	9	106
Student 92	F	85	12	10	8	12	8	5	5	5	65
Student 93	F	64	7	6	11	11	8	7	7	6	63
Student 94	M	82	16	15	17	16	11	12	10	8	105
Student 95	M	71	7	8	3	3	6	4	5	4	40
Student 96	F	78	5	6	3	6	6	5	7	7	45
Student 97	M	92	6	6	8	9	9	3	8	9	58
Student 98	M	74	10	11	6	11	9	11	10	9	77
Student 99	M	78	7	8	11	9	6	7	4	5	57
Student 100	M	87	7	7	9	9	7	8	4	10	61

Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database.

In table 4.1, we can see in column 1 the number of admitted students, followed by the gender of the students (column 2), in column 3 the average with which the 100 admitted applicants graduated from the upper secondary level is identified. admitted to the Bachelor of Business Administration, then in columns 4 to 11 the score of each of the EDIIN sections is integrated, which are:

1. Section I: Listening.
2. Section II: Reading.
3. Section III: Vocabulary and grammar (I).
4. Section III: Vocabulary and grammar (II).
5. Section III: Vocabulary and grammar (III).
6. Section III: Vocabulary and grammar (IV).
7. Section III: Vocabulary and grammar (V).
8. Section III: Vocabulary and grammar (VI).

Finally, column 12 indicates the final EDIIN score obtained by the admitted applicants.

Table 4.2 General information of the Bachelor of Business Administration

Concept	Quantity
Applicants 2020	111
Admitted students of the 2020 generation	100
Active students in the period Aug-Dec 2022	69

Source: Own elaboration

Table 4.2 shows that the total number of applicants for the Bachelor of Business Administration for the 2020 generation was 111, with 100 of the applicants being admitted, of which they remain active in the current period, August-December 2022, 69 students.

Table 4.3 Active students of the Bachelor of Business Administration and their relationship with the levels approved in English

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Niv. Aprov.
Student 1	M	68	63	A	A	82	85			4
Student 2	F	87	100	76	22					1
Student 3	M	80	51	80	82	82	78			4
Student 4	M	84	55	72	43					1
Student 5	M	72	54	70	82	56				2
Student 6	M	71	62							0
Student 7	M	71	54	A	A	85	85	95		5
Student 8	F	70	96	76	70	60				2
Student 9	M	83	135	94	86	81				3
Student 10	F	84	45	74	77					2
Student 11	M	77	28	A	A	81	77	90		5
Student 12	F	87	52	71	0					1
Student 13	F	72	50	72	75	72	49			3
Student 14	F	78	51	80	87	86	81	76		5
Student 15	F	85	115	82	77	78	71			4
Student 16	M	78	108	87	84	83	82			4
Student 17	M	82	70	A	A					2
Student 18	M	92	58	70	71	5				2
Student 19	F	83	63	71	58					1
Student 20	F	85	51	82	84	72	61			3
Student 21	M	68	73	86	85	65				2
Student 22	M	87	59	76	78	63				2
Student 23	F	81	46	100	79	83	82			4
Student 24	M	90	81	94	80	74	49			3
Student 25	F	83	100	70	39					1
Student 26	M	78	58	85	71	70				3
Student 27	F	85	63	76	71	76	42			3
Student 28	F	69	83	74	80	71				3
Student 29	F	90	49	79	70	68				2
Student 30	F	68	54	40						0
Student 31	M	77	59	75	72	70	74			4
Student 32	M	74	44	86	81	78	80	84		5
Student 33	F	72	42	65						0
Student 34	F	87	77	74	86	79	79			4
Student 35	F	85	67	82	78	77				3
Student 36	F	78	53	38						0
Student 37	M	66	84	76	82	80	86	87		5
Student 38	F	92	56	A	A	87	70			4
Student 39	M	76	80	70	0					1
Student 40	F	72	66	70	70	2				2
Student 41	F	82	57	77	81	70	80			4
Student 42	M	76	38	72	70	73				3
Student 43	F	81	37	74	87	77	77			4
Student 44	F	90	49	78	73	56				2
Student 45	M	78	67	A	A	85	84			4
Student 46	M	69	44	73	59					1
Student 47	M	85	40	76	84	71	81			4
Student 48	F	73	63	A	77	76	74			4
Student 49	F	88	57	70	75	78				3
Student 50	M	73	55	74	81	72				3
Student 51	F	86	51	70	73	79	85			4
Student 52	F	71	52	81	70	75	76	75		5
Student 53	F	83	42	A	72					2
Student 54	M	72	128							0
Student 55	F	89	46	77	79	72	86	85		5
Student 56	M	64	43	80	76	71	80			4
Student 57	F	79	66	73	74					2
Student 58	M	73	38	70	80	81	89			4
Student 59	F	76	45	74	72	74				3
Student 60	M	82	54	74	70					2
Student 61	M	76	72	A	A	81	77			4
Student 62	F	97	44	79	83	76				3

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Niv. Aprov.
Student 63	M	71	38	76	80	78	90			4
Student 64	M	68	38	73	72					2
Student 65	F	85	92	71	77	61				2
Student 66	F	75	83	72	77	61				2
Student 67	M	75	18	92	73	85	82			4
Student 68	F	78	40	83	86	83	73	62		4
Student 69	F	82	83	79	80	70				3

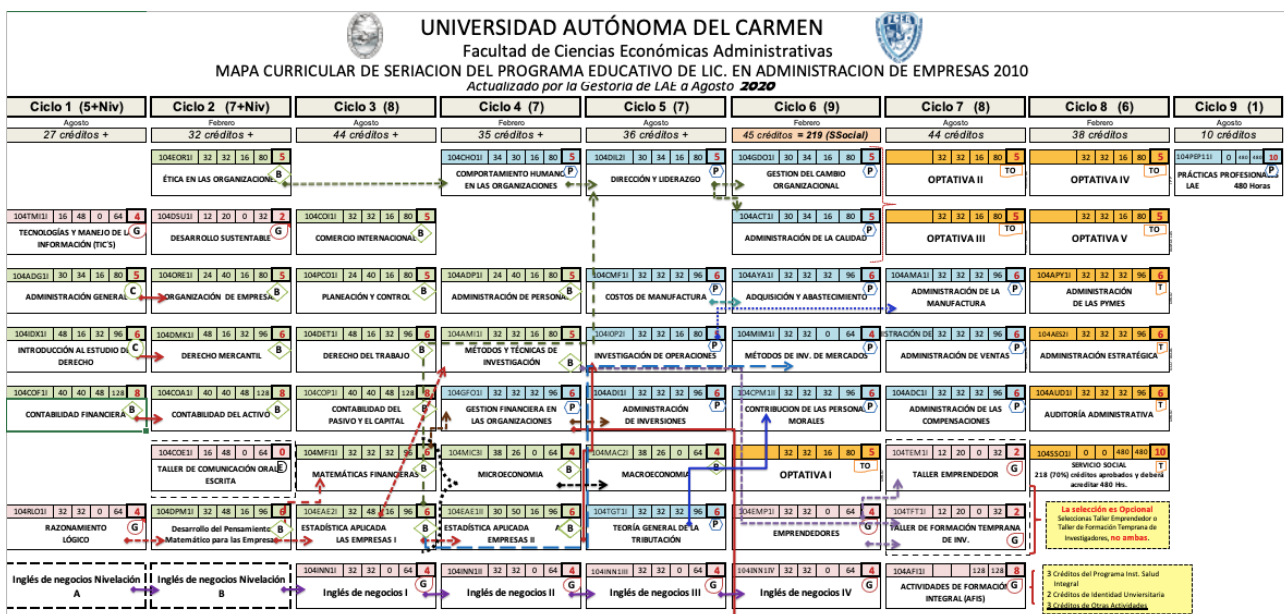
Source: Own elaboration based on the EDII and EDIIN 2020 Results and the academic history of active Students. Nota: Niv. Aprov. – Approved English levels

Table 4.3 lists the active members during the current period (August – December 2022) of student enrollment (column 1), their gender (column 2), their high school graduation average (column 3), the score obtained in the EDIIN (column 4), the English courses passed and failed by level (column 5 to 10) and finally, the number of levels passed (column 11).

The Bachelor of Business Administration has in its curricular map with 2 levels of general English in the first two semesters and from the 3rd semester onwards they take Business English ending in the 6th semester (See figure 3.1).

1. Leveling A (Semester 1).
2. Leveling B (Semester 2).
3. English 1 (Semester 3).
4. English 2 (Semester 4).
5. English 3 (Semester 5).
6. English 4 (Semester 6).

Figure 4.1 Curricular map of the Bachelor of Business Administration



Source: Management of the educational program in Business Administration.

It is worth mentioning that, in accordance with the above, the expected trajectory for these students is that they would currently be studying English III.

Table 4.4 EDIIN score range according to levels of English studied

Level	Students	A / R	EDIIN score
Leveling A	3	Reprobate	42-54
Leveling B	6	Approved	38-66
Leveling B	7	Reprobate	44-100
English 1	10	Approved	44-135
English 1	10	Reprobate	38-62
English 2	19	Approved	18.115
English 2	4	Reprobate	50-81
English 3	7	Approved	28-54
English 3	1	Reprobate	40

Source: Own preparation in accordance with the EDII and EDIIN 2020 Results database and the academic history of the students

As shown in table 4.4, you can see the level of English (column 1) that they have accredited by number of active students (column 2), as well as the passing or failing status of the mentioned level (column 3), finally, Column 4 relates your EDIIN score (column 4). Additionally, it should be noted that there is 1 active student who has not taken Level A and one student who has not accredited any course in the kardex.

Table 5. English level of inactive students

Students	NA	NB	I1	I2	I3	I4
Temporary leave						
Student 1	A					
Student 7	R					
Student 11	A	R				
Student 14						
Student 18	A	R				
Student 21	R					
Student 29	R					
Student 31	A					
Student 33	R					
Student 36	R					
Student 45	R					
Student 47	R					
Student 52	R					
Student 53	A					
Student 58	R					
Student 61	A					
Student 62	R					
Student 66	A					
Student 72	A	R				
Student 76	A	R				
Student 79						
Student 81	R					
Student 89	R					
Student 91	A	A				
Student 98	A	A				
Final withdrawal						
Student 16	A	A				
Student 19	A					
Student 86	A	A				
Student 88	A	A				
Student 95	A	A	A	A		

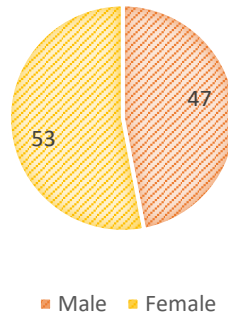
Source: Own elaboration

Table 4.5 shows the list of members of the student enrollment (column 1) inactive due to temporary and permanent withdrawal in the period of August-December 2022, as well as the passed and failed levels of English (column 2 to 6). belonging to English leveling and from the 3rd semester to the 5th semester of the curricular map.

4.4 Results

Graph 4.1 Gender of admitted students

GENDER OF ADMITTED STUDENTS

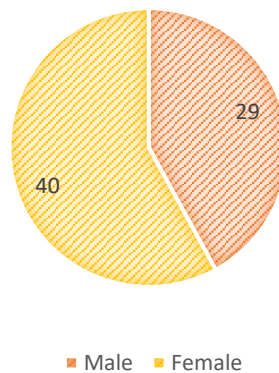


Source: Own elaboration

Graphic 4.1 shows the percentage of women and men admitted to the educational program of the Business Administration Degree, where the largest number of students corresponds to the female GENDER (53) and 47% are men, giving a total of 100 students admitted in the August-December 2020 school period.

Graphic 4.2 Gender of active students in the period Aug-Dec 2022

GENDER OF ACTIVE STUDENTS

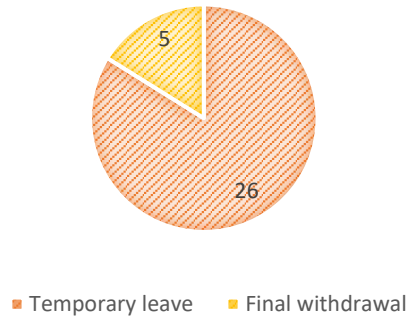


Source: Own elaboration.

Graphic 4.2, similarly to graph 1, shows the number of women and men who continue to be active in the educational program of the Bachelor of Business Administration, where 40 students are women, representing 58% of the total, and 29 are men, corresponding to 42%, giving a total of 69 students from the August 2022 generation active in the August-December 2022 school period.

Graphic 4.3 Non-active admitted students of the 2020 generation who are in temporary and permanent withdrawal status in the period August-December 2022

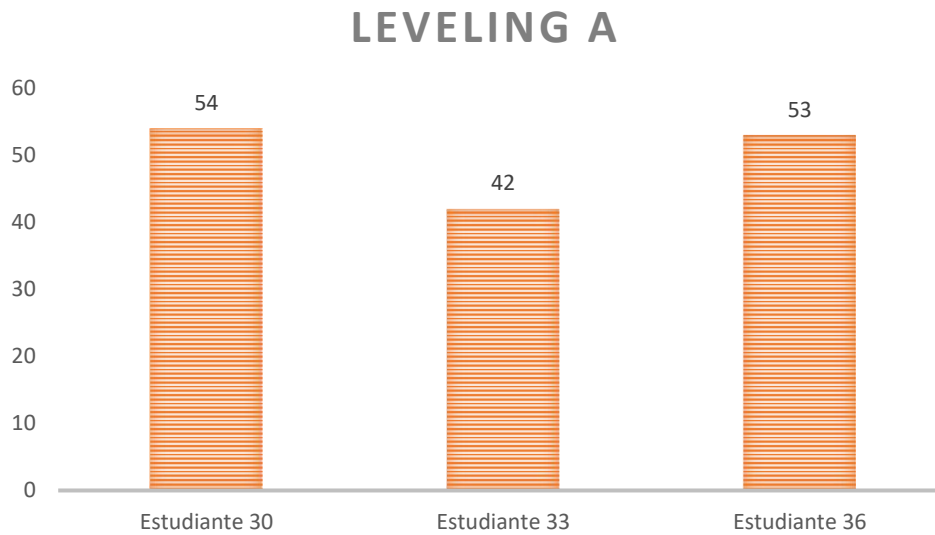
STATUS OF NON-ACTIVE STUDENTS



Source: Own elaboration

Graphic 4.3 shows the number of students of the Bachelor of Business Administration admitted as part of the August 2020 generation who have temporarily or permanently withdrawn. In total, it is observed that 5 of the students requested permanent withdrawal, while 26 required a temporary withdrawal, leaving a total of 31 Students of the generation in question not active for this period.

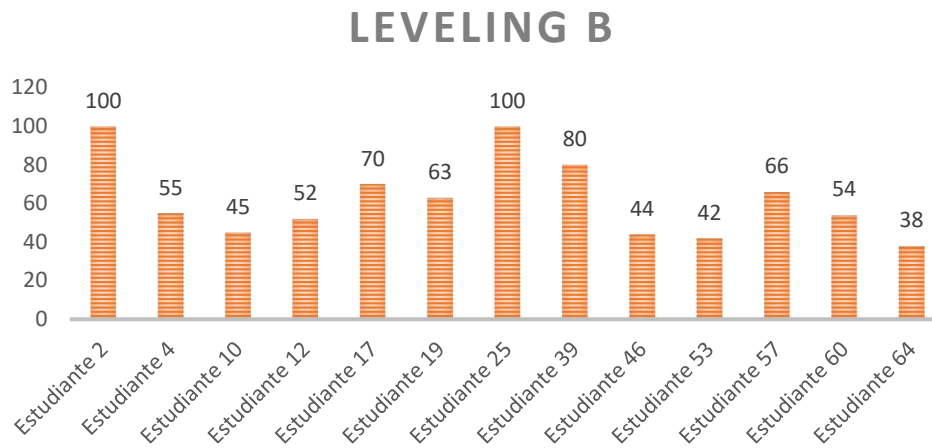
Graphic 4.4 Students in Leveling A and their EDIIN scores



Source: Own preparation in accordance with the EDII and EDIIN 2020 Results database

As a result of table 4.4, in graphic 4.4 we can see that 3 of the active students in the current period (August-December 2022) have completed leveling A, although they failed this level, of which, student 30, who obtained a score of 54 on the EDIIN, student33 obtained 42 and student 53 had a score of 53.

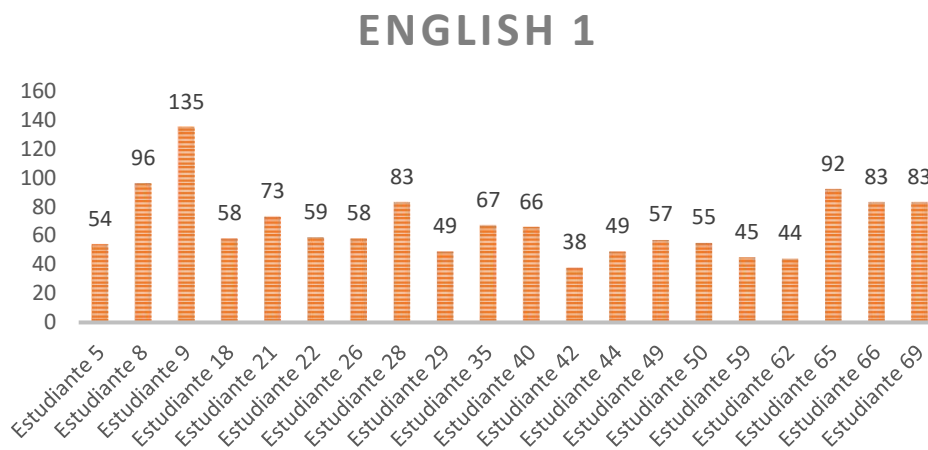
Graphic 4.5 Students in Leveling B and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

Graphic 4.5 shows that of the 69 students active in the current period, 13 have completed up to leveling B, obtaining scores between 38 and 100 on the EDIIN.

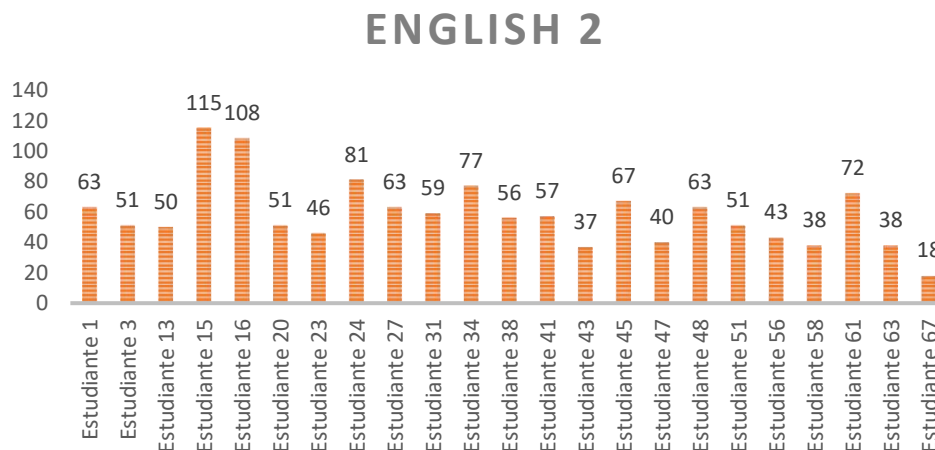
Graphic 4.6 Students in English 1 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

In the case of students who have completed up to the level English 1, Graph 6 shows that there have been 20 students whose score ranges from 38 to 135.

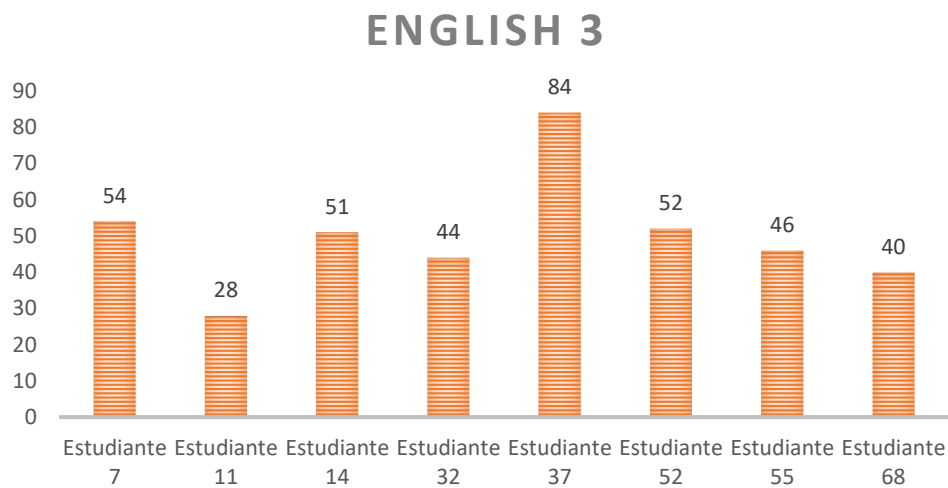
Graphic 4.7 Students in English 2 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

According to graphic 4.7, 23 students have taken the English 2 level, having EDIIN score ranges between 18 and 115 points.

Graphic 4.7 Students in English 3 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

Graphic 4.8 shows that a total of 8 active students have studied up to the English 3 level, obtaining scores on the EDIIN from 28 to 84 points.

Finally, it should be noted that there are no active students who have taken or are taking level 4 English.

4.5 Conclusions

For some time now, English has become a “universal” language, particularly in the business world, so those who master it have access to better employment opportunities and in their personal lives. Considering the above, in the majority of Higher Education Institutions in our country this language is considered to be accredited as a second language by their students.

In the case analyzed in this document, it should be noted that the students of the 2020 generation were faced with starting their professional studies in a pandemic scenario, which forced their classes to be held virtually, having as one of the results that teaching-learning strategies had to be adapted to this modality. The above had an impact on academic performance in general and in particular in the English language.

From the results obtained, it stands out that there is no clear relationship between the score obtained in the diagnostic exam of English knowledge by the applicants at that time, with the progress and performance shown by the students since the students who show greater progress in courses earned below average grades; while the students with the highest score are slightly behind with respect to the expected trajectory according to the curricular map.

Another aspect that stands out is that only 8 students have accredited the level that corresponds to the expected trajectory, so it is urgent to identify the causes that have caused the lag of the majority of the students of the Bachelor of Business Administration, in order to determine the strategies that allow regularizing the trajectory of the Students.

In this sense, the support of the tutor is essential to, firstly, determine in a timely manner the causes that caused the student's lag and secondly, to jointly establish the most appropriate strategy to solve this situation.

4.6 References

- Adán, M. (2010). Estilos de aprendizaje y rendimiento académico en las modalidades de bachillerato. Madrid: Tesis Doctoral UNED.
- Barrera, I. (2009). Motivación a la lectura en el aula de inglés. *Innovación y experiencias educativas*(núm. 45), pp. 1-8. Obtenido de https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_22/ISABEL_BARRERA_BENITEZ02.pdf
- Beltrán, M. (2017). El aprendizaje del idioma inglés como lengua extranjera. *Revista Boletín Redipe*, vol. VI (núm. 4), pp. 91-98. Obtenido de <https://revista.redipe.org/index.php/1/article/view/227/224>
- Cárcel, F. (2016). Desarrollo de habilidades mediante el aprendizaje autónomo. Empresa, investigación y pensamiento crítico, vol.5 n o .3. Disponible en <http://dx.doi.org/10.17993/3cemp.2016.050327.52-60>, [20/10/2017].
- Chávez, D. (2018). La actitud hacia el aprendizaje del idioma inglés y su relación con el rendimiento académico en los estudiantes de la Pontificia Universidad Católica del Ecuador – Ambato. [Tesis de maestría]
- Cortés, A. (2009). «La educación a distancia y el estudio independiente». Revista e-Formadores. n o. 1. Instituto Latinoamericano de la Comunicación Educativa, pp. 1-6. Disponible en: http://investigacion.ilce.edu.mx/panel_control/doc/e-formadores.pdf. [20/10/2017].
- Echeverria, M., & Vargas, C. (2019). El papel del dominio del inglés como segunda lengua en la competitividad de los países. [Trabajo de grado, Universidad EAFIT]. Obtenido de https://docs.google.com/viewerng/viewer?url=https://repository.eafit.edu.co/bitstream/handle/10784/15339/Camilo_Vargas_MariaCristina_Echeverri_2019.pdf?sequence%3D2&isAllowed=y
- Enrico, R. (2022). Ingreso a la educación superior en tiempos de pandemia. El oficio de estudiante universitario. *Anuario digital de investigación educativa*(núm. 5), pp. 41-53. Obtenido de <http://revistas.bibdigital.uccor.edu.ar/index.php/adiv/article/view/5275/6542>
- Feldman, R. S. (2005). Psicología: con aplicaciones en países de habla hispana. México DF: McGrawHill
- Gallego, A., & Martínez, E. (2011). Estilos de aprendizaje y e-learning. Hacia un mayor rendimiento académico. Madrid.
- Guanche, A. (2017). Acerca del trabajo independiente en las asignaturas de ciencias en la Educación Primaria. *IBERCIENCIA*. vol.4, no. 3. Disponible en <http://www.oei.es/historico/divulgacioncientifica/>, [25/11/2018].
- Lázaro, A. (2003). Competencias tutoriales en la Universidad. En Michavila, F. y García Delgado, J (Ed): La tutoría y los nuevos modos de aprendizaje en la Feli Arbizu, Clemente Lobato, Laura del Castillo 21 universidad. Madrid: Cátedra UNESCO.
- Lin, M. (2008). Cambios de paradigma en la enseñanza de inglés como lengua extranjera: el cambio crítico y más allá. *Revista Educación y Pedagogía*, vol. XX (núm. 51), pp. 11-23. Obtenido de <https://dialnet.unirioja.es/descarga/articulo/3074193.pdf>
- Lobato, C. Del Castillo, L. y Arbizu, F. (2005). La tutoría metodológica en las universidades francesas. Análisis y valoración de una intervención. *Revista Española de Orientación Psicopedagógica* 16,1, (en prensa)
- López, E. (2011). La dirección del trabajo independiente en la disciplina curricular Morfofisiología de la carrera de Estomatología. *Revista Ciencias Médicas*, vol.15 n o .1, La Habana, pp.116-128.

Narro Robles, J., & Martiniano Arredondo, G. (2013). La tutoría. Un proceso fundamental en la formación de los estudiantes universitarios. *Perfiles Educativos*, vol. 35 (núm. 141), pp. 132-151. Obtenido de <https://www.scielo.org.mx/pdf/peredu/v35n141/v35n141a9.pdf>

Nieto, M., Cárdenas, M., & Cortés, L. (2013). La tutoría académica en lenguas extranjeras: expectativas y realidades. *Educación y Educadores*, vol.16 (núm. 3), pp. 472-500. Obtenido de <https://www.redalyc.org/pdf/834/83429830005.pdf>

Ocaña, Y. (2011). Variables académicas que influyen en el rendimiento académico de los estudiantes universitarios. *Investigación Educativa*, vol. XV (núm. 27), pp. 165-179. Obtenido de <https://revistasinvestigacion.unmsm.edu.pe/index.php/educa/article/view/6473/5692>

Ordorika, I. (2020). Pandemia y educación superior. *Revista de la Educación Superior*, vol. 49 (núm. 194), pp. 1-8. Obtenido de <https://www.scielo.org.mx/pdf/resu/v49n194/0185-2760-resu-49-194-1.pdf>

Organización Panamericana de la Salud. (11 de Marzo de 2020). *La OMS caracteriza a COVID-19 como una pandemia*. Obtenido de OPS: <https://www.paho.org/es/noticias/11-3-2020-oms-caracteriza-covid-19-como-pandemia>

Orosz, A., Ortega, D., Monzón, M., & Sarango, F. (2018). El aprendizaje activo para las clases de inglés como lengua extranjera. *Cuaderno de Política Educativa*(Núm. 3). Obtenido de <http://201.159.222.12:8080/bitstream/56000/451/3/cuadernos%20de%20P.E.%203.pdf>

Pedicchio, M. C. e Fontana, I. (2000). *Tutoring in european universities*. Trieste: Servizio Tipografico Editoriale d'Ateneo.

Riva Amella, J. L. (2009). *Cómo estimular el aprendizaje*. Barcelona, España: Editorial Océano.

Rodríguez Espinar, S (Coord.) (2001). *Tutoría universitaria una guía práctica*. Barcelona. Universidad de Barcelona. <http://www.ub.edu/tutorsub/manual/>

Tutoría y rendimiento académico desde la perspectiva de estudiantes y profesores de Ciencias de la Salud. Una revisión sistemática. (2018). *Educación Médica*, vol. XIX (núm. 5), pp. 301-308. Obtenido de <https://reader.elsevier.com/reader/sd/pii/S1575181317300669?token=70C35128A32A9889369A2B6BAB3FA33453C6A81434DC579657525BAE744786236B59551E38FBB4015E06C0FEFDBA8380&originRegion=us-east-1&originCreation=20221012154602>